

COVID TESTING SETUPS

How Do the Belmont Hill and Winsor Testing Programs Stack Up?



The new testing programs developed last year have been critical to successful reopenings for both schools. Broad Institute

By DAVID CHO '23, DANIEL RASHES '22,
AND ASHLEY X. '23
BANNER AND PANEL STAFF

One of the key contributors to Belmont Hill and Winsor's success in continuing to have classrooms in-person has been their extensive COVID testing programs. Their considerable investments in their COVID testing facilities and equipment have enabled the whole school-wide testing of their members every week. Belmont Hill and Winsor's COVID testing are both in place to achieve the same goal: to ensure there will be no community spread. To give insight into each school's process, let's take a look at how the two compare.

Every week at Belmont Hill, students go down to the Jordan Athletic Center on Monday and Tuesday (half of the student body has their testing on one of the two testing days) and get tested. At the Jordan, students during their free block in the same pool (approximately five students in each) line up in front of two distanced tables, waiting to be called upon by the sample-collectors. The sample-collectors collect the students' swab samples and place them into a combined pool vial.

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Opinions on Biden AP Exam Updates: New Digital System Springing Forward

By CAM CAREY '23, ANNIE F. '24, AND
ZOE V-K '24
BANNER AND PANEL STAFF

President Joe Biden claims that his presidency will be one "for all Americans," making it clear from his diverse and inclusive campaign that he greatly values the concept of unity. Over the past four years, however, the political divide in our country has never seemed greater. We are polarized by heated disagreements over issues ranging from abortion access to Black Lives Matter to climate change and election integrity. Even though President Trump put very little to no emphasis on bipartisanship, Joe Biden and Kamala Harris believe that reaching across the aisle and finding common ground is the main way to "Build Back Better." President Biden's inauguration speech alone included the words "unity" and "uniting" fourteen times. This article is intended to allow readers to understand varying viewpoints at Winsor and Belmont Hill relating to our current president and his stance on the issue of unity in our nation.

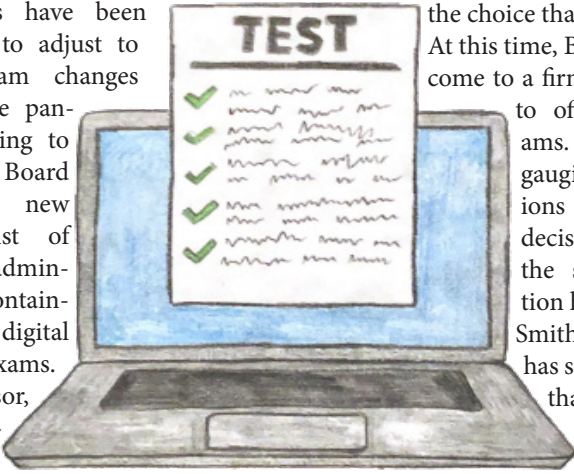
For a more conservative perspective, we talked with Sammy Jomaa, opinions editor of *The Panel*.

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By GIGI C. '23 AND LUKE HOGAN '22
BANNER AND PANEL STAFF

AP exams are difficult enough as they are, as students incorporate many sleepless nights and the occasional evening swig of caffeine into their hectic schedules. Both Winsor's and Belmont Hill's administrations have been working hard to adjust to these AP exam changes brought by the pandemic. According to the College Board website, these new updates consist of three different administrations containing a mix of digital and paper exams.

At Winsor, Mrs. Markenson, Head of AP Tests are expected to be a mix of digital and paper exams.



the Upper School, and Ms. Kirwan, Winsor's Registrar, summarized the school's plan: Winsor will be offering exams on campus within the multiple dates for each

exam given by the College Board, there will be one day where students have the option to take the exam on campus. Additionally, the school is allowing for AP students to choose whether or not to take the exam. Mrs. Markenson said "Given that there are so many variables this year, we feel like each student needs to be able to make the choice that is best for [them]." At this time, Belmont Hill has not come to a firm solution on when to offer these new exams. Teachers have been gauging student opinions to make informed decisions, but in reality, the school administration has the final say. Mr. Smith, Dean of Studies, has stated to his students that teachers will be able to choose the administration

Luke Trevisan '24

that works best for their class. Belmont Hill will also need to decide if it will allow students to take the digital exams at home or in a proctored environment at school.

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By COOPER NELSON '23 AND
MEREDITH T. '23
BANNER AND PANEL STAFF

School athletics has been one of the areas that the COVID-19 pandemic has affected the most. Mask mandates and social distancing requirements have made sports like soccer, hockey, and basketball difficult to organize this year. However, Belmont Hill and Winsor have been lucky enough to compete during the fall and winter seasons, and hope to continue this trend into the spring. As long as athletes put in the effort to stay safe, both schools plan to expand their sports offerings in the new season.

As the spring season approaches, coaches and players alike are hoping for competition. If COVID numbers continue to stay at manageable levels, then Belmont Hill sports teams will likely be able to compete with other ISL schools. Mr. Tahan, Belmont Hill's athletic director, stresses that the most important thing is safety, and he vows that our teams will continue to abide by state MIAA guidelines to minimize the risk of transmission. Mask mandates will not be going anywhere, and although bans on spectators will likely remain in place, ...

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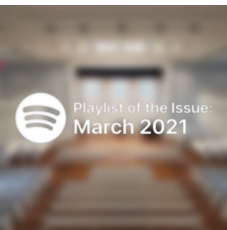


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PWAP Team Looks to Online Fundraiser Possibilities

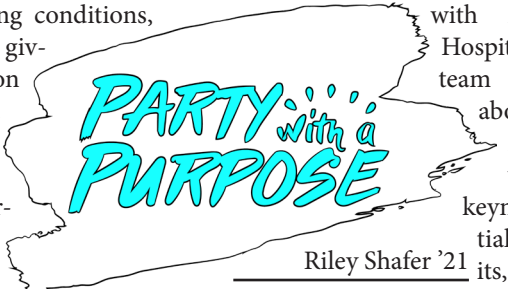
By ALEX G. '21, ALEX LO '23 AND COOPER NELSON '23
BANNER STAFF AND STAFF WRITER

As the spring approaches, Winsor and Belmont Hill students alike are wondering about the status of Party with a Purpose (PWAP), given the constraints on social events and activities imposed by the coronavirus pandemic. Party with a Purpose is an annual fundraiser event at Belmont Hill that benefits Boston Children's Hospital and is coordinated by the PWAP team. The year's team, led by Belmont Hill Seniors Matt Travaglini '21, Doug Conigliaro '21, and Zach Travaglini '21, includes representatives from each participating school, such as Caroline C. '21 and Ellie P. '21 from Winsor. Though "all [of PWAP's typical events] could not happen this year," according to Matt, the group has found new ways to continue their work. Despite the challenges presented by the ongoing pandemic, the PWAP team still hopes to raise money this year through selling merchandise and holding various smaller fundraisers. As in person options for the Party with a Purpose event are no longer viable, the PWAP leaders are looking towards on-

line solutions. According to Caroline, the entire PWAP team "met with our representative from Boston Children's Hospital, and she gave us inspiration about what colleges have done" this year. Building off that meeting, Matt, alongside Doug and Zach, is "brainstorming about a potential virtual event in collaboration with other Dance Marathon efforts across the state." As the year progresses, PWAP initiatives will adapt to changing conditions, and students will be given more information in the coming weeks. One of the most integral and popular aspects of Party with a Purpose is the distribution of PWAP merchandise, and the team is prepared to continue this tradition in new ways this year. Matt says, "We are currently in the designing and developing part of the process, but we will be opening an online storefront at some point this spring so that we can maximize options and your merchandise can be delivered straight to your house." This online option would streamline the buying process, as well as comply with COVID

restrictions since the items may be delivered to students' homes, reducing contact and minimizing risk. It may also allow friends and families of students to purchase items easily and, thus, bring in more donations for Boston Children's Hospital. Though the core PWAP event can not run in person, the PWAP team is in the midst of planning some smaller programs. Other than a larger Dance Marathon event with Boston Children's Hospital, Matt said the team is "brainstorming about having a Belmont-Hill-specific virtual event with a keynote speaker, potentially some patient visits, and more." In order to assist fundraising efforts, the event will likely have an entrance fee, along with some fundraising efforts inside as well. About this year's limited opportunities, Matt says, "the biggest thing we need this year is just to keep the energy up!" He also stated, "this is an incredibly important event for many reasons: to honor the patients of Boston Children's Hospital, to carry on the legacy of Maggie Ryan and the entire Ryan Family, who have done so much for the Belmont Hill commu-

nity, and to put on an amazing, collaborative event with our neighboring schools." To ensure that Party with a Purpose will return successfully next year, the PWAP team has also focused their efforts on passing down their work to the next class. Ellie says, "another main focus this year is really just to leave the juniors and sophomores on the PWAP committee prepared to be leaders in the years to come." Caroline realizes the importance of the planning, saying, "We hope that it is as successful as it can be this year and, even more, that we set it up for continued success in the future because PWAP is such a great cause!" Matt also believes "it will come back stronger than ever next year, and we want its energy and importance to stay with it." Though there won't be a Party with a Purpose event in April this year, the PWAP team is committed to serving Boston Children's Hospital through online initiatives, merchandise sales, and potentially in person activities at Belmont Hill. This spring, students can keep up the energy, motivation, and engagement that has defined PWAP in previous years through participating in the new fundraising opportunities. Look out for more information from the PWAP team in the coming weeks! □



Riley Shafer '21

Students Ponder Prom Substitute Amidst COVID Rules

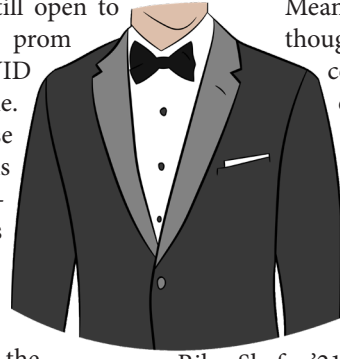
By DANIEL BITTNER '22, ABBY G. '22, SOPHIA L.-D. '22, AND LAWRENCE TANG '22
BANNER AND PANEL STAFF

The third Saturday in May: the annual Belmont Hill-Winsor Prom. In the past, prom has taken place at a hotel ballroom or on a harbour cruise. Usually, students from both schools and their invited guests dress up and celebrate an iconic high school tradition, taking pictures at the schools themselves before leaving to go to the chosen venue. With COVID-19 still greatly affecting our daily lives and activities, however, having a "normal" prom between the two schools in Spring 2021 is unrealistic. Although it is still early in the planning stages, new developments indicate that a modified prom is possible. Mr. Griffin, the Winsor senior class dean, explained the school's current stance on prom, saying, "Winsor at this moment is not open to having guests from other

schools on our campus and is prioritizing a prom to include just seniors." Although "there are no formal plans between Winsor and Belmont Hill for a joint prom," he indicated that Winsor is still open to the possibility of a joint prom at Belmont Hill if COVID cases continue to decline. Right now, because there are no concrete plans for prom, juniors and seniors are thinking of ways that they would like to see prom play out, and reacted positively towards the prospect of a prom, no matter the structure. Reah D. '21 feels that "At the bare minimum... prom should be limited to the senior class: everyone needs to get a negative COVID test, everyone needs to wear a mask, and it would have to be entirely outside." Many other students shared similar feelings about specific neces-

sary safety measures. Juniors at Winsor also recognize that a seniors-only prom may be the best solution since having a more "normal" prom seems more feasible next year. Meanwhile, for Belmont Hill, although the possibility of prom could still occur, the chances of it taking place in the spring are low. While the initial plan had been to hold prom on the Spirit of Boston Cruise on May 24th, the likelihood of such an event is decreasing as COVID-19 has remains ever present in Massachusetts without fast enough vaccine rollout. As Mr. Bradley explained, "we are still holding our reserved prom date (5/24), but the likelihood of that happening is slim as you can imagine." Furthermore, as Mr. Bradley noted that, "as of several weeks ago, I had heard there were no Massachusetts high schools moving for-

wards with proms." Belmont Hill appears likely to continue the trend of other local schools. Belmont Hill Student Body President, Timmy McCormack '21, says, "Everyone is remaining hopeful that there will be some sort of event, whether it be prom or something more casual, but we all also know that with the current status of the virus that may be unlikely. We are all fortunate to have in-person learning 4 days a week (soon to be 5) and wouldn't want to jeopardize that." Although members of the senior class from both Winsor and Belmont Hill maintain hope that a somewhat normal prom may occur, the odds of such an event happening are dwindling since both schools have justifiably prioritized the safety of students and faculty over traditional social events. Nevertheless, with the prospect of prom not being officially ruled out yet by either school, seniors from both Belmont Hill and Winsor can continue to ponder the possibility of a modified version of prom. □



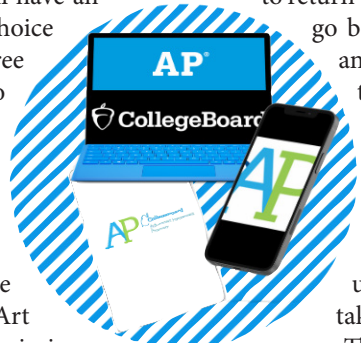
Riley Shafer '21

College Board Offers AP Options

By GIGI C. '23 AND LUKE HOGAN '22
BANNER AND PANEL STAFF

Continued from the Front Page. The specific exam changes depend on each class. The College Board announced that for multiple subjects, those taken on their new digital platform will contain a different format. As an example, the digital AP Chemistry exam will have an additional 40 multiple choice questions while cutting 3 free responses questions due to the complexity of keyboard shortcuts. These changes between the paper and digital format have raised questions about the fairness and validity of those exams taken digitally. AP Art and Design is keeping a similar digital format to last year. For example, some of the major changes were extending the due dates for portfolios for around two weeks, and that students will not submit any physical works of art allowing for a digital scoring process. Winsor AP course teachers are working with their students to figure out the best way to help prepare for these updates including optional extra meetings on Wednesdays this spring. However, "there is really not one answer

about prepping for the exams this year" states Mrs. Markenson. Unlike these few mainly digital AP subjects, most will be returning to their traditional AP exam format. Students should not worry about digital testing. A main concern of losing connection during the exam is addressed as the system will be able to handle short periods of time without broadband. One negative to digital testing is that students will not be able to return to an answered question nor go back and forth between unanswered ones. In response to the digital exams, Winsor's AP Art and Design teacher Ms. Macaulay said that "I do not think it's fair but it may be the only thing that the College Board can do unless they go to everyone taking it at home digitally. There are so many students taking AP courses who have been remote since last March and don't have the ability to take the exam in person." Although it has been tough to foresee the bigger changes, both schools are working to accommodate these new updates, whether due to new dates or digital changes, into the AP curriculum. To find out more about the new AP Exam Administrations, head over to the AP 2021 Updates page on the College Board website. □



Franchesca V. '22

COVID-19 Testing Programs Contrast

By DAVID CHO '23, DANIEL RASHES '22, AND ASHLEY X. '23
BANNER AND PANEL STAFF

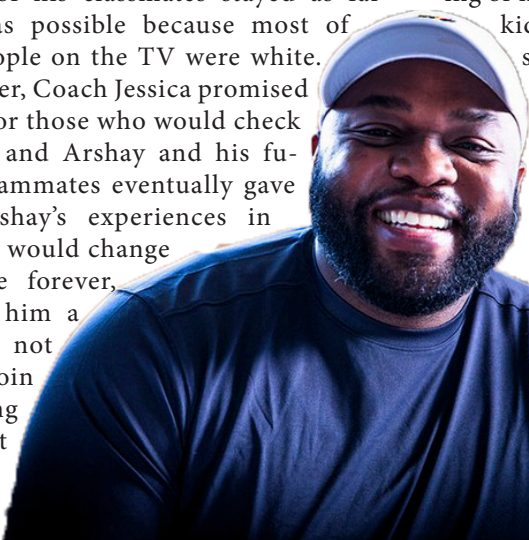
Continued from the Front Page. The completed pools are then sent off to the lab for testing, with results typically sent back within the same day of testing. Once the results are in, students receive an email from CIC Health, giving them the option to see their results with the totality of the data released to the community after weekly testing has completed. The procedure for faculty members and boarding students is somewhat different. They receive individual, non-pooled testing on Thursdays. On the importance of testing, school nurse, Mrs. David comments, "testing individuals each week is like providing a security or safety blanket for everyone." Thanks to testing, the school has experienced almost no community spread and students and faculty remain in good spirit and health. On Thursdays, Winsor students head down to the Wildcat Room to get their COVID tests in groups that are predetermined on a weekly basis during flex time. While the tests used to be administered by sample-collectors, recently, Winsor has implemented

a new testing system in which Upper School students perform self-administered tests with the help of a faculty member. Three socially-distanced desks or testing stations have been set up in front of the locker rooms, complete with disinfectant sprays and hand sanitizers to ensure that students can conduct their own nasal swabs safely. Later in the day, after the samples have been sent to PhysiciansOne, Winsor's testing company, the parents of students with positive or inconclusive results are contacted by Mrs. Sneider, the school nurse, and weekly updates are sent out by email containing a summary of that week's results. Overall, the testing process has been efficient and effective, helping Winsor to keep our community safe and healthy. Belmont Hill and Winsor's COVID testing program has ensured the safety of their faculty and students. Though their testing layouts and methods may be different, they have allowed the continuation of in-person classes through the fall and winter. And as both schools reach March break, marking seven months of in-person class during the pandemic, we all have much gratitude for the investment that both schools have made into their testing programs. □

Arshay Cooper and Aquil Abdullah Enlighten School

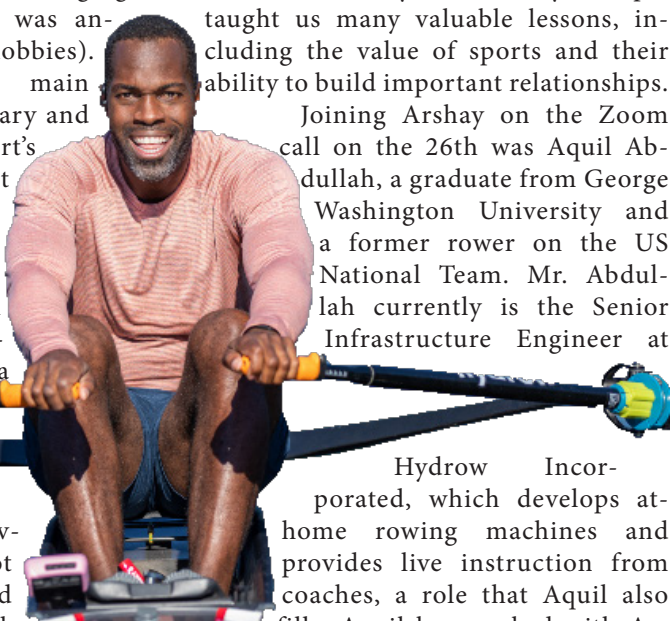
By MAC BOBO '23
PANEL STAFF

On Friday, February 26th, the Belmont Hill community had the privilege of listening to a talk given by award-winning author and speaker Arshay Cooper, who grew up on the west side of Chicago, an area rife with gang activity and drugs. As Arshay explains it in his book, A Most Beautiful Thing, a woman whom he would later call Coach Jessica wheeled a boat and a TV showing people rowing into the cafeteria to show the kids from Manley High School in Chicago. At first, Arshay and many of his classmates stayed as far away as possible because most of the people on the TV were white. However, Coach Jessica promised pizza for those who would check it out, and Arshay and his future teammates eventually gave in. Arshay's experiences in rowing would change his life forever, giving him a reason not to join a gang or get caught up in criminal activity. Arshay Cooper wrote A Most Beautiful Thing. Row2k



activity. After graduating from Manley High School, Arshay attended Le Cordon Bleu culinary school and would later become a chef for multiple restaurants and companies. While the documentary A Most Beautiful Thing, along with Cooper's book of the same title, seems to be mostly about rowing, what I took away from the film, the book, and his talk was finding an outlet of some kind for those who are in what seems to be an inescapable situation like living on the west side of Chicago. In the documentary, they go into detail on how the trauma of witnessing the deaths of friends and family from a shooting or how drugs harmed these kids' ability to learn and succeed later on in life. Also, the protection and sense of family provided by life in a gang is too enticing for many in these communities. During the chapel talk, Arshay made the distinction of a "bad" decision versus a "hard" decision, meaning the decisions of many in his community to join a gang was much more complicated than it may seem. As

the documentary and book show, providing these kids with an outlet can mean the world, whether it be rowing, playing basketball, singing, or writing poems (which was another of Arshay's hobbies). Additionally, a main theme of the documentary and the book was the sport's ability to draw different types of people together. As Arshay explained in his talk, many of his teammates came from different neighborhoods, which means a lot in communities like the West Side. Nevertheless, when they got in the boat and trained together, they were able to overcome their differences. Similarly, Arshay had the idea, which was documented in the movie, that the rowers from Manley would row with four policemen from the Chicago area. Growing up, many kids in the Chicago area, and throughout the country, have a severe distrust of the police. As Arshay said in his talk, he personally has never committed a crime, but has nevertheless had his head pressed against the hood of a



police car. However, the sport proved no less effective in bringing these very different groups together. Overall, the documentary and Arshay's chapel taught us many valuable lessons, including the value of sports and their ability to build important relationships. Joining Arshay on the Zoom call on the 26th was Aquil Abdullah, a graduate from George Washington University and a former rower on the US National Team. Mr. Abdullah currently is the Senior Infrastructure Engineer at Hydrow Incorporated, which develops at-home rowing machines and provides live instruction from coaches, a role that Aquil also fills. Aquil has worked with Arshay on numerous occasions, mostly in giving presentations at schools like Belmont Hill who are interested in both of their stories. Aquil was able to provide a different, but in many ways similar, perspective. He was also raised in a tough environment, growing up in Washington D.C. The shared experiences of Arshay and Aquil is a testament to how hard work and commitment can lift someone out of almost any situation. □

Service Work Continues on Belmont Hill Campus

By AREC KEOMURJIAN '22
AND TIMOTHEE SIMONIN '22
PANEL STAFF

Community service continues at Belmont Hill, though altered slightly by restrictions from the Coronavirus pandemic. From February 22nd to 26th, Belmont Hill participated in Community Service Week. Advisories chose from five different COVID-friendly projects: writing letters of gratitude to deployed service members, recording videos of themselves reading books for young children, creating birthday boxes, participating in a food drive, and making blankets for babies. COVID-19 restrictions made a traditional Community Service Day unfeasible this year. So, Mrs. McDonald and Mr. George organized a week to allow for more COVID-friendly projects. The

two wanted to create opportunities that helped those in need in ways other than monetary as prior service endeavors had mainly involved donations. Mrs. McDonald said she "was inspired by the Day of Giving last May, which was a less formal event where students would do practically anything community service-related" outside of school. Additionally, students have organized projects of their own outside of school. Daniel Moran '23 raised awareness for breast cancer through his "Think Pink" program, and accumulated \$1,722 that would be donated to aid in the development of a cure. Jalen Walker '21 and Daniel Drucker '23 coordinated the Domestic Violence Ended (DOVE) support project, which was devoted to collecting money that would go towards the Christmas wish lists of victims of domestic abuse. Timmy McCormack '21 and Jack Barry '21

also collected donations for Pine Street Inn, a services provider for homeless people living in New England, that would be used to create "Welcome Home" baskets for tenants who arrived at the inn. Mr. George and Mrs. McDonald hope that more students organize projects and extend the realm of community service at the Belmont Hill school. They suggest students find causes which they are interested in and passionate about and contact potential partner organizations. Then, after conducting additional research and gathering a group of friends, students or peers who would like to participate, they can go to Mr. George and Mrs. McDonald, who will help them brainstorm and finalize their project. The team hopes that, through service endeavors, they can help students develop a mindset of aiding others while also teaching them organization-

al and even financial skills. They believe the real value in community service is that participants prioritize accommodating the needs of others without the beneficiaries returning the favor. In discussing service at Belmont Hill school as a whole, Mrs. McDonald said, "I think it's at least two-pronged: One is to serve and support organizations that are in dire need in our community. The second is to catalyze students in thinking about service in creative ways and making them hear about organizations they have never heard of." Mr. George added that "You can do something pretty meaningful if you gather enough people and think about it ahead of time." They will continue organizing Community Service Week and other projects so that Belmont Hill can continue to help others in our broader Boston community as much as possible through the pandemic and beyond. □

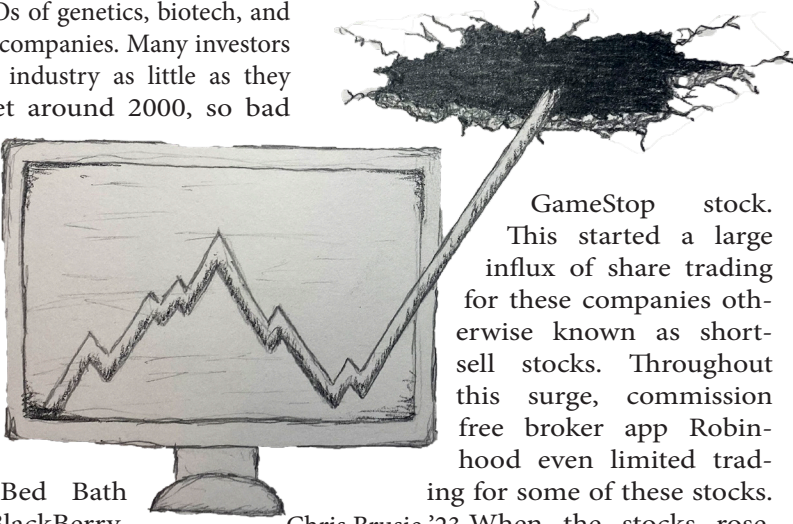
Stock Market Adjusts Despite Disruptive Pandemic

By AARON GREEN '23, LUKE HOGAN '22,
AND HOWARD HUANG '22
PANEL STAFF

The massive stock market crash in March 2020 was a direct result of the COVID pandemic, which in its early days made investors completely lose confidence in the stability of the world economy. However, when the market and world economy seemed to cope well with the pandemic, the stocks began rising with bubbles forming specifically around high tech companies such as Tesla, biotech research, AI development, and Amazon, Facebook, and Google. In early 2021, popular social media movements such as the subreddit r/WallStreetBets were attributed to have manipulated "dead" stocks like GME and AMC with low trading volumes and hedge fund shorts. Similar to the Dot-Com bubble two decades ago, the recent Biotech bubble has involved wealthy investors throwing money at any company that seems marginally

related to the growing R&D genetics and biotech industry. Events such as Covid-19 have boosted the investment even further by making vaccine development even more profitable and relevant. From last March to now, the Nasdaq Biotechnology Index has risen over 60% with sector valuations soaring after the IPOs of genetics, biotech, and pharmaceutical companies. Many investors understand the industry as little as they did the internet around 2000, so bad investment decisions could lead to a widely damaging catastrophe when the bubble does pop. AMC Entertainment, Bed Bath & Beyond, BlackBerry,

and GameStop are just some of the few stocks that have been overturning the odds as there was a surge in share trading just recently. It all started when members of the Reddit forum r/WallStreetBets encouraged others on the forum to come together to buy GameStop stock. This started a large influx of share trading for these companies otherwise known as short-sell stocks. Throughout this surge, commission free broker app Robinhood even limited trading for some of these stocks. Chris Brusie '23 When the stocks rose,



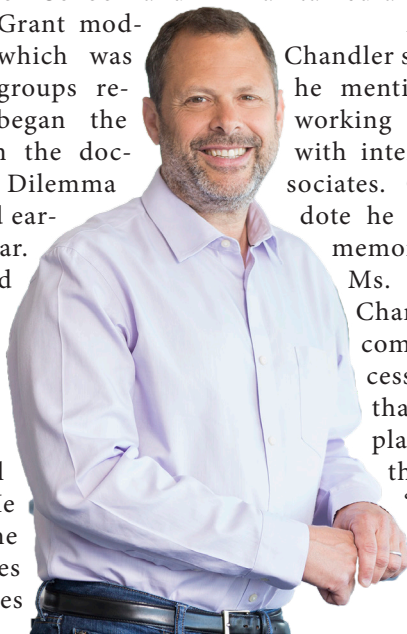
short-sellers had to rush to get out of their bets by buying even more of these stocks at much larger prices forcing the value of the stock higher than ever. The SEC is now investigating this incident for market manipulation. On November 12, 2020 President Trump signed an executive order prohibiting that would prevent US investors from investing in specific Chinese companies. Trump signed the executive order to prohibit investors from buying into companies that were decidedly linked to China's government. This law is said to have been implemented due to China's refusal to let independent firms review audits of companies who trade in the US. Those in support of the bill state that this ensures that all companies abide by the same rules; however, those against it say that it will "undermine global investors confidence in the U.S. market" and therefore hurt U.S. interests. □

Mark Chandler '74 Returns to BH as Chapel Speaker

By ABE TOLKOFF '21
Panel Staff

On Friday February 19th, the school community had the pleasure of hearing from Belmont Hill alum Mark Chandler '74, the Executive Vice President and Chief Legal Officer at Cisco. During his time at Belmont Hill, Mr. Chandler was an active participant across campus, working on The Panel as the News Editor, placing high in the National Merit Scholarship competition, winning the annual Time Current Events Quiz, leading the Quiz Team, and participating on the Debate Team. Needless to say, Mr. Chandler was fully engaged with Belmont Hill across all fronts, and in his talk, he focused on the skills he learned and memories he has of his time on campus.

Assistant Head of School and Dean of Faculty Mr. Grant moderated the webinar which was viewed by advisory groups remotely. Mr. Grant began the questions focusing on the documentary The Social Dilemma which all boys watched earlier in the school year. Mr. Chandler offered his take, as a lawyer and leader in the technology industry about the future of developments like Artificial Intelligence and social media algorithms. He touched both on the spectacular positives and dangerous negatives that such advancements will bring, but



Mark Chandler '74

maintained an overall positive tone. At Belmont Hill, Mr. Chandler studied German, which he mentioned he uses in his working life when interacting with international business associates. One particular anecdote he shared was especially memorable. In what is now Ms. Ginsberg's office, Mr. Chandler recalls an early computer students had access to. He coded a game that allowed students to play slapjack by pressing the enter/return key to "slap." While he and his peers greatly enjoyed playing this game, they soon broke the return key on the console. Mr. Chan-

andler said their teacher wisely banned the playing of the game. Besides appealing to the student body with this story, Mr. Chandler used it as an anecdote for social media. He says that social media is like that video game, it was fun to play but in the end, it had to be ended because of the damage it was doing to the tool that all students wanted to use. While he did not argue for the abolishment and banning of social media, he suggested that it is necessary to change the current model to protect users, especially teenagers and children. The Panel is deeply appreciative for the time Mr. Chandler dedicated to our publication as well as his continued work on the Belmont Hill Board of Trustees. The student body was very interested in his talk and we look forward to hearing more from him in the near future. □

Mr. Schneider Looks Ahead in State of School Address

By LUKE HOGAN '22
AND AREC KEOMURJIAN '22
Panel Staff

Mr. Schneider, Belmont Hill's Head of School, delivered a State of the School address to faculty and staff in which he explained how the administration is looking into the future. In a broad sense, the first half of this year's address involved reviewing COVID-19 protocols, staffing changes, spring expectations, and admissions. DEI work was also mentioned, with Mr. Schneider outlining the progress Belmont Hill has made and the areas in which more work must be done. The second half looked more towards the future from a strategic standpoint. The status of Belmont Hill school next fall was

discussed, including how lunch will be run. With the chance that not everyone will be vaccinated by next fall, the organization of lunch will dictate the schedule. Advisory time was also a prominent topic, as Mr. Schneider did not want to lose all the time that goes towards discussing DEI or other prevalent issues and building deeper relationships. In the 2019-2020 academic year, the school was completing the AIM (Assessment of Inclusivity and Multiculturalism) survey; however, due to the pandemic, the school decided the report from the survey should not be shared publicly. Rather, with the call on the school from Belmont Hill Alumni, Faculty and Students alike, the school decided to accelerate its investment in DEI work. Mr. Schneider stated that for advisory, he wanted to find a mix be-

tween depth and brevity in advisory for the upcoming year. He also proposed advisory lunches, which would involve DEI discussions similar to lunch today. Additionally, Mr. Schneider remains hopeful to preserve Belmont Hill's dress code, but is unsure whether masks will continue to be required. Mr. Schneider also presented possible long-term changes for the following 30 years. Among these changes was the development of the land across the street, which is planned to be an updated dining hall; however, this plan is not set in stone. Mr. Schneider hopes to create an environment that prioritizes family-style lunch while offering more choice and more space for the Belmont Hill community. There will also be additions to the science wing in the future. For those who like the current lo-

cation of the front office along with Mr. Schneider's office will also be disappointed as the front office will be moving to the Howe House. Mr. Schneider offered that this would allow him to develop stronger relationships with the students by being closer to the academic side of campus. Along with this change in location, the school will be deploying an all new school website on August 1st. Lastly, Mr. Schneider noted his commitment to increasing opportunities for students in the computer science and robotics programs. Mr. Schneider noted that the State of the School address is about a commitment to improvement, celebrating what has been accomplished (a lot in this pandemic world!) and, to keep the positive change moving forward. The Panel looks forward to these improvements! □

Dr. Kendi Inspires in BH Chapel Talk

By ALEX LO '23 AND COOPER NELSON '23
Panel Staff

"The good news is that racist and antiracist are not fixed identities. We can be a racist one minute and an antiracist the next. What we say about race, what we do about race, in each moment, determines what -- not who -- we are." On February 21st, Belmont Hill had the pleasure of hearing from Dr. Ibram X Kendi, the speaker of these words of wisdom. Dr. Kendi is the Andrew W. Mellon Professor in the Humanities at Boston University, a New York Times best-selling author, and the youngest-ever winner of the National Book Award for Nonfiction. He is also a 2020-2021 Frances B. Cashin Fellow at the Radcliffe Institute for Advanced Study at Harvard University, where he will continue work on his next historical monograph, Bones of Inequity: A Narrative History of Racist Policies in America.



Dr. Ibram X Kendi

no better person to teach us all about antiracism than the man who wrote the book How to Be an Antiracist. Kendi's words rang true for many students who have found themselves saddened, overwhelmed, angry, or confused in recent months. He clearly expressed the many truths that some deem as false or fake news. After hearing his speech, the students were able to come together and discuss the issues that Kendi presented. Students passionately gave their ideas on how the community could move forward in becoming antiracist. Overall, Dr. Kendi sparked great conversation within the Belmont Hill community and outlines what students can do to become a more inclusive and diverse community. Dr. Kendi's words were vital to continuing the discussion fostered by students over the summer and during DEI sessions on Thursdays. Belmont Hill students have learned that, in his words, "One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of 'not racist.'" Students hope to actively confront racism both on campus and off, and make our school a safe place for all demographics. □



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Student Equity Board Leads Winsor Conversations

BY RANI B. '21 AND ZOE V. '24
BANNER STAFF

This summer, conversations of race, identity, and change filled the lives of Winsor students, including eight class VIII students who founded The Student Equity Board. By doing so, they hoped to address issues of diversity, equity, and inclusion (DEI) within the Winsor community. The idea to start this board emerged shortly after the murder of George Floyd and from conversations in the annual Student Diversity Leadership Conference (SDLC) and the students' Middle Eastern History class. The Board's founders set up meetings with the administration to flesh out their ideas for the Board's mission and design. Now, it includes over twenty active members, who attend weekly meetings and help with the DEI initiatives.

Currently, the Equity Board has split into four different task forces: Curriculum, Mental Health, Lower School Committee, and Community Relations, all of which take on DEI issues in various areas of the school. In the fall, they conducted a census of the entire upper school to gather data to inform their work. Each task force, which is led by two board leaders and has several other active members, meets to address specific goals in weekly meetings. Right now, the board is pursuing most of its work through these task forces, but its leaders shared that "it is very much a collaborative effort" and "everybody is welcome to join in on any of the meetings or any of the initiatives that they're doing."

The Curriculum Task Force has been working on revising classroom norms for academic departments. Lillian and Anne, who lead the task force, have used the information from the schoolwide census to create these norms in the hopes of making a "more inclusive environment" in classrooms. Although norms already exist in all classrooms, the Board crafted revisions to add a greater student perspective to them,

but they have not been fully approved yet. Mr. Braxton, the teacher advisor for the SEB, explained that he thinks of the student "norms" more as principles, as they "are values, aspirational, and focus on shared work." He shared that "our adult conversation has been about building a classroom community of shared understanding and accountability around these principles," and that he is looking forward to how the SEB will continue to contribute to these conversations.

Students were previously not involved in the Curriculum Committee, so another goal of the Curriculum task force is to include students in this group so that they will be at the forefront of discussions on curricula changes. Anne and Lillian want to focus on the English and History departments because "based on the census results, forum answers, and com-

ments from the curriculum committee, those are the places that Winsor needs the most expansion on inclusivity and general diversification in the material." Both Mr. Didier, head of the History dept. and Ms. Jackson, head of the English dept. emphasized that the departments are engaged in a continuous conversation about DEI issues. The History Department, according to Mr. Didier, is working to "ensure the development of those social and critical-thinking skills required to navigate a world of political discord, of increasing economic inequality, and of media and social media bias." Ms. Jackson, head of the English Dept., also shared that Winsor has already been focusing on DEI issues such as "avoiding tokenism or "single stories," and "confronting the prej-

udices and power dynamics that have affected human culture," but this year they've focused in on other issues like "including policy on racial slurs in literature" and "ensuring we are presenting empowering BI-POC stories and not just stories of struggle."

The Mental Health Committee, led by Salma and Helen, is working to make sure that students feel supported and comfortable with the mental health resources at Winsor. The task force's "main concern" is the presence of a single guidance counselor. According to the census, many students feel that there should be a greater integration of mental health awareness into everyday life at Winsor. The task force is currently encouraging the school to begin the lengthy (approximately one to two year) process of hiring another counselor, even if they cannot achieve this within the school year. Salma shared that they are in the process of setting up a workshop with advisors and other teachers about mental health from the student's perspective. Ms. Warlan commented that the Winsor Health Department is working on expanding some of their existing resources, and is continually working closely with advisors and Lower Schoolers. Most recently, the task force has been trying to make a change by meeting with Mrs. Markenson to discuss census data and potential plans to address the outlying issues regarding mental health in the school.

The Lower School Committee, led by Isabella and Nora, is focusing on establishing a stronger connection between the Upper and Lower School by including younger

students in important conversations and collaborations. Isabella said that one of the Committee's short-term goals is "creating a mentorship program with the members in Ms. Uhre's antiracist book club. Members will begin as pen-pals with board members and as the semester progresses, we will be having check-ins with our "buddy" in hopes of creating a strong bond and sense of support." Going forward, she hopes to speak about topics such as privilege and work with the Health Department to have board members lead one class a month in all grades.

The Community Relations/Alumni Committee, led by Emma and Alexis, has short-term goals focused on reaching out to alumni at Winsor through the BIPOC/First Gen Alum Engagement Survey, which they have already sent out through the Communications Department. The survey gathered data about how alumni were looking to engage with the community and their different identities. Emma said that in the long term, the committee hopes to "engage alumni as both advocates and mentors in our work in the Board and as a resource for Winsor students as a whole." The Community Relations Committee also hosted a workshop for lower schoolers with AISNE, and is planning on running a joint DEI event with Roxbury Latin and Belmont Hill later this year. Similar to other members, she hopes that the board becomes a stable part of the community, grows its inclusivity of marginalized voices, serves the community's needs, and connects alums, parents, teachers, and students. She emphasized "There are many ways to get involved! Follow @wequity-board, read the weekly newsletter, and come to our meetings on Tuesdays! Change takes time, so underclassmen get involved!"

The committees within the DEI board appear driven to meet their goals, and Mr. Braxton believes that "as a new organization, the Board does not have a roadmap, but they are building a solid foundation for future student leaders, and we will all benefit." □



The Student Equity Board Members winsor.edu

Vaccine Hints at Normalcy Ahead

BY SOPHIA L. '24 AND JESSICA W. '22
BANNER STAFF

To gain a better understanding of the newly developed and approved COVID-19 vaccines, *The Banner* interviewed Mrs. Sneider, Director of Health Services, and Winsor alumna Dr. Laurie Glimcher, M.D., immunologist, President, and CEO of Dana-Farber Cancer Institute. Some answers were edited for brevity and clarity.

How will mRNA vaccines impact the future of drug development?

LG: The Pfizer vaccine is the first mRNA [or messenger RNA, complementary to coding DNA, an intermediate molecule from which protein is translated] vaccine ever to be approved. This was kind of a gamble-- why go with an approach that hadn't been proven yet? In part, because it's much easier and quicker to manufacture large amounts of these vaccines which get translated into proteins in the body. A traditional vaccine is a protein vaccine. When you create protein vaccines, you have to make a lot of protein, and that's much more laborious. Whereas for mRNA, you can amplify amounts thanks to PCR [polymerase chain reaction, used to amplify DNA] and other techniques.

Can you share with us some insight on the potential safety and other concerns regarding the vaccines?

LG: Unfortunately, there were a couple of people in the UK who had serious allergic reactions to the Pfizer vaccine and they were treated successfully. Why didn't

we see that in the clinical trial, you might ask? Because people with previous anaphylactic episodes were excluded for their own benefit from the clinical trials. There are side effects to any vaccine, and it's just a matter of does the benefit outweigh the risk? I think there's no question here that it does when you realize that one in every thousand Americans have died from COVID-19.

Would Winsor offer a vaccination clinic on campus?

DS: The Massachusetts state regulations determine which sites can have vaccination clinics. If the COVID-19 vaccine can be administered in the school setting, I would look into the feasibility of organizing a clinic for adults and students. This clinic would be managed by an outside company that would provide and administer the vaccine. Currently, the Pfizer-BioNTech vaccine is recommended for people 16 and older and the Moderna vaccine is approved for people 18 and older.

How do the vaccination of faculty, staff, and students affect reopening procedures and timelines?

DS: The full reopening of school is dependent on the guidelines established by the Center for Disease Control, Massachusetts Department of Public Health, and Department of Elementary and Secondary Education. People who have had two vaccines for COVID-19 are still required to follow the health guidelines. Looking toward school in September, I think people will be wearing masks and testing for COVID-19.

To read the full version of this article visit winsorbanner.org. □

SOMOS's Ongoing Relief Fundraiser

BY ANI B. '22 AND ABBY G. '22
BANNER STAFF

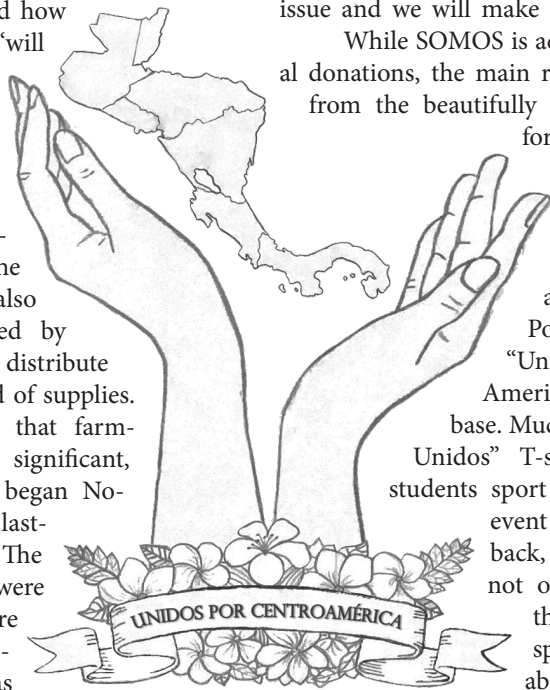
Winsor's Latinx Affinity Group, SOMOS, is currently hosting a large fundraiser event with Dana Hall, Newton Country Day, Roxbury Latin, and Fontbonne Academy. SOMOS's aim for the event is to raise money for a non-profit organization called "Food for the Poor," which is supporting communities in Guatemala, Honduras, and Nicaragua after they were devastated by two hurricanes back in November. Katherine T. '22 described how Food For the Poor "will provide training, tools, seeds to grow produce, and agricultural products that will generate food and revenue to farmers." The non-profit will also buy food produced by local farmers and distribute it to others in need of supplies.

The damage that farmers sustained was significant, as the hurricanes began November 3rd and lasted for two weeks. The communities that were hit hardest were marginalized communities such as Afro-Latino communities on the Atlantic coast. An article by Jason Beaubien from NPR explains that "the storms de-

stroyed bridges, roads, schools and health clinics. Families lost their homes, farms and businesses to floodwaters. Landslides packed small downtown plazas with mud."

SOMOS members also decided that they should extend the project to other schools. Katherine T. '22, one of the heads of SOMOS, said "SOMOS has been speaking with other Latinx groups at other schools who will also be participating in this T-shirt drive and collectively raising money for Central America. We hope that by creating a network among different schools, there will be more movement around this issue and we will make a greater impact."

While SOMOS is accepting additional donations, the main revenue will come from the beautifully designed T-shirts for \$15 each. The design depicts two hands cradling Central American countries and reads "Unidos Por Centroamérica", "United for Central America", along the base. Much like the "Somos Unidos" T-shirts that many students sport from a previous event a couple years back, the T-shirts will not only contribute to the charity, but also spread awareness about the crisis in these countries. Donate to this significant cause by ordering a T-shirt through your Winsor account in the link below. □



Design decorates T-shirts for sale. SOMOS

Should Belmont Hill Rethink its Curriculum?

BY LUKE HOGAN '22 AND ABE TOLKOFF '21
PANEL STAFF

A quick dive into the recent history of Belmont Hill’s curriculum reveals that little has changed over the past two decades or more in regards to the actual breakdown of subjects and grade levels. While some may rightfully argue that our curriculum has proven successful for college admissions, AP exam scores, and other metrics, we suggest that some change is necessary. The curriculum needs a facelift to bring it in line with the school’s purported mission, adapt to changing technological and social cultures, and prepare students best for future education and careers.

The largest disservice in the current schedule is to the arts and health and wellness programs. Art classes are bent to fit within the confines of the “core classes,” relegated to one Marking Period at the beginning of Form I, a semester in Form III, and sporadically throughout the Upper School. This format is the best option given the time constraints placed on the academic day but it significantly detracts from student exploration of the arts. In particular, performing arts have been relegated to study hall or after school times, giving students an ultimatum of getting homework done or participating. In solving this problem, taking six classes should be normalized, with one slot being reserved for arts and the Health and Wellness program throughout all six years of school life.

Eighth-graders know especially well the conflict surrounding choosing

between classics and modern languages for the ninth grade. Latin has and will continue to be a core tenet of the early middle school curriculum; however the lack of Modern Language education for the first three-quarters of Form I must be repaired. Based on scientific data, earlier exposure to languages significantly aids fluency. With this in mind, Belmont Hill should move to offer a three-quarter year modern language course for all Form I students. Instead of taking just one modern language, students should take a course that allows them to study each Modern Language for one quarter of the year beginning in Marking Period 2. The first Marking Period would simply be a study hall block for Form I students coupled with extra health and wellness/tutoring programs to assist their transition into Belmont Hill daily life.

To accommodate additional modern language scheduling, the Alpha course would absorb the Greek and Roman history curriculum now offered as History 1 to create more relevant coursework for students. In this way, Alpha will offer boys a fuller scope of the study of the classics while opening

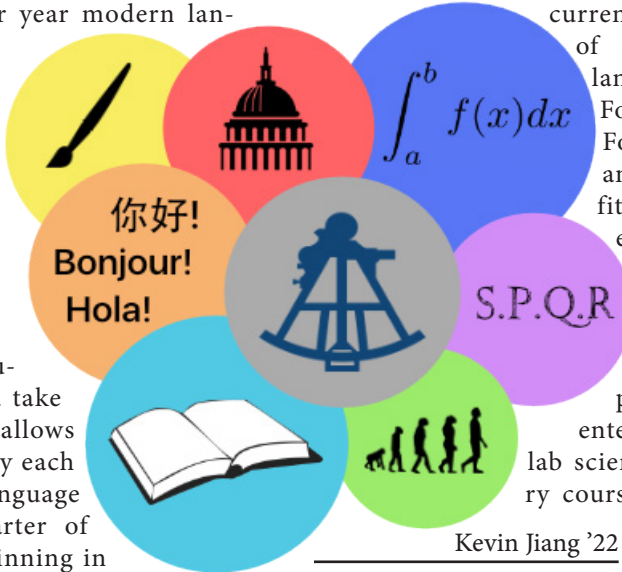
up a significant portion of the year. In this model, students would choose classics or modern languages in the middle of their eighth-grade year ahead of the second semester. They could elect to continue with both languages for the remainder of the year if they would like, although it would necessitate missing a semester of other electives.

Due to the current dominance of two years of language in Form I and Form II, Science and History are fit into smaller portions of students’ curricula. This leads to a less prepared student entering rigorous lab science and history courses in the Upper School. In Form I, science and history should be offered as an interdisciplinary year-long course co-taught by science and history faculty geared towards providing background knowledge and skills for future history and science studies. In Form II, a similar year-long interdisciplinary science and history course would be taught with the content of this course focusing on teaching research skills to be utilized for writing papers in later courses. Students would complete two research projects, one historical, one scientific throughout the year

in addition to building base knowledge to better understand their topics.

In the spring of Form II, history and science electives would be offered as alternatives to the language class they will not continue. The next year, in Form III, students would choose two-semester long history electives, focusing on particular global regions and marginalized groups. In science, Computer Science would be a required semester-length course with the other semester filled by a host of science electives including current classes like Environmental Science, Conceptual Physics, and Engineering.

Student choice and interdisciplinary teaching drive the changes suggested above. The inclusion of all subject disciplines contributes to a well-rounded curriculum that prepares students for their years at Belmont Hill and beyond. Not everything will change: nearly the entire English and Math curriculum would remain exactly the same, the science and history programs would experience no change in the Upper School years and only significant change in the Form I and Form II years, and Modern Language and Classics would only see one semester of change in the eighth grade across twelve semesters of content. Finally, the arts would see a massive expansion and space for new courses. Designing a curriculum at a school as dynamic as Belmont Hill is extremely challenging, and so we believe that there is much to praise in the current array. With a few tweaks, the school could be well on its way to continue leading in the twenty-first century. □



Opposing Viewpoints on Pres. Biden’s Message of Unity

BY CAM CAREY '23, ANNIE F '24,
AND ZOE V-K '24
BANNER AND PANEL STAFF

Continued from Front Page.

Sammy said of Biden’s presidency thus far, “On the front of unity, he’s done well enough- better than Trump has, obviously.” He expressed his feelings about the candidates, saying that he “didn’t really like both of them.” That being said, Sammy self-identifies as a conservative, and he explained that his family, his up-bringing, and his heritage heavily influences his political opinions today. He also commented, “You begin reading about stuff, and you develop your own views from there.” When asked about his thoughts on Biden’s message of unity, he highlighted the importance of defining the concept, saying, “unity doesn’t mean all voting for a 15 dollar minimum wage... unity is kind of putting a pause to all of the culture war that has really gone into high gear over the past 4 to 8 years.” Sammy also mentioned that Trump’s message in his inauguration speech

about “no matter our color we still bleed the same red white and blue” was not lived out during his time as president when he said, “that rhetoric sort of fell by the way-side.” Furthermore, Sammy believes that “argument and debate” is still crucial in our nation, but also that, “there are two separate cultures within the US, almost, between conservative and liberal, so there is some fighting over that.” He emphasized the importance of not feeding the fire by contributing to the hostile discord within our country.

Winsor Class V students Annie F and Zoe V-K offer a more progressive standpoint. They agreed that Biden’s message of unity proved that he was committed to making a real shift in cul-



Biden’s Inauguration Speech
nbcnews.com

ture from Donald Trump. When asked about bipartisanship in the rollout of policy, Zoe made the claim that it is impossible to unite everybody, especially in a time of such polarizing politics. She said that, “I don’t think it’s important to try to reach people that aren’t going to listen,” adding, “I think it is a waste of time to try to unite everybody and reach a common ground when it has not happened in the last four years.” However, both agreed that reaching out to moderate Republicans would be integral to Biden’s success. Annie and Zoe believe that pushing progressive policy is important, but that it is also necessary to include bipartisan policy to keep moderate support. An-

nie said that “in our country, we tend to swing too far in one direction, like how in the last four years, we swung way too far right, and I am worried that if [the Democratic party] swing[s] too far left in the next four years, we may lose the support of the moderate voters that helped [Biden] win the election.” They emphasized that unity was not a part of the Trump White House and that in Biden’s presidency, coming to a bipartisan consensus with those that are committed to getting policy done, is integral to his success.

Although there are clear differences of opinions between the interviewees, all agreed on the necessity of at least some emphasis on bipartisanship and of setting a more respectful tone in political discussions. Despite several conflicting views about the smaller details of what Biden’s stance entails, it was generally stated by both the left-leaning and the right-leaning students that his message is one that is potentially beneficial, and that re-establishing unification within the country should be a priority of our leader during the next four years. □

Continued Online: Click to Read More BH Political Opinions

What is the Future of the Republican Party?

by Sammy Jomaa '21

Who will run in 2024? How will populism play out in the party over the next few years? (Click to read).

A Widening Split in the Democratic Party

by Cam Carey '23 and Abe Tolkoff '21

How have moderate and progressive wings clashed? (Click to read).

Is the GOP Being Taken Over by Extremists?

by Sreetej Digumarthi '21

Does Rep. Greene (D-GA) represent a new wave of GOP political thought? (Click to read).

Debate of The Issue: Do We Need Standardized Testing?

By LUKE HOGAN '22
PANEL STAFF

SAT Subject Tests, which have been around since 1937, are gone. Good riddance. First of all, no college or university in the United States requires applicants to submit SAT Subject tests, and only a few “recommend” the exam. By contrast, the College Board’s “All In” program actively strives to recruit ethnically and socio-economically diverse students into the AP program by calling, emailing and sending letters to teachers, parents and students in urban high schools. This initiative has made the AP program more relevant and equitable. The AP expansion efforts have borne fruit: in 2017, 219,000 students took a Subject Test while approximately 2.8 Million sat for at least one AP exam. College Board CEO David Coleman explains that in AP courses “Students are challenged to engage thoughtfully with complex text, to solve problems,

and to write persuasively and succinctly.” The Subject Tests by contrast focus on students’ memorization skills rather than skills that would be beneficial for college and the workplace. SAT Subject Tests also bring into question exam accessibility and equity. AP courses allow students to learn from a standardized syllabus creating a more equal opportunity as students are taught from the same syllabus across the country. All AP students have access to a free resource called myAP, which features previous AP exam questions, enables them to check individual course progress and prepare for the final exam. In contrast, test prep for the Subject Tests cost money. Thus, in every way, the Subject Tests raise barriers to qualified students from underrepresented groups who seek admission to the country’s most selective colleges. In the end, the SAT Subject Tests have been abolished and there is no going back. □

By LAUREN HOGAN '23
BANNER STAFF

The College Board needs to walk-back its ending of the SAT Subject Tests. To start, the College Board stated that Advanced Placement courses were much more suitable measures of a student’s knowledge in specific subject areas compared to the subject test examinations. However, they do not take into account international, ESL, bilingual, and home-schooled students, as well as schools that do not offer AP courses to sophomores and freshmen, such as Winsor. Selective schools usually either require, recommend, or consider Subject Tests. With the possible exception of a

required Math Subject Test for competitive STEM programs, a Subject Test can generally only help your application. Even if you aren’t required to submit SAT Subject Tests, it can be a good idea if you are trying to establish an area of specialty or apply to a specialized program. For the 2020-2021 school year, the SAT costs \$52.00, and the SAT with essay costs \$68.00. With these prices in mind, the College Board claimed to frame the SAT II changes as student-centered and equity-driven. However, while creating equitable opportunities for students across all social and economic backgrounds is crucial, the subject tests cost approximately \$26.00 - nearly half of the actual SAT. In addition, if the College Board is trying to appeal to more low-income and more disadvantaged socio-economic communities, why do the AP exams cost approximately three times that of an SAT subject test - (\$93)? It is important to note that not everyone has the same access to resources to prepare for these tests, but this is true for all standardized assessments. □

What Media Presence Can Winsor Teachers Have?

By KATYA A. '23
BANNER STAFF

Many students often revel in finding out that their teachers have interests or careers outside of Winsor. These activities can range from journalism, to theater, to even hosting a radio show. But, to what extent can teachers have an online media presence while upholding both Winsor’s reputability and their own? Winsor’s policy regarding an employee’s media presence beyond their school capacity revolves around protecting the school’s confidential information and positive public image. According to the Winsor Employee Handbook, faculty members are prohibited from posting or publishing opinions that pertain to Winsor’s mission statement without permission from Ms. Pelmas. They are also pro-

hibited from insinuating that Winsor is associated with their personal opinions in blog posts, articles, etc. Finally, employees are expected to abstain from commenting or harassing students and colleagues in their posts. Violations of any of these ordinances may result in punishment as extreme as being fired. However, beyond this policy, teachers, like any private citizen, have a right to free speech. For some, publishing articles is not only an outlet for their opinions but an extension of their profession. Mr. Riely, who enjoys writing articles and book reviews on history and politics in his free time, comments, “As I see it, as I am writing, I am practicing my craft. I am doing what I am trying to teach my students to do. Sometimes I reflect on the content of what we are studying in the classroom in what I write. And also, I can reflect on what I write in my teaching.” There are many other ways teach-

ers can cultivate their interests outside of school besides publishing articles. Ms. Waring, an Upper School chemistry teacher, has been working at Classical Radio Boston (WCRB 99.5) since the fall of 2019. She believes that, because a major responsibility as an educator is to nurture students’ passions, it is important to set an example and to explore one’s own. Ms. Waring is currently a weekend host at WCRB and spends her Saturdays and Sundays listening to and commenting on her favorite music. When considering what media presence faculty can have outside of Winsor, it is crucial to differentiate between teachers’ expressing their opinions and putting at risk Winsor’s public image or neglecting their responsibility to students. Educators should not have to choose between pursuing their passions and teaching. Ms. Waring notes that “teachers should exercise caution and

discretion when curating their public images so as to avoid compromising a student’s sense of safety in the classroom, but I don’t think a teacher’s personal identity needs to be subsumed by his or her job; in fact, I think students can benefit from getting to know their teachers as fully-fledged individuals.” Most of the time, it is acceptable for a teacher to express their personal and political opinions outside the classroom. The media can provide a very accessible resource for communication, expression of ideas, and other hobbies. But, using media brings with it great responsibility. It becomes dangerous when a teacher adopts or shares any viewpoints that diminish their ability to be fair and unbiased in presenting a curriculum. Ultimately, teachers have the right to use the media to express themselves as long as they forestall any inappropriate interaction with students or colleagues online. □

Winsor Seniors Adapt to Virtual ILE Format

By ELLIE W. '21
BANNER STAFF

The ILE, or independent learning experience, is a graduation requirement that most Winsor students don’t know much about until it’s their turn to do it. The ILE is a student-designed independent project to be completed at the end of senior year around an interesting question or idea. In previous years, students have done everything from medical internships to yoga teacher training or sword-forging. A mentor with professional experience is required to guide the student through the ILE. This year, all ILEs must be planned to be conducted fully virtually, though depending on restrictions in May, students might have the chance to conduct some in-person work. This is in order to plan for the worst case scenario, where in-person work is unsafe or impossible. As Ms. Hatcher, my ILE seminar leader, says, “we don’t want any of the seniors in a position of not being able to fulfill the ILE graduation requirement.” There are upsides and downsides to this virtual format. It has opened up opportunities to connect with mentors who are not located in the Boston area; Ms. Hatcher describes how

students can now “work and connect with a mentor from another part of the country or the world!” Many Winsor alums have volunteered to help mentor seniors this year, and they are “excited to have the chance to work with the seniors and help support them during this difficult year.” Personally, I’m glad I didn’t have to limit my mentor search to Boston. I’m planning on designing and sewing a clothing collection for my ILE, and being able to work with mentors from areas all over the world, from New York to Austria, allowed me to reach out to some of my favorite designers. However, the virtual format of the ILE can be and has been disappointing. Many students have had to change their ideas entirely or adapt them to be virtual. As Jane H. ’21, who hasn’t landed

on a project yet, says, “there’s a lot of things that I want to do in person that I wouldn’t be so interested in doing if it had to be ‘converted’ to a virtual friendly activity.” Similarly, Amelia Z. ’21, who plans on completing an ILE in clinical psychology, feels that if the ILE were in person, “the activity I would have chosen would probably be different.” For some, the virtual format is not terribly

impactful; Kate M. ’21, whose ILE will be a coding project, says that “I probably wouldn’t have [chosen something different, had ILEs been in person] but I think there are people who would have, which is frustrating.” Nonetheless, the virtual format can still be a downside. As Abby Q. ’21 describes, “at this point, anything’s better in person.” Despite the cons, seniors are trying to make the best of the situation. Jane describes, “I’ve really appreciated the flexibility that the faculty and mentors have exhibited to adjust to the unpredictable future.” Similarly, Ms. Hatcher says, “We really appreciate the enthusiasm among the seniors to think outside the box!” Personally, I had a multitude of ideas when first envisioning my ILE that would not have worked out virtually, some of which include working in a bakery or restaurant, interning for a pilates instructor, and helping out on a farm. Now, with fashion design, my ILE will probably actually work best virtually, since my work would be almost all independent. I don’t feel that I “settled” for the project I chose, but perhaps I would have chosen something different had the ILE been in person. Ultimately, however, I’m excited to continue planning and executing my ILE in the coming months. □



Student ILE Presentation Winsor School

Increasing Accessibility of Mental Health Resources

By Sora K. '23 and Natalie P. '23
Banner Staff

A person's mental health should not be solely their individual responsibility. While Winsor students learn to be independent and self-aware, reaching out for support should never feel difficult or strange. Although professional help is not necessary for every individual's circumstances, having access to adequate resources can help students learn how to detect signs of poor mental health earlier in life and use the advice to improve their well-being.

Ava K. '23 and Anissa P. '23 are working to make mental health resources accessible for all students at Winsor. The two Class VI students recognize that "mental well-being has become much harder to achieve during this pandemic." Even before distance learning, Winsor was a very rigorous school. For many students and teachers alike, Zoom classes have made school even more stressful. It can be hard to prioritize one's own mental health "when there are tests to study for, an illness to worry about, and the absence of physical interaction." Ava and Anissa want to increase the accessibility of mental health so that "the idea of getting support is never an issue."

Anissa and Ava will participate in the Diversity, Equity, and Inclusion training sessions run by the St. Mary's School in Oregon. Their goal is to learn strategies for speaking about mental health in an academic setting. Additionally, they plan to form a club or student group which will "provide Winsor students with the awareness and tool kit that they need to tackle mental health struggles head-on." Anissa and Ava are also collaborating with the Student Equity Board's Mental Health Committee.

Currently, the Student Equity

Board is working with Mrs. Markenson to hold an open forum where students can share their perspectives on mental health resources at Winsor. Helen B-J. '21, a co-founder of the Student Equity Board, met with school counselor Ms. Warlan to talk about the ideas regarding mental health that were brought up in the school 2020 census. Ms. Warlan enjoyed the opportunity to have such an extensive conversation with the students and is "looking forward to continuing conversations with the Board as their work develops." Helen and Ms. Warlan discussed a few potential long-term plans, such as collaborating with deans to bring in more resources for advisories.

Ms. Warlan and the Wellness Department are beginning to look at plans for the next school year and hope to collaborate with the Board and Upper School deans on wellness programming.

Ms. Warlan is interested in talking with students who want to learn more about her work. "The more collaborating and connecting," she said, "the better." Ms. Warlan explained that her job as the school counselor has three main layers: addressing each student's individual experiences of mental health, helping people to achieve better wellness, and exploring the connections between mental health and broader themes of diversity, inclusion, and equity. Since the start of the pandemic, Ms. Warlan's workload has increased,

as she has had to adjust to the new reality of remote learning. "Change often throws people off of their feet, and this pandemic has been especially difficult for adolescents," Ms. Warlan observed. She and her colleagues in the Wellness Department have noticed that some students who were able to balance their academic, social, and family lives before are now struggling to adjust to the new realities.

With these challenges, Ms. Warlan often feels that her work is "reactionary," meaning that she is trying to learn how the pandemic has impacted each student individually as quickly as she can while the situation is ever-changing. However, Zoom has provided some unexpected benefits for helping Ms. Warlan connect with students. Ms. Warlan has noticed that many students are more comfortable in their own familiar spaces than at school because they can reach out for help without the fear of judgment. Zoom meetings are also logistically easier because fewer commutes and extracurriculars have made it easier for Ms. Warlan to set up meeting times with busy students. Unfortunately, Zoom sessions have made it harder for some students to share their concerns because they do not have full privacy or confidentiality in their homes, and Ms. Warlan is doing her best to adjust to these needs.

Anissa and Ava acknowledge that there is no single, cut-and-dry way

that the community can help students struggling with mental health issues, "especially because oftentimes students are unwilling to seek help out themselves." Thus, the two of them are pushing for policy changes, such as the creation of a standard protocol for the teacher-student-counselor relationship, that will help the community as a whole rather than focusing on individual changes. "We just wanted to make sure that if a teacher noticed some troubling behavior or signs of mental health illness, they had a certain protocol to follow in terms of getting the counselor involved... because there are definitely a lot of instances where the student might not want the counselor to be involved," elaborated Anissa.

Their main goal is to have more frequent and open discussions about mental health between the faculty and the entire student body. Anissa noted that "by destigmatizing mental illness, students and faculty will hopefully feel more comfortable seeking help and giving it, respectively." Ava wants to make sure that "students aren't just 'surviving' through high school, but actually enjoying it and staying happy."

Good mental health, especially at a rigorous school like Winsor, is undoubtedly one of the most important aspects of student life. Ava and Anissa's collaboration with Ms. Warlan and other faculty members, individual students, and leaders from the Student Equity Board will help them advocate for accessible mental health resources for all Winsor students. Their formation of a clear plan, communication with the school, and focus on an increasingly important topic during the pandemic are all components that create a solid base for future advocacy. "Whatever you are struggling with," as Anissa says, "big or small, you matter and you can get through it." □



Mental health is vitally important. thevillagefamily.org

Assemblies Face COVID Restrictions

By Gia B. '24 and Jaya K. '24
Contributing Writers

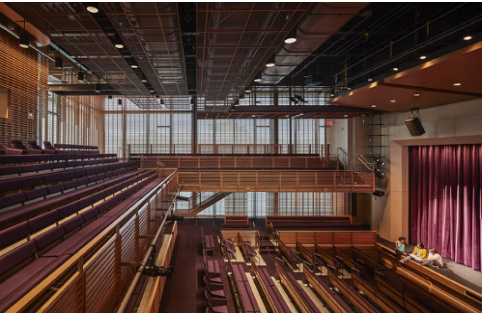
COVID-19 has impacted several established Winsor traditions this year, including favorites such as Under the Lights and Collect-O-Ween. Instead of cheers and candy, students have had to accept alternative activities over Zoom. A notable adjustment has been school-wide assemblies, which are now virtual to avoid large crowds. The modification raises concerns regarding the effectiveness of these assemblies. Do students even attend anymore? Do they pay attention? As it turns out, online assemblies may be the change Winsor needed to elevate efficiency and appeal to the entire audience.

Lillian G. '21 and Anjali P. '21, two leaders of Mosaic, shared their experiences virtually organizing a joint assembly with Sisters and SASA Winsor's Goel Theater

about racial representation in politics. Both students felt the online aspect of assembly benefited their presentation. "It's actually a little bit easier to plan and easier to get things scheduled," Lillian revealed. In-person assemblies typically require more hassle; virtual meetings remove the stress from planning. Lillian also predicted that fewer people could have presented if the assembly were in-person, and there would not have been enough space to include the whole school as an audience. Online assemblies

provide more presentation opportunities and enable all of the student body to attend. Anjali agreed with Lillian, but she also noted that it would have been easier to implement interactive activities into an ordinary assembly. While it may be more challenging to engage students over Zoom, a surplus of captivating speakers make up for this drawback. Anjali remarked that "getting a speaker to come to school [in-person] would have been a lot more work...I don't know if we could have done it." The mayor of Cambridge, who spoke at this assembly, likely could not have appeared in-person. The stronger potential for exciting speakers makes virtual meetings seem far more compelling than typical ones.

One disadvantage of online assemblies could be attendance rates. "I don't know if the whole school goes to the assemblies," Anjali admitted. Since online assemblies often take place on webinars, teachers do not keep track of student attendance. Presentations might have less influence with fewer students watching them, but Lillian sees a positive side to the change. "People who may not have been seen during an in-person event can get their questions answered," she said. Upper Schoolers who sat in the top row at assembly often lost the opportunity to ask questions, but now everyone has an equal chance. Considering the success of this joint assembly, perhaps online gatherings have always been the way to go. □



Trouble in a Virtual Paradise

By Aria D. '21
Banner Staff

For Winsor students and millions of other teens during the pandemic, what used to be worksheets, round table discussions, and gossip sessions is now an arrangement of pixels. This shift online will undoubtedly keep us young people safe and at our healthiest, right? Though we are protecting ourselves from a contagious virus, we risk chronic migraines and possible eye damage from constant computer usage. As the old saying goes "fix one thing, break another." So, if you have found your eyes irritated or your body tense after a day of Zoom classes, you may want to read on to figure out exactly what you're breaking.

Increased screen time comes with a plethora of negative health effects, including loss of cognitive ability, blurry vision, chronic neck and back pain, and poor sleep. Increased screen time can also lead to loss of focus flexibility, a deterioration that is supposed to occur with age but may have been brought to you early, à la Zoom! You may also be experiencing "tech neck," neck strain caused by looking down at computers or phones for extended periods of time. Apart from neck spasms, stiffness, and pain, tightening of neck muscles leads to increased tension on the discs in your upper spine. The cognitive effects of screen time are also extremely serious. Large amounts of screen time, amassed through digital classes, TikTok scroll-

ing, and homework, actually changes the structure of the brain. It causes the grey matter within our brain, the matter responsible for cognitive processes, to shrink. It also deforms the white matter that serves as the hub of your brain's communication. Symptoms of these neurological changes include poorer concentration, weaker memory, slower information processing, and weaker impulse control.

These dismal reports are not just reserved for studies and research, as Winsor students have felt the effects. Lillian G. '21 says that she "definitely had a physical reaction to the excessive screen time" that online school demands, and "even noticed during spring last year that [she] would get migraines or headaches due to it." While we march forth with Zoom classes and online worksheets, it is essential that we remember that no solution comes without problems, and it's in our best interest to actively combat the side effects of excessive screen time. One way that Winsor teachers could ease the digital load would be switching to paper worksheets. This change is very unlikely to contribute to the spread of the Coronavirus, as the virus is not easily spread on surfaces. Though paper worksheets require extra preparation for printing by the teacher, COVID has certainly proved that our Winsor community is a responsible one, willing to take extra precautions in the name of health. We simply must remember that health does not start and end with COVID. □

Schools Must Reopen Nationwide Immediately

By SAMMY JOMAA '21
AND ABE TOLKOFF '21
PANEL STAFF

All K-12 schools in the United States should reopen fully within the next six weeks. The consequences of not doing so are simply too great and the risks too small. Belmont Hill provides the perfect example: our school has been open all year without a single documented case of transmission of campus, and, as many of us can personally attest, in-person learning has been critical for our mental health.

While it may seem obvious that this notable success is the result of Belmont Hill being a well-funded private school, many public schools across the country and the world have reopened without spikes in virus transmission. Indeed, many North Carolina public schools - the 7th lowest funded per pupil in the nation - have been open all year. A Duke University study found that in eleven open North Carolina school districts (with almost 100,000 students and staff) only thirty-two cases of in-school transmission during the first nine weeks of school - a lower rate than in the broader community. As the authors of the study reported, "schools can reopen safely if they develop and adhere to" rules mandating social distancing, mask-wearing, and handwashing.

North Carolina isn't alone: school districts representing 40% of American students have fully reopened, and little evidence of significant spread has been found. Moreover, these students predominantly live in states with lower education funding. Many schools globally have reopened without issue too. In Sweden, for exam-

ple, lower school teachers were found to be at no greater risk than other workers, despite there being no specific social distancing or mask mandate. In the conservative publication National Review, Dr. Pradheep Shanker summarised, "teachers and staff are at a much higher risk of contracting the virus in their daily routines than they are catching the virus in classrooms."

In contrast, the cost of online learning on students' education and mental well-being has been catastrophic. Class failure rates have skyrocketed in school districts across the country; in Houston, Texas, and St. Paul, Minnesota, for example, the percent of students earning failing grades has reached 40%. Students have also fallen behind on other metrics, such as math achievement which was found to be down by 5-10%, according to a nationwide study. Naturally, the costs of online learning have hit marginalized communities particularly hard: 1 in 3 teachers in high-poverty schools report that students "are significantly less prepared for grade-level work this year compared with last year" according to USA Today. Moreover, three million students have fallen off the grid entirely, not attending class since March 2020.

Student's mental health has also taken a terrifying hit. According to clinical psychologist J.D. Friedman, school closures, among other lockdown policies, "can absolutely tip the scales to full-blown [mental] pathology." Many children who may have been predisposed to conditions such as OCD or ADHD but would've avoided them otherwise will now suffer these mental health issues thanks to online learning. Even more worrying still is the sharp increase in emergency room

visits for mental health emergencies by youth found by the CDC. Among kids between ages 5 and 11, it rose 21% and 31% for those between 12 and 17. While this crisis can't solely be attributed to school closures, it's certainly one of the most significant contributors.

It is clear from the devastating costs of online schooling on stu-

under this guideline, and there's no reason why American ones can't too.

Teachers' unions are another, more concrete, threat to schools reopening. Even after being vaccinated, many unions across the country continue to refuse to return to in-person classes. Students must be vaccinated as well, they argue, for schools to reopen safely - an impossible request since the minimum safe age to be vaccinated is 16 for Moderna and 18 for Pfizer and Johnson & Johnson. Considering this - and the clear science in favor of reopening schools with or without vaccines - it seems that many teachers simply don't want to return to work. Thus, the only solution is for elected officials to force unions to accede to in-person learning.



Teacher Protesting School Reopening NBC

dents - and the minuscule threat of in-school COVID transmission - that schools must fully and immediately reopen. Despite this reality, many schools across the country remain closed thanks to overly-cautious distancing rules and the intransigence of teachers' unions. The six-foot rule is one of the biggest obstacles to school reopening since many classrooms, especially in urban areas, simply don't have the space to spread out students. Six feet, however, isn't an iron law. In fact, both the EU and the World Health Organization advise one meter or about three feet. Many schools around the world have reopened without issue

Fortunately, the Massachusetts state government has finally started to take this issue seriously - but not with the haste it requires. Elementary and Secondary Commissioner Jeff Riley says that he'll soon ask the Board of Elementary and Secondary Education to give him the power to declare that hybrid and remote schooling don't count as learning hours. His goal is to have all elementary schools open five days a week by April and to have middle and secondary schools open by the end of the year. Instead, Mr. Riley and all public servants must strive to open all schools as soon as possible - the costs of not doing so are just too high. □

Trump's Second Impeachment: They Blew it Again

By SAMMY JOMAA '21
PANEL STAFF

Once again, an impeachment of former President Trump has resulted in his acquittal by the Senate. And like last time, Democrats - the former president's "prosecutors" - severely injured their case. In Trump's first impeachment, House Democrats prematurely ended their half of the process, failing to include vital evidence gathered by the Government Accountability Office or to subpoena national security advisor John Bolton, and then drew the ire of even allied senators by bizarrely waiting several weeks to transmit the articles of impeachment to the Senate. In Trump's historic second impeachment, Democrats once more failed to build the credibility they needed with Senate Republicans. Unlike last time, however, it's possible - perhaps likely - that without these seemingly-intentional errors, the President would have been convicted.

Democrats' mistakes began with their wording of Trump's indictment. Charging him with "incitement of insurrection" was unreasonable and wouldn't stand in court since, as his lawyers successfully argued, he explicitly told his supporters to act "peacefully" and martial rhetoric has been common in our politics for years. While it's true that, as political, not judicial, trials, impeachment indictments don't need to be viable in a court of law - that's no excuse to put forward such a flawed case. Indeed, since impeach-

ment doesn't require a legally defined crime, Democrats could have pursued a much more convincing case against the former president: dereliction of duty. Even as Mr. Trump reportedly watched the storming on TV, he did not send reinforcements to defend the Capitol

nothing to ensure their safety, ignoring his duty as commander and chief.

In failing to invite a single House Republican to serve as impeachment manager, Democrats passed up an easy chance to dispel the narrative that Trump's impeachment was noth-



Speaker of the House Pelosi Present Impeachment Document WSJ

Building, or to deescalate the situation early on by telling his supporters to go home, in a timely manner, thus failing to uphold his obligation to protect a coequal branch of government from a riotous mob. Not only is his wrongdoing clear, but it would have connected to the experiences of the senators themselves. Tommy Tuberville (R-AL), for example, informed Mr. Trump by phone call that his own vice president was at risk and had been evacuated - and yet the former president did

ing more than a partisan attack. GOP stalwart Representative Liz Cheney (R-WY), 1 of the 10 House Republicans who voted to impeach Trump, would have been a particularly smart choice. As the daughter of Vice President Dick Cheney, she could hardly be accused of being a stooge of the left. Moreover, her commanding survival of an attempt to unseat her from her position as the third highest-ranked Republican in the House could have demonstrated to on-the-fence senators

that the consequences of voting to convict are not as large as they may seem.

Perhaps the most important mistake of all was the impeachment manager's decision not to call in witnesses to testify. With witness testimony, they could have buttressed their case by creating a timeline of what happened in the White House while the Capitol was attacked, answering critically-important questions such as: What exactly was President Trump doing when the riot took place? Why was there a several-hour-long delay in sending the National Guard and other federal forces to the Capitol? Was he presented with options to stop the violence and said no, or was it "only" a lack of initiative on his part, failing to ask what he could do to end the madness of January 6th? The answers to these questions could have been what turned a strong majority of the country against the former president, as the Watergate tapes did for Nixon, but they never came since Democrats failed to uphold their own duty as effective prosecutors.

It may seem naive to think that Trump would have ever been convicted, no matter how strong the case was. It's important to note, however, that two Republican senators, Bill Cassidy (R-LA) and Richard Burr (R-NC), who originally voted that a post-term impeachment was unconstitutional flipped to support his conviction. It seems plausible, then, that a stronger case would have convinced more Republicans to turn against the former president - perhaps even the ten necessary to convict Mr. Trump. □

Belmont Hill Goes to Winsor

By SREETEJ DIGUMARTHI '21, ABE
TOLKOFF '21, AND CHARLIE WELLS '21,
PANEL STAFF

Arriving at Winsor, we were pleasantly surprised by the change of scenery in the city. We immediately noticed the bustle of the surrounding Longwood area, a fresh sight and sound after years of school in the suburbs. After checking in at the front desk and receiving visitor name tags, we made a quick stop in the Senior homeroom, a feature that Winsor has managed to keep despite the coronavirus pandemic. We then went on a tour of the campus with the Winsor executives. In contrast to the sprawling, but relatively short Belmont Hill campus, the Winsor campus has a tightly packed, but very tall footprint. The LOC, a new combined athletic and academic center is five stories tall, containing a beautiful theatre with three stories of seating, a dance studio, a yoga room, and a fifth story filled with Squash courts. Attached to it is the "old" Winsor complex, containing most of the classrooms as well as the Cafeteria. To us, the most striking differences were the number of stairs, there only being one building, the posters and lockers adorning the walls in the place of panels, and the saran-wrapped furniture in the hallways.

After our tour, Charlie and Sreetej went to "The Intersection of Politics and Economics," whereas Abe went to "Monstrosity and Society." Entering the classes, we immediately noticed the location of the remote students, hanging above our heads in the middle of the room, facing away from us. Every time they spoke, it was like a strange voice emanating from afar, in contrast to the Belmont Hill Zoom stands, where you can see the faces of those

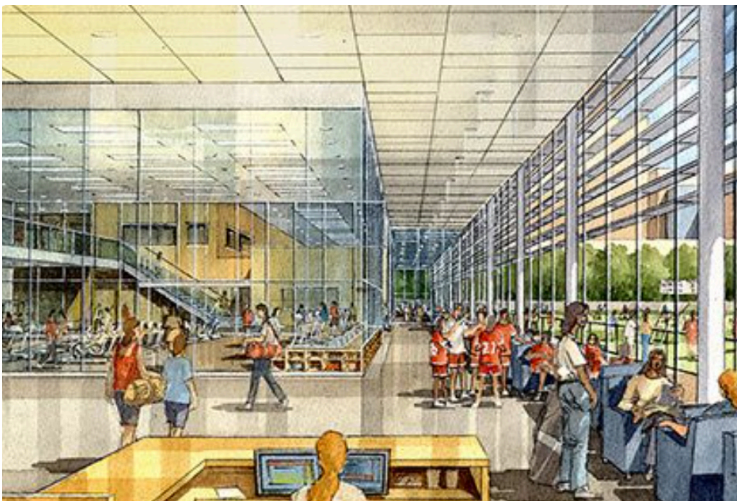
speaking. As for our classes, "Intersection of Politics and Economics" was very similar to any Belmont Hill humanities class, with discussions about the homework readings supplemented by videos. In "Monstrosity and Society," which was taught by a virtual teacher, students spent the entirety of the block discussing the prior night's reading. Overall, the atmosphere of the class was similar to a Belmont Hill English class, though perhaps slightly more focused on direct quotation and references from the text.

Following second period, we made our way over to "the black box," a former studio converted to a classroom, for advisory, where we all joined Mr. Braxton's group to play some games and hang out. Whereas, at BH, lunch and advisory have been joined into one block, at Winsor, they have remained separate. This is required, as only two classes can be served lunch at a time. However, this is not necessarily a bad thing, as it ensures that everyone is fully engaged in the activities, as opposed to working their way through a Mr. Sandwich. After advisory, we went on to lunch, which is similar to BH walk-through, as students grab a bag and fill it with individually packaged food options of their choice, such as hot pasta, sandwiches, soup, and salads. Once we got our food, we made our way out to the cafeteria, where it was made clear that we were not allowed to talk while we were eating. Thankfully, the lunch was not half-an-hour of silent eating, instead filled by Master-Chef Junior. The Winsor lunch, while it is unfortunately silent, offers some nice choices in the moment. While we Belmont Hill boys have to prophesize what we will want a week from now, the Winsor students can make their choice right before they eat. Of course, the loss of Ms. Wu's emails would prove devastating if we moved to this model.

Following Lunch, we headed our separate ways, with Charlie going to "Java Objects", Abe taking his clarinet skills to "Orchestra", and Sreetej attending "Genocide." At Belmont Hill, our Java course follows the AP Computer Science A curriculum, and takes a full year. At Winsor, however, the class has no external program to follow and is only half a year. The Computer Science demand at both schools is rather small, with 4 students taking BH's APCSA and 3 students taking Winsor's Java. In the class itself, Mr. Cox led us through class structures in Java, using the animal kingdom as an analogy. Orchestra presented the most significant difference between Belmont Hill and Winsor. While the BH orchestra has not met in person since March 2020, Winsor's Upper School group has met safely since the fall. Even wind instruments were permitted to play in-person, with students wearing specific masks and covers for the ends of their instruments. The rehearsal was well organized beginning with a "check in" where students went around giving an update about how they were doing. After this exercise, the group split into sections to work on individual pieces and were very accommodating to their less talented guest. The Genocide class was taught similarly to many Belmont Hill history courses, as students split into small groups to discuss readings and then delivered informal presentations on assigned topics to the entire

class. However, the discussions were more focused on quotes from the readings than at Belmont Hill. Unique to the class, the TV for remote students was placed on a wall off to the side while just the camera was on the ceiling, allowing us to see virtual students.

For the last class of the day, Abe and Sreetej went to "Manifesto!", a half-year English elective, while Charlie visited a Winsor ILE class. In "Manifesto!", a small group of students led the 65-minute long class, first presenting a slideshow on the "SCUM Manifesto" and then facilitating a discussion through Kahoot. At Winsor, the seniors have the option to pursue an ILE, or Independent Learning Experience, in their senior springs. An ILE is similar to a BH senior project, where in senior spring, students find something they're interested in and drop a class to pursue it. An ILE has a few more requirements, with students pursuing internships for at least 20 hours a week and under the guidance of a mentor. While I was there, however, the students were just working on their proposals, so it was effectively a free period for me. □



The foyer of Winsor's LOC. William Rawn Associates

Winsor Goes to Belmont Hill

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

Upon our arrival at Belmont Hill, we were ushered into the Head of School's office to introduce ourselves and fill out a COVID form, quite similar to the Magnus app we fill in daily at Winsor. After getting a quick lay of the land, we were off to AP Physics C taught by Mr. Schneider to learn about angular momentum. The class started out with a quick somewhat-collaborative quiz consisting of a previous AP test question. Al-

though the class was not a lecture by any stretch of the imagination, it had a degree of formality and structure that we have not noticed in many Winsor science courses, including AP Physics C. Despite a similar class size and nearly identical subject matter, this year's Winsor Physics C class is much more prone to changing course and diving into niche applications or theoretical examples following a student question. In the 75 minute class period, we had a short break about 45 minutes in before refocusing. Ultimately, Belmont Hill's 75 minute class periods likely have about as much instructional time as Winsor's 65-minute blocks, but having a chance to stretch your legs and get water (without fear of missing

something) was a welcome change.

Throughout the class, we noticed a much more prevalent style of cold-calling than generally encouraged at Winsor. Annie was even cold-called after she shared that she was also an AP Physics C student. In terms of keeping students engaged, the threat of being asked questions whenever definitely seems effective, particularly during senior spring. Anecdotally, Winsor students and teachers are often more against cold-calling due to the stress it can place on students.

After class was over, a snack (cookies and goldfish) was bagged by the door, conveniently located for students to grab before heading to their next classes. The Banner Execs split up for our next class, with Annie going to Adv. Spanish 5 and Caitlin and Elly attending Advanced Science Research. Spanish 5, a class of two students and a teacher, is an independent study, so each of the students selects a new reading for the following week's discussion. Similarly, in higher levels of Spanish at Winsor, class size dwindles and the course takes on a more fluid curriculum, so the small discussion-based format was incredibly familiar. ASR is technically an English elective despite being a science class. It is considered an inquiry, wherein teachers teach things they're interested in and reading is incorporated. The idea of inquiries is fascinating to the Banner Executive Staff, as traditional discussion-based English classes prevail for all four years of Winsor. In this particular class, the group was starting a new mini-unit on marine mining, doing research on different methods of mining and adding to a communal Jamboard.

After our first two classes of the day, all six BH and Winsor Execs gathered in the

Melvoin building for lunch: each person had an individually-labeled box with their meal of choice, along with chips, an apple, a bottle of water, and a cookie. Generally, students eat with advisories; however, due to the junior class taking the ACT causing some advisories to be moved, we ended up separate from the normal advisory group.

Following lunch, we went on a comprehensive tour of campus, and we were struck by how spread out everything was - Belmont Hill's spread-out campus lends itself to more compartmentalized spaces (for example the divide between arts and athletics is apparent, whereas at Winsor they are housed together in the LOC). Both schools clearly have maximized any large spaces they have and transformed most into COVID-safe classrooms. Belmont Hill even went as far as to knock down the wall between two smaller classrooms to merge them in preparation for in-person learning. Notably, there were fewer community-oriented spaces, particularly for Seniors. Winsor's Class VIII students have been fortunate that the homeroom has been open as a place to socialize and study; on the other hand, Belmont Hill has done away with designated homeroom spaces for this year.

We also noticed that, at least in the classes we attended and with the teachers we met, there seemed to be a more casual dynamic between students and teachers. Although many Winsor students may bond with a few teachers over time, those relationships typically retain a more reserved teacher-student dynamic. However, we noticed that the Belmont Hill faculty and staff had more informal, chatty interactions with their students during moments outside of class. □



A recently drawn map of the Belmont Hill campus. BH Communications

Comparing Winsor and BH

Campus Privileges

At Belmont Hill, only seniors, as always, are allowed to come to school late and leave early based on their free periods. Starting after March Break, seniors are also allowed to leave campus during their frees, even if they are not during the first or last period.

At Winsor, traditionally only seniors are granted this privilege. However, due to COVID-19 regulations requiring stricter study halls as opposed to the usual free periods, all upper school students are allowed to come late or leave early if they have first or last period frees, assuming a parent or guardian alerts the school. There is a ban on going off-campus during any middle-of-the-day frees unless for doctor's appointments.

Transfer Time

For the entire first semester at Winsor, 20-minute breaks between classes doubled as mask breaks outside and passing time. In January, these breaks were shortened to 15 minutes because the colder weather kept people inside, and communal spaces were getting crowded.

Belmont Hill students have had 15-minute breaks between classes all year, but many teachers also give them five to ten-minute breaks about halfway into class time to stretch and talk with friends.

Snack Break

The way that Belmont Hill and Winsor go about their respective snack times is slightly different.

At Belmont Hill, students pick up cookies in plastic bags and/or individually-wrapped bags of goldfish as they exit their A or D block classrooms, delivered there by the dining staff earlier that day or week, and eat them either in transit or once they have reached their next period class. This system is similar to the ten-minute

Pandemic Protocols

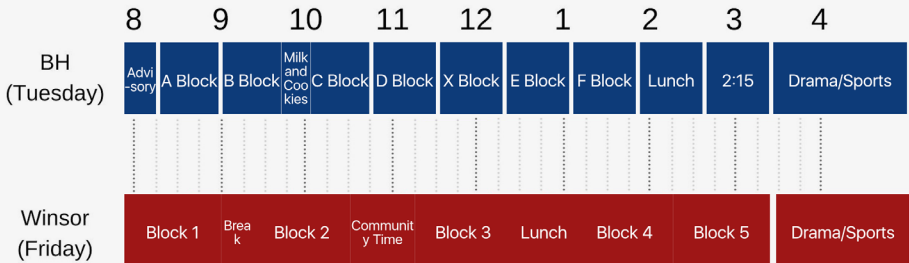
The Coronavirus Pandemic has impacted the two schools in very different ways. At Belmont Hill, all students are on campus four days a week and will be on campus five days a week after March Break. On the other hand, Winsor Upper Schoolers are on campus on Thursdays and Fridays, and Winsor Lower Schoolers are on campus on Mondays and Tuesdays, though they will move to being on campus Mondays, Tuesdays, and Wednesdays after March Break. This difference is primarily due to the sizes of the two campuses, with Belmont Hill's sprawling campus of 33 acres enabling students to spread out enough for everyone to be in-person at once, whereas Winsor's 7 acres can only accommo-

Schedule

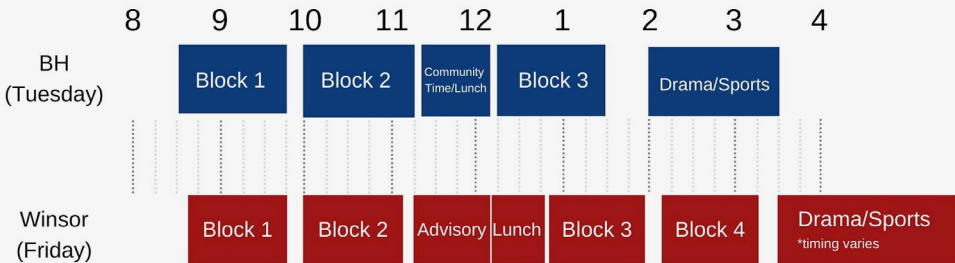
A regular Tuesday schedule at Belmont Hill begins at 8:30 am with a 75-minute class. After 15 minutes of passing time, a second class begins at 10 for another 75 minutes. From 11:20 to 12:10, individual advisories gather to chat and eat boxed lunches. The final class of the day lasts from 12:15 to 1:30. Early buses depart at 1:45, but most students partake in sports practices later in the afternoon.

A Friday at Winsor starts at 8:40am

Winsor and Belmont Hill Schedules Before COVID-19 Pandemic



Winsor and Belmont Hill Schedules During COVID-19 Pandemic

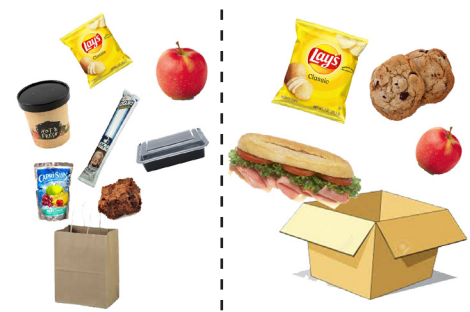


Lunch

One massive difference between the two schools is how they are handling lunch time during the pandemic.

At Winsor, students fill a paper bag with lunches of their choice, with options ranging from hot entrees and soups to cold sandwiches and salads. They round out their bag with their choice of chips and dessert.

At Belmont Hill, students are asked their lunch choices a week in advance by means of a Google Form, and then their choices are packaged up and delivered to their advisories. During lunch, which takes places in the Cafeteria, Winsor students are not allowed to talk, and are shown various TV shows to pass the time instead. At Belmont Hill, on the other hand, students are free to talk among themselves, and even encouraged to on DEI advisory days.



(L) Winsor Lunch. (R) Belmont Hill Lunch.

Flex Time

At Winsor, students have a one-hour long advisory period in the middle of the day. For juniors and seniors, this takes place before lunch, while it takes place after lunch for freshmen and sophomores. During this flex period, advisors sometimes make up games and activities for students, such as a group ranking of items one would need after a plane crash, and other times, they allow students to simply chat and study. On Thursdays, upper school students also

Extracurriculars

Winsor now has club meetings during the 75 minute lunch break on virtual days and after sports end, also virtually. Some clubs, particularly affinity groups, have meetings Wednesday immediately following assembly or throughout the day. High commitment clubs have meetings on

Athletics

With the exception of curling, all winter sports teams at Winsor went ahead with their seasons. The swim team had a scrimmage against Dana Hall, and the top 12 squash players had matches against Nobles. Having experienced two Covid scares, the basketball team chose not to scrimmage other schools, and hockey kept their games within Winsor as well. The occurrence of league scrimmages surprised many Winsor athletes, but the athletic department remained committed to offering some sense of normalcy. The rest of their seasons consisted of team bonding activities, Zoom workouts, and two on-campus practices per week.

have COVID testing during this period.

Similar to Winsor, Belmont Hill has a 50-minute advisory period in the middle of the day, although it also doubles as lunch. In the past, advisor groups only met together for 15 minutes before classes, and meetings were usually informal. Now, due to the extended period, advisories have been able to hold structured meetings more frequently that have ranged from discussions on social issues to all-school meetings via Zoom. Some students also have testing during this period.

weekends occasionally, with Robotics and Mock Trial meeting in person at Winsor.

At Belmont Hill, most club meetings take place virtually after school and sports. While most clubs meet on Zoom, usually on Wednesdays, some extracurriculars, such as Model UN, Debate Club, and *The Panel*, hold in-person and hybrid meetings.

Winsor students that do not participate in sports teams are required to complete at least two 40-minute home workouts.

Belmont Hill has had their usual offering of sports this year, although some have had to adapt to coronavirus protocols. While three seasons of sports have been required in past years with exceptions for outside sports not offered at Belmont Hill and theater, no student is required to take part in the athletics program this year. Furthermore, teams have fewer practices than normal, as lower schoolers and upper schoolers now practice on different days, rather than just at different times. Still, varsity teams have been able to scrimmage and compete against other schools, mostly ones in the ISL.

Parking

Due to Winsor's location, parking at the school is scarce. As a result, seniors go through a lottery process to determine the roughly 50% of the class that get spots. Some students resort to parking in nearby garages, where they have to pay high city prices.

Belmont Hill, on the other hand, has a huge parking lot on campus for students, two smaller parking lots for faculty and staff, and a parking lot across the street for the Alumni House. As a result of this plenitude of parking, almost all students who want a spot can get a spot. However, this comes with the trade off that Belmont Hill is much less accessible by public transportation than Winsor.

Campus Atmosphere

One of the biggest differences found was the atmosphere of the two campuses.

One important feature of a Winsor senior's life on campus is time spent in the senior homeroom. Despite Covid restrictions, seniors have had access to this community space for several months now, using it to study or catch up with friends between classes. Belmont Hill seniors have not been able to use their homeroom this year, so student interactions are limited to classes and advisory groups. That being said, the atmosphere of classrooms at Belmont Hill reveals a greater emphasis on casual student conversations than at Winsor. The

built-in 10 minute break in the middle of classes encourages Belmont Hill students to use classrooms for socializing as well as learning. That's not to say that Winsor students don't mingle before or after classes, but there appears to be less overlap between class time and social time at Winsor.

Another striking aspect of Belmont Hill classes is the informal way that teachers interact with their students. With BH teachers often doubling as coaches, students have the opportunity to bond with their teachers outside of the classroom, sometimes earning a nickname. These friendly relationships can certainly help students feel more comfortable in classes, but they run the risk of

students approaching a class less seriously.

Even with Winsor's more relaxed dress code and greater focus on student relaxation, we thought that the school felt more serious than BH. Classes at Winsor lacked the sense of informality that we have grown accustomed to at BH, where students often joke around with their teachers and peers and feel free to speak whenever they want. This formality extended outside of the classroom as well, where there seemed to be fewer interactions between classmates and between students and teachers. As a result, Winsor's campus, felt less lively than Belmont Hill's, but this may have also been a product of only half of the school being in-person.

Famous Alumnae in Sports Continue to Inspire Students

By CAROLINE F. '23 AND LILY L. '23
BANNER STAFF

Winsor

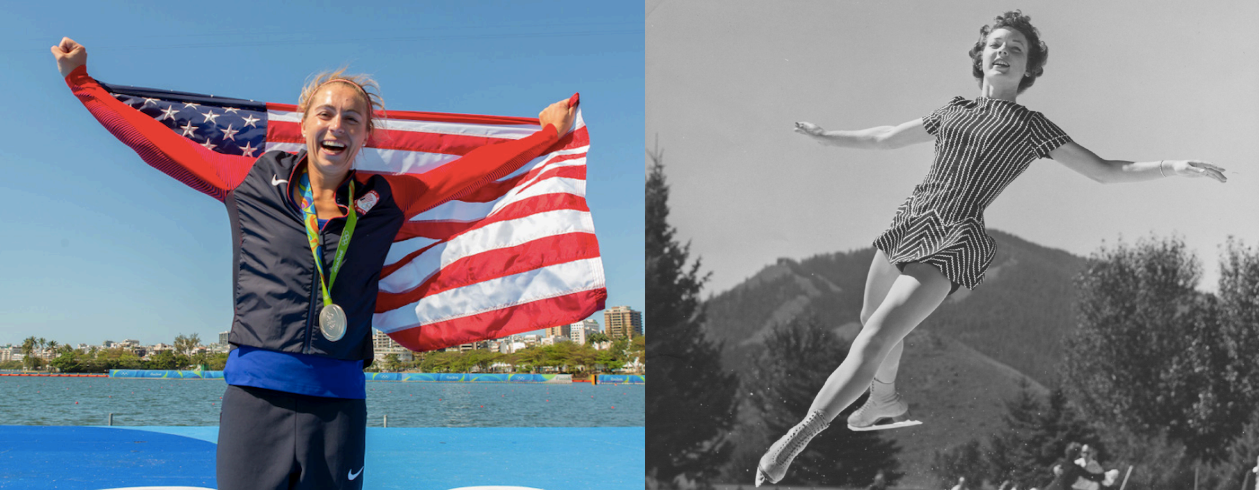
Genevra ‘Gevvie’ Stone ’03 has made amazing strides in rowing both during her time at Winsor and beyond. Stone grew up surrounded by rowers as both of her parents were members of the US National Rowing Team. Her mother, Lisa Stone, is the long-time coach of the Winsor rowing team and while rowing for Coach Stone at Winsor in 2002, Gevvie and her boat won the women’s youth 4+ at the Head of the Charles. After Winsor, Stone graduated from Princeton where she continued her rowing career on their team and in 2007 and in 2005 and 2006, her boat won the Women’s Championship 8+ at the Head of the Charles. She then attended Tufts Medical School and graduated with

her M.D. in 2014 while also training for the Summer Olympics and World Championships. Stone competed at the 2012 London Olympics where she placed 7th and then again at the 2016 Rio Olympics where she won a silver medal, both in the women’s single sculls division. Finally, in 2019, Stone won her 6th consecutive women’s single scull championship title at the Head of the Charles. She is currently training for upcoming races and will soon compete for

a spot on the 2022 Olympic Team! Gevvie is an amazing role model for students at Winsor and beyond for her hard work, perseverance, and talent on and off the water.

Tenley Albright ’53, has made great contributions to the sports world. She began figure skating at age eight and recovered fully from Polio at age eleven. Albright won her first national novice title at 13, the national junior title at age 14, and the US women’s figure skating championship at 16.

She participated in the Winter Olympics in Norway at age 17 and won the silver medal. After graduating from Winsor and starting pre-med at Radcliffe, Albright woke up at 4 am every morning to be able to skate before class, skating up to seven hours a day. She won her second World Championship in 1955, and at the 1956 Italy Olympics, Tenley became the first woman in the United States to win an Olympic gold medal for figure skating. That year, she made the cover of Sports Illustrated and went on to have a spot in the US Figure Skating Hall of Fame and the National Women’s Hall of Fame. She retired from competitive skating after many years of competition, attended Harvard Medical School as one of the only five women in her entire class, and continued to pursue her medical career. Ms. Albright is an extremely inspiring woman, having achieved many outstanding accomplishments throughout her life and broken many boundaries in her fields. □



Gevvie Stone (left) at the 2016 Rio Olympics and Tenley Albright (right) mid-jump. Meredith T. ’23

Looking Ahead to BH and Winsor Spring Sports

By COOPER NELSON ’23
AND MEREDITH T. ’23
BANNER AND PANEL STAFF

Continued from the Front Page.
...senior parents may be permitted to attend games. Despite these guidelines, every spring sport will be able to compete. Crew, sailing, and golf will be able to travel off-campus to practice since the ski teams and middle school hockey were able to safely travel during the winter. On-campus facilities are sufficient for adequate social distancing in all of the other sports. From a scheduling perspective, things will remain the same with middle school and upper school sports having separate practice days. One change that the spring will bring will be a return to campus on Wednesdays. This day will be used as an upper school practice day, giving Varsity and JV teams an extra opportunity to

put work in. The school expects games to remain on Fridays and Saturdays, with the exception of sports that compete off-campus like golf and crew. Winsor’s Athletic Director Ms. Granese is looking forward to the new spring season, especially since Winsor athletes can look forward to a more normalized season, specifically in terms of scrimmages. Her goal is two games a week starting in the middle of April; however one is definite. Different schools are in different places in regards to COVID protocols, but Dana Hall and Newton Country Day are ready to schedule so Winsor teams should be

able to play them. Ms. Granese is also working on teams playing Pingree and Concord Academy. Despite being able to scrimmage more, the EIL would not have a championship because teams cannot travel to Portsmouth Abbey or Berwick due to the schools being out of state. The only issues that Ms. Granese sees that could affect the plans for a more normalized sports season if there was a big spike in COVID-19 cases or if Massachusetts rolled out stricter guidelines. Ms. Granese said, “For example, with softball, maybe we will use our balls

while we are in the field, then they will use their balls when they are in the field”. One difficulty of this season is scheduling for tennis, track, and sailing practices since their usual practice facilities are operating differently. Sailing captain, Maddie P. ’21, says that “We are looking forward to a great season this spring! No matter what, there will be lots of fun, knot tying, dancing, and tactics!” Softball captains Bis M. ’21 and Rani B. ’21 said “We’re all really excited for this season and getting to see the team. Because we didn’t get a season last year, we are all really excited to be a team again and start this season!” As both Winsor and Belmont Hill look towards the spring sports, it looks hopeful for a more normal season in terms of competition. Despite a tough year, athletes at both schools have remained resilient and safe. The Winsor Banner and The Belmont Hill Panel wish our athletes a healthy, fun season and look forward to seeing games again! □



Winsor Spring Athletes in 2020. Lillian G. ’21

Does Winsor Admissions Recruit Student-Athletes?

By ALAINA C. ’24 AND
LIDIA R. ’24
CONTRIBUTING WRITERS

While Winsor is recognized for its academic rigor, athletics also play a large role in a student’s experience at school. Starting freshman year, Winsor requires every student to fulfill an athletic requirement, whether that be through workout sessions during free periods, sports at school, or sports outside. Many of Winsor’s students play at least one sport and many students are part of Winsor’s teams. Multiple schools near Winsor, such as Belmont Hill and Nobles, recruit student athletes. So, it can be assumed that one may wonder if Winsor recruits student athletes as well. The short answer to the question of does Winsor recruit student-athletes, is no, Winsor does not formally recruit student-athletes. According to Ms. McFarland, the new director of admissions, this is because “so much is already being academically required from students,” adding a sport to an already busy schedule can at times be overwhelming. Holiday H. ’23, who swims

both at Winsor and outside of school, told us that “being a student-athlete who trains year-round can be stressful at times, however, it really forces me to improve my time management skills in order to keep up with my academic workload, athletic commitment, and other extracurriculars.” Although Winsor doesn’t formally recruit student-athletes, being an athlete can help to strengthen an application to Winsor. We had the opportunity to ask Ms. McFarland how athletics influence a student’s applications to Winsor. She responded that “it depends on the class they are joining because, in admissions, we are focused on making a really dynamic and balanced class.” For if a majority of a class plays soccer and you are another

soccer player, that might not be as compelling in an application as someone who is powerful on the squash team. Ms. McFarland says “It’s not across the board; it’s class by class. We are not asking the question of what does the program need, but rather what does the class need. The admissions committee looks for out-of-classroom contribu-

tions. In the same way that dedication and talent for the music and arts boost an application, being part of a sports team can boost an application as well.” While Winsor doesn’t recruit students for sports, athletics can help boost a student’s application to Winsor. Not to mention that being a student-athlete at Winsor teaches students time management and leadership skills, as well as the fact that joining Winsor’s athletics teams provides an opportunity to interact with students from all different grades and further integrate into the community. Winsor is not necessarily known for athletics, but many students enjoy their time on school sports teams. Anita R. ’25 said that she “always looks forward to practice because [she] gets to spend time with her friends and going to games is also really fun.” Finally, Winsor student-athletes receive a lot of support from the school. Ms. Granese and Ms. Pelmas are known to attend sports games and events. Athletes appreciate the motivation from their teammates and classmates and most reflect that athletics were a constructive part of their overall Winsor experiences. □



Lillian G. ’21

Must-Watch Movies Celebrating Black History Month

By ANGELINA L. '22
BANNER STAFF

February’s Black History Month came in a timely manner, as recurring instances of police brutality have induced even more community-led Black Lives Matter protests around the country. During such a politically charged time, we can take the time to reflect on the status of our country and draw inspiration from seeing the ways in which we can support marginalized groups. Fortunately, there exists a number of digital media centered around the theme of Black representation and a search for justice. Although it is now March, it is always good to seek out media centered around Black characters. Here are a few recommendations from myself, a classmate, and a teacher--enjoy!

The Butler (2013) is a historical drama loosely based on the real life of Eugene Allen, who worked as a waiter and butler at the White House for 34 years. The movie follows an elderly

man, Cecil Gaines (Forest Whitaker), as he recounts his life starting with his traumatizing childhood living on a Southern cotton plantation in the 1920s. In his adulthood, he grows his reputation as an effective, determined hotel valet and is offered a butler position at the White House. His life is less than perfect after this opportune hiring, however, as his commitment to the “First Family” causes tensions with his wife (Oprah Winfrey) at home and his son, Louis joins a student movement in Nashville, Tennessee striving for a just world with peaceful demonstrations. Witnessing the growing Civil Rights Movement from the White House in eight different presidencies, Cecil must choose a life for himself while battling his familial conflicts.



Black History Month Movies Lillian G. '21

13th (2016) is a documentary about the disproportionate effect of mass incarceration in the U.S. on African Americans. Ms. Lieberman, who on multiple occasions recommended 13th to her students in the Art of Protest class, described the movie as “a thought-provoking documentary that highlights how the current epidemic of mass incarceration is really rooted in our history of slave labor.” She also commented on the legal implications in the movie, particularly how the 13th

Amendment to the Constitution “freed” slaves, but “it also embedded... the ability for a new manifestation of slavery in the form of prison labor. It is an eye-opening film and made me think about the current problems in our country in an entirely new way. A must see!”

Just Mercy (2019) is based on a true story and details Bryan Stevenson’s account of how he fought against Walter McMillian’s wrongful conviction and death sentence in 1988. The movie features popular actors such as Michael B. Jordan playing Bryan Stevenson and Jamie Foxx as Walter McMillian. A fan of the movie, Leila G-M. '22 commented, “Just Mercy is an absolutely amazing movie. It was the first time that I saw death row depicted in such a real and personal way... the movie showcases both educated black men and incarcerated black men, and the importance of coming together to save the lives of people whether they are innocent or guilty. It takes the viewer through Stevenson’s fight for justice as a black man in the deep South.” □

Feb. Student-Directed Play: Five Women, Same Dress

By CHRISTINA M. '23
BANNER STAFF

Five women wearing the same, huge, pink, fluffy dress ascended the Winsor stage on February 19 in an incredible production of “Five Women Wearing the Same Dress”, a student-directed play by Maya B. '21 and Grace A. '22. An hour and a half filled with laughter, tears, friendship, love and conflict, this show was such an amusing and engaging experience from an audience perspective.

The storyline illustrates the drama that ensues when five middle aged bridesmaids are invited to their “friend” Tracy’s wedding. Although the play itself is not always the most profoundly written, the actors conveyed such passion and attachment to their characters and to the play, keeping the audience captivated. The play delved into a number of important social issues pertaining to Christianity and homophobia, among others. The ability of the actors to perform with passion and intensity in certain scenes while remaining

lighthearted and personable in others was yet another impressive aspect of the show.

We chatted with student Director Maya about her experience, who shared her thoughts on how it felt to experience the other side of the theater spectrum: the director. “I’d say that it was an incredibly rewarding experience. As someone who’s been involved in many other productions, it was fascinating to gain a new perspective on creating theater, and I certainly have a lot more respect for Mr. Johnson. My favorite part was definitely working with the amazing cast and crew (especially Grace). Their efforts really brought the show to life.”

Putting on any show is hard enough. But amidst a global pandemic, the task

seems nearly unachievable. Nevertheless, the actors worked inexplicably hard to put together such an interesting and entertaining show, despite the obstacles in the form of uncomfortably nose-smushing clear masks, maintaining a six foot distance, as well as virtual and altered rehearsal time. Katya A. '23 notes that one downside of

COVID was that they were not able to meet in person everyday, making blocking incredibly difficult to remember. Katya continues, saying, “We were able to spend more time developing characters and relationships, which I think was very worthwhile. I’m really thankful that we were able to put on a production onstage.” □



Student-Directed Play features COVID-19 protocols for student actors. Maya B. '21

2020 Movie Retrospective: A Review of Last Year’s Movies

By DANIEL RASHES '22
PANEL STAFF

In the calendar year 2020 I only visited the theater five times but, despite closures, 2020 did bear some fruit. I have curated a list of my ten favorite films to release last year, going into detail on the top five. I have decided to extend my consideration of a “2020 movie” into early 2021 to make up for the many delays that pushed a bulk of the award-contending films out of late 2020. With that said, here are 10-6: The Way Back, The King of Staten Island, Bill & Ted Face the Music, The Invisible Man, and Judas and the Black Messiah.

5. One Night in Miami - The directorial debut of actress Regina King imagines a night of conversations between historical black figures Malcolm X, Muhammed Ali, Sam Cooke, and Jim Brown. The script is strong and so is the cast, who ruminate on the struggles and responsibilities of being a prominent black celebrity during the civil rights era. King makes a story that takes place primarily in a single location, a hotel room, feel dynamic, conveying the deep and existential conflict existing within each man.

The film is fun, intense, and explosive.

4. Nomadland - A truly stunning look at modern America: director Chloé Zhao tells the pensive tale of Fern, a widow adrift in the United States after her mining town was shut down during the Great Recession. She becomes a “nomad,” traveling the country in her van, taking odd jobs, and weaving in and out of the lives of other travelers. This film utilizes non-actors—real-life nomads who play themselves. Their retelling of personal tragedies and why they choose this life are emotionally riveting and make for an intensely sympathetic look at a corner of America unfamiliar to most. It is beautifully filmed and has a powerful message.

3. The Trial of the Chicago 7 - The second film to be written and directed by one of the greatest living screenwriters, Aaron Sorkin, this real-life tale of seven countercultural protesters wrongfully convicted of conspiracy in 1969 resonates more today than perhaps it ever could in the past. With a stacked cast and Sorkin’s distinctive wit, the film is not only poignant but immensely entertaining. Every scene

is energetic, whether the cast bounces lines off each other or the visceral protest sequences. Its message also feels even more pertinent in light of current events. It’s certainly not Sorkin’s best work, but it works nonetheless.

2. Borat Subsequent Moviefilm - The first Borat film is simply one of the best ever made. Sacha Baron Cohen proves with this 14-year-later sequel that the bumbling Khazak journalist is just as relevant today. While the 2004 film used the character as a surrogate to shine a light on the disgusting underbelly of American culture, the followup only needed to press record to display such outlandish racism, anti-semitism, and every “ism” in between. Cohen is once again outstanding in the role and

Chris Brusie '23 along for the ride is Borat’s daughter, Tutar, played in a star-turning performance by Maria Bakalova. Borat aims to reveal who people truly are, whether its the kindness of a Holocaust survivor or the grossness of a high-level polit-

ical official. He is successful in doing so and makes it pretty dang funny too.

1. Sound of Metal - Rookie director Darius Marder stuns in this immersive and unforgettable film. Ruben, a punk-rock drummer, played by the exceptionally talented Riz Ahmed, becomes entirely deaf in a matter of days and grapples with how to continue on with his life. A recovering addict, it seems his music and committed girlfriend are the only two things keeping him clean. He is separated from both of them when he goes to stay in a deaf community to learn how to manage going forward. The community is led by Joe, a deaf Vietnam-veteran played by Paul Raci, a 72-year-old unknown who turns in the best performance of the year. This is a very quiet film, not necessarily auditorily, but in action and scope. The camera is almost always on Ruben and the audio drifts between the muffled noise he hears and what is actually occurring. These moments are made powerful by the exceptional sound design and Ahmed’s tour-de-force performance. It is deeply emotional and frankly educational to experience, in any way, what this character is going through. If you have Amazon Prime, do yourself a favor and watch this film. □



Athlete of the Issue: Christiaan Eikeboom '21

By HOWARD HUANG '22
PANEL STAFF

Out of all of the endurance athletes at Belmont Hill, Christiaan Eikeboom '21 comes to mind as one of the most hardworking and successful role models for young athletes looking to make their mark on Belmont Hill athletic history. Christiaan competes in Varsity Cross Country, Varsity Nordic Skiing, and Varsity Crew, and is the captain of the Nordic and Crew teams. When asked about his first athletic experiences, Christiaan cites Philmont, a Boy Scout camp in New Mexico, as where he, “dropped 15lbs and in the following season I won a [cross country race].” Discovering how successful he was at endurance sports like running, Christiaan tried Nordic skiing after his dream of being a Hockey player was crushed, and he switched from sailing to crew after seeing the

Harvard heavies row on the Charles. Out of his three sports, Christiaan is sure that his favorite is crew because, according to him, “there is nothing better than flying across the water in a boat with guys that through the tough training have become your best friends.” His attraction to crew is reflected in his rowing career at Belmont Hill. He began rowing in Form III in the Middle School Crew Team finishing in the first boat as an accomplished rower. Then, Christiaan rowed at CRI for a summer with Tyler Forg '21 and Nick



Adam Richins

Hebard '21, returning the next spring to the BH Varsity 4v4 running a near undefeated season (except to the 3v4) and winning their NEIRA championship finals race. During the summer, he rowed at CBC; however, he would miss out on his Junior spring season because of the COVID-19 pandemic. Christiaan would continue his work in singles and doubles during the summer with CBC and the throughout the fall with the BH Crew team. Christiaan remembers winning NEIRA's in 2019

as his greatest achievement so far, describing the moment: “The energy of the guys, our coaches, and the crowd was thrilling as we crossed the finish line. With 15 golds and 5 silver medals, we piled up on the podium dock. Every time I see that picture I smile.” Christiaan is looking to win another NEIRA's championship as a senior and race for a USRowing Youth Nationals win. Reflecting back on his years as a runner, skier, and rower, Christiaan remembers his favorite moments as times of connection with his teammates such as team dinners, Nordic bus rides, and night skiing at Craftsbury, the resort where the Nordic team trains every winter break. His advice to younger aspiring athletes is, “to commit to each team you are on and do your best... the memories you will build are well worth it.” *The Panel* thanks Christiaan for his time in answering our questions and hopes to see him successfully row as a recruit at Cornell University. □

Alpine Skis through Exciting Season

By LUKE HOGAN '22
PANEL STAFF

Led by captain Jack Theberge '21, the team of thirty students ranging from seventh to twelfth grade has made the most of the season during the pandemic. Ms. Cushman, Mr. Rohrer (A previous member of the Alpine Ski Team), and Mr. Trautz led the team together through the difficulties of the pandemic. Of course, the Alpine Ski team had to make adaptations to its training and racing schedule. The most substantial change is that the ISL cut JV racing for the season to help mitigate contact and reduce the number of students congregating. Normally, most ISL schools would race with an average of twenty students per team; however, this number has been reduced to seven. Due to Nashoba Valley closing on Mondays and Tuesdays due to an expected decrease in those skiing, the team has had to adapt to practice on Thursdays and Fridays. Throughout

most of the scrimmages, the Alpine Ski Team performed well as it raced to first place. The team has won all scrimmages except for one. Jack Theberge '21 stated, “This ski season, as weird as it was, was one of my favorite seasons in my 6 years on the team. Each Wednesday I got to race with new faces from the upper and middle school which was very unique. I enjoyed competing with the new guys and racing side by side with some great future talent. All the fun practices, exciting races, and unforgettable chairlift rides made for a fantastic senior experience.” The Panel congratulates the team on a great season of working together and making the best out of the pandemic. □



Adam Richins

Varsity Wrestling Adapts to Pandemic

By DANIEL BITTNER '22
PANEL STAFF

Throughout the winter season, the Belmont Hill wrestling team has continued its non-contact strength training and conditioning program designed to improve wrestling performance for when interscholastic competition becomes viable. Led by Coach Leonardis, these twice-weekly practices have incorporated cardio and endurance with socially-distanced wrestling techniques to provide a complete and intensive workout. As opposed to earlier in the season in which outdoor activities complemented these indoor workouts, with layers of snow covering the athletic fields and areas surrounding the Jordan Athletic Center, the wrestling team has had to strictly practice indoors over the past few weeks. While this necessity to remain indoors limits some options for practice, the innovative, new, and constantly different workout structures created by the coaches have kept these practices consistently fresh and engaging. Eager to return to normal competition, the wrestling team looks forward to fu-

ture tournaments and match opportunities. Holding out hope that some events such as the annual Prep National tournament may still occur this year, the wrestling team continues to actively train and prepare. However, while the prospect of a wrestling tournament is exciting, the team acknowledges that the ever-changing landscape of the COVID-19 pandemic makes any hope of such an event tentative. Thus, anticipating that a return to the wrestling mats may come at any time throughout the next year, wrestlers throughout both the middle and upper school remain engaged and eager in each practice. □



Adam Figler '22

Drew Dummer '22

Success in Squash An Unusual Varsity Basketball Season Proves Motivating

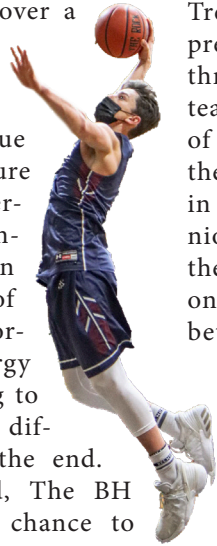
By LUKE WAGNER '22
PANEL STAFF

The Varsity and Junior Varsity squash teams have not seen much competition this season because of COVID-19. Varsity played Nobles in scrimmages, the second-best team in the area, beating them 4-3 and 5-2 both times. They practiced on Mondays, Thursdays, and Saturdays like all other Varsity teams, but haven't really had a chance to play other teams. The Varsity team has Milton on the horizon for the last week of the season. Nationals also did not happen this year. This was most unfortunate as Belmont Hill was aiming at another top 8 finish in the country this year. Senior captains Douglas Conigliaro and Sam Freed will be playing their last game this season on Saturday against Milton. Sam will be playing at Franklin and Marshall next year, and Dougie will be playing at Trinity next year. The rest of varsity was rounded out by Will Okurowski, Dietrich Jacobs, Luke Wagner, Hayden Okurowski, and Chris Egan. The team is excited for next year to come as the team should be strong and we think we can make a good push in nationals. □

By MAC BOBO '23
PANEL STAFF

Heading into the last two weekends of the winter season, the Belmont Hill Varsity Basketball team is showing no signs of slowing down. As was the case throughout the season, the Belmont Hill basketball team has been playing an improvised, week-by-week schedule due to COVID-19. Games are scheduled usually within a couple of days before the weekend, with athletic directors sharing test results and other relevant news with each other. After their strong showing against Roxbury Latin at the beginning of February, the team traveled to St. Sebastian's again for their third matchup against the school rival. Playing with an injured foot, captain Casey Rockett '21 had a strong defensive performance, making his case yet again for the best defender in the ISL. Unfortunately, BH came up short near the end but came back with a vengeance against Lawrence Academy at home in the Fritz Gym. Junior Harry Lodge '22 overpowered Lawrence's big men, leading the team to a win at home. Next, the team traveled to Nobles

and Greenough School the subsequent weekend. Junior Trent Mosquera '22 continued to show his dominance on the offensive side of the floor, showing off his post moves against the smaller Nobles guards. Multiple notable highlights came as a result of this game, specifically Trent Mosquera's block that sent the ball into Nobles's upper stands and Junior Josh Baldwin '22's catastrophic dunk over a humiliated Nobles player. The next day was at home and was an unusual date for Senior's Day due to the unpredictable nature of the pandemic. Nevertheless, senior Kai Ogenah '21 fittingly put on an offensive show in front of the senior parents. Unfortunately, the team's energy was inconsistent, leading to a Noble's lead that was difficult to overcome by the end. The next weekend, The BH basketball team had a chance to come back against Rivers after the previous week's loss. Unfortunately, the team suffered from a lethargic start that resulted in an insurmountable defi-



Drew Dummer '22

cit. The next week, the energy on both sides of the court improved tremendously, but the shooting performance by Rivers resulted in a BH loss. On the last weekend of the month, Belmont Hill played Milton Academy for the first time this year in back-to-back games. On Friday night, the BH basketball team played what felt like the best game in weeks, with Junior Trent Mosquera '22 showing off his impressive shooting range multiple times throughout the game. The next day, the team played inarguably the best game of the season, imposing their will upon the Mustangs through transition and in the post. It seemed as though Junior Jayden Hill '22 never came out of the game, harassing the Milton guards on defense and making his teammates better on the other end of the floor. Heading into the last weekend of the season, the Belmont Hill basketball team hopes to carry that momentum into the next set of games. If that were to happen, the team would end the season on a terrifically high note. Congratulations to the Varsity Basketball team for what they have accomplished so far, and good luck heading into the last weekend! □

Varsity Hockey Skates Past a Season Like No Other

By Austin Curtis '23
Panel Staff

The Belmont Hill hockey team has had a unique season so far, having limited scrimmages and requiring mandatory masks. However, the team has been able to make the best of the situation by developing their game with practices during the week. Although some aspects of the modified season have been difficult to adjust to, team member Tom Goguen '21 remarked how these changes have overall been positively received by the team: "I think we could

all agree that the masks can be difficult to play in but rules are rules and when it comes to keeping each other and the coaches safe we are willing to buy-in for the greater good of the season." The weekly practices are where most of the work goes on for the team, preparing the players for whatever scrimmages they can schedule with other schools who are willing to participate. One new experience that has come as a result of COVID-19 and which is new for some of the players is the new back-to-back game days. These back-to-back games have been a new part of the season that has forced



Drew Dummer '22

the boys to stay prepared and ready to play at all times. Overall, despite its modifications, Goguen expressed his feeling that this experience has benefited the team: "We have come a long way through this winter not only on the ice but socially as we welcomed younger guys to the team and adapted to restrictions along the way. But we overcame these obstacles and were able to focus on what we need to work on one day at a time." Expressing this excitement for the future, Goguen remarked: "I'm looking forward to this final stretch of the winter, and to see the hard work we have put in to pay off." □

Nordic Skiing Finishes a Year Marked with Change

By Arec Keomurjian '22
Panel Staff

As the weather warms and snow continues to melt, Nordic skiing, along with the rest of the winter sports, has come to an end. However, during the 2020-2021 season, the skiers made great progress in developing their skills despite the restrictions of the pandemic. Nordic skiing was minimally affected by COVID, with practices held typically four to five times a week. Though racing opportunities were few and far between as the team was unable to travel up north to battle against New Hampshire and Vermont schools, coaches Ahearne and DeCaprio still found ways to organize competition. The team's first race was against Rivers, with a 5 km course around the 1 km loop. Skiers were released in 15-second intervals to follow social distancing protocols and ensure their safety, sent

to brave the steep uphill, icy downhill, winding turns, and the slalom. The entire Rivers team had been released before Belmont Hill, providing the skiers with additional motivation to pursue and overtake them. In the end, Belmont Hill had placed 5 skiers before the first Rivers skier had even finished, and the first Lakes Region win was added to the record, with a perfect score of 10-26. Following the Rivers race, the Nordic team participated in the Eastern State cup, with captain Christiaan Eikeboom '21 placing high among tough competition. An opportuni-



Will Walton '25 races at Weston. Adam Richins

ty for a classic race, a variant style of nordic skiing, organized by the EMBK league was also offered to the team. Will Walton '25 and Howard Huang '22 placed first and third respectively. Along with formal races, the team also participated in smaller-scale scrimmages, one of which was a 1.5 km relay against the Rivers School where Belmont Hill again was victorious. Coach DeCaprio '16 was grateful that the team could have a somewhat normal season, stating, "I'm glad we were able to have scrimmages against Rivers and practice every day. We got lots of time on the snow."

Coach Ahearne shared this sentiment and complimented the team's adaptability, adding, "This season presented our team with significant challenges – from travel restrictions to the lack of snow for the entire month of January, to having far fewer races than a "normal" season would present. Rather than dwelling on the harsh realities that we could not control, however, this team recognized an opportunity to make this season their own. Led by our fabulous seniors, the skiers impressed me each day with their patience, resilience, and positivity. We had a lot of fun this winter--even when we only had 0.5 km of snow to work with --and I am so proud of the team for making the most of the circumstances." Under the leadership of captains Christiaan Eikeboom and Charlie Wells, the Nordic team had a largely successful season, and they hope for future Lakes Region and NEPSAC wins in the 2021-2022 season. □

Is Tom Brady the GOAT? BH vs. Winsor

By Natalie P. '23
and Lawrence Tang '22
Banner and Panel Staff

Pro-GOAT (Lawrence):

Tom Brady has amassed seven Super Bowl rings. Seven. Five of them with the MVP award. There is no doubt in my mind that Tom is the GOAT in football history. Brady leads the NFL in almost every category. He has amassed 230 regular-season wins (out of 299) and 34 playoff wins (out of 45), setting incredible records in the regular and postseason. He also holds the record for the most passing yards (regular + post) with 91,653. However, what sets Tom Brady apart from his fellow quarterbacks is his leadership and his spectacular performances under immense pressure. Tom Brady has the mindset of an authentic leader, distinguishing him from other GOAT candidates. As a first-year quarterback of a notoriously subpar organization, Tom Brady led the Buccaneers to their second Super Bowl win. His daily "go-getter" spirit and dedication stems all the way from his experiences in college football, constantly fighting for his job as the starting quarterback. During his time as a backup quarterback, Brady had to keep this same mindset and was able to prove his greatness when starting quarterback Drew Bledsoe got injured. As noted in many interviews of teammates, Tom has texted his teammates at 11 pm reminding them about plays they ran at practice or talking to them about film he analyzed; Tom Brady is the epitome of a leader.

Tom Brady's performance under pressure also sets him apart from the rest of the GOAT candidates. Often known for his last 4th quarter two-minute drives in the remaining two minutes, Brady excels under pressure, driving down the field to score the game-winning touchdown. Brady has amassed 62 game-winning drives in the post and regular season, the most out of all quarterbacks in the league's history. Tom is the paragon of "clutch," exemplified with his comeback in Super Bowl 51 against the Atlanta Falcons, where he led the Patriots to amass 31 unanswered points. Overall, Tom is undoubtedly the greatest NFL player with his superb stats, his great leadership, and his "clutchness" under pressure. **Anti-GOAT (Natalie):** There is no question that Tom Brady has won the most championships of any NFL quarterback. However, championships are not the single defining factor of an athlete's career. Although Tom Brady is certainly a future Hall-of-Famer who deserves recognition for his tremendous career, it would be a mistake for fans to call him the Greatest Of All Time (GOAT). Football is, first and foremost, a team sport. In Tom Brady's twenty sea-



Brady in his Patriots uniform.

sons on the Patriots, he was surrounded by other phenomenal players such as Julian Edelman, Rob Gronkowski, and Randy Moss. Also, for two decades, Tom Brady was coached by the renowned genius Bill Belichick. While Tom Brady played a central role in the New England Patriots' six Super Bowl victories, he had a large arsenal of athletic weapons to rely on, year after year. Many critics have dubbed Tom Brady a "system quarterback" and claimed that the Patriots dynasty had more to do with phenomenal coaching and superb defense rather than quarterback performance. Tom Brady may have won double the number of championships than most quarterbacks in the past or present, but statistics do not point to him as the best performer. Specifically, Tom Brady's GOAT title is heavily contested by Peyton Manning, Joe Montana, and Patrick Mahomes. The Pro Football Reference metric, a website that ranks both active and retired NFL players, currently holds Manning as the best quarterback with a total of 258 points with Brady trailing behind at 250.94 points. Additionally, Montana was much more reliable than Brady in the postseason. Montana won all four

championships that he attended and did not throw a single interception in any Super Bowl. On the other hand, Mahomes is still very early in his career, but his stellar performance so far has led many to predict his GOAT status for the next generation of football players. Finally, the sportsmanship and the integrity of an athlete are just as important, if not more, than their actions on the field. Unfortunately, Tom Brady's reputation has been tarnished by multiple cheating scandals. The two most infamous ones were 2007's "Spygate" and 2015's "Deflategate." In "Spygate," the Patriots were caught filming other teams' practices in order to master their offensive and defensive plays. During "Deflategate," Tom Brady was not only accused of being a leader of the illicit operation, but he had to serve a four-game suspension as a result. Despite these flaws, Tom Brady is a consistent superstar and an American sports hero. While Brady may not be the universally-declared GOAT, he inspires all to work hard, follow their dreams, and chase the impossible. Although we cannot decide on whether or not Tom Brady is the GOAT, both of us agree that Brady is not the greatest athlete of all time. As Catherine M. '23 put it, "There are people who have excelled even further in their sport like Serena Williams and Simone Biles... Brady is a great QB and he always will be, but he is not the overall 'greatest' of all time." Similarly, Charles M. '22 says, "Tom Brady is ... nowhere near the greatest [athlete] of all time." However, we can all agree that Brady is one of the best quarterbacks in NFL history. □

The Possibility of a Spring Under The Lights

By SOPHIA L.-D. '22
BANNER STAFF

Under the Lights, which typically occurs in mid-October, is a sacred Winsor tradition that celebrates fall athletes and brings the entire community together in school spirit and friendly competition. In the fall, it was clear that there would not be a “normal” UTL with class cheers in the gym, although students did get the opportunity to dress up for spirit week; each division finished the week decked out in red in order to emulate customary aspects of UTL. However, with hopeful vaccine news and COVID case numbers more tame than the fall/winter seasons, many students are hopeful that there could be a more “traditional” UTL in the Spring: a UTL that would celebrate spring athletes, instead of fall athletes and include the fiercely competitive cheer competition. But is a Spring UTL really feasible, and if so, what will it look like?

Out of all the sports seasons, Winsor has the least amount of on-campus “home”

facilities for spring sports. Winsor offers crew, lacrosse, softball, tennis, and track, only two of which (softball and lacrosse) can be played on Winsor grounds. During the fall season, all the sports, except cross country, are able to hold home games. Winsor’s urban campus setting, however, makes it difficult to celebrate all of the teams in a UTL-like setting given that only two sports could actually compete on campus.

Claire A. ’22 explained that even though she “would be sad that not all sports could be represented” on campus, she would still “love to have an event to brighten up the spring of a stressful and often disappointing school year.”

Additionally, throughout the fall and winter sports seasons, Winsor did not hold any on campus games, matches, or competitions with other schools. However, Director of Athletics Ms. Granese is very hopeful that Winsor will “be able to host sports games against other schools on campus in the spring, specifically softball and lacrosse.” She added that scheduling these competitions between schools is especially difficult this

year because “each school is trying to figure out their own schedule because we’re all in our own, different phases of reopening.”

As for specifics of a formal UTL-type celebration in the upcoming months, Ms. Granese explained that “right now, we are really just working on scheduling any spring games, matches, and meets. Hopefully, we will be able to have some of the parents on campus this spring; whether it’s just senior parents that are allowed, but that’s obviously largely based on case numbers in the coming weeks and months.”

The idea of a Spring UTL is appealing to many students, however. Tia S. ’22 is in favor of a Spring UTL because she thinks it “would be such a great way to bring the spirit back to campus by adding a twist to a tradition that everyone loves.”



The Wildcat at UTL Kristie Rae Goolilly

When asked specifically about the prospect of holding a 2020-2021 school year cheer competition, Ms. Granese said that just doesn’t seem feasible with COVID. She explained, “I don’t know if we will be able to do cheers -- I don’t think that will work out for numerous reasons. Getting 60+ people together to practice while having them safely distanced just seems unrealistic; I don’t even know when kids would have the time to practice their cheers! I think that cheers will most likely have to wait until next fall.” While no cheers this school year is disappointing for all, the probability of a more “normal” UTL with its iconic festivities seems much higher for fall 2021.

Classes I-VII, get your cheer ideas flowing and school spirit flying because at next year’s UTL, there’s sure to be some stiff competition. □

Virtual Fitness Review: from Chloe Ting to Peloton

By ANNA F. ’24
CONTRIBUTING WRITER

Nowadays, it’s harder than ever to get off of the couch, let alone to change out of sweatpants. For many of us, staying active just isn’t the top priority, especially given the added layer of effort and the limited access to sports facilities. What people are coming to realize, however, is that exercise is now simpler and more accessible than ever before, with countless resources at our fingertips.

Health and fitness gurus often have online platforms to expand their network globally, meaning that there are countless videos and programs available to anyone and everyone. Additionally, quarantine has shifted attention to virtual alternatives for activities, and workouts are no exception. Along with cutting-edge fitness equipment like the Peloton bike, influencers such as Chloe Ting have taken the world by storm in the midst of COVID, motivating followers with their optimism and encouragement.

Ting’s “2 Weeks Shred Challenge” gained a great deal of attention at the beginning of quarantine. On her YouTube channel, the influencer advertises “instant abs,” high-

lighting her emphasis on figure, while also offering diets that promote both nutrition and weight-loss. Natalie C. ’24 mentioned, “She does workouts involving abs and cardio, and she’s pretty good at explaining instructions or how to perform an exercise.”

When asked about what motivates

explain how exercise helps her to manage anxiety and to de-stress from school. She brought up that her commitment to soccer is an additional factor that pushes her to work out, although, like many people, she’s found it more challenging to do so during the pandemic. Kate also went on to say of

ple to stay motivated because there’s a plan every day of what they need to be doing.”

Pamela Reif is another public figure whose efforts have inspired millions of people to adopt healthier lifestyles. In addition to frequently posting workout videos on her YouTube channel, Reif shares weekly training plans that cater to a variety of skill levels. Her videos themselves cover a wide range of exercises and themes, focusing on strength training, agility, toning, and flexibility. She also manages a food-focused Instagram account and blog, demonstrating her commitment to nutrition and overall well-being in addition to fitness.

It’s no secret that the virus has taken its toll on all of us in one way or another. Even in regular times, teenage years often come with their fair share of emotional struggles, and with the global pandemic and isolation, life hasn’t gotten any easier. Now more than ever, it’s crucial that we be mindful of our physical well-being that so often goes hand-in-hand with mental health. With the guidance of committed role-models, we can ensure that self-care doesn’t become yet another one of the many sacrifices that we’re forced to make during the COVID-19 pandemic. □



Peloton, Pamela Reif (L), and Chloe Ting (R) Franchesca V. ’22

her to stay active, Kate S. ’24 shared, “Mental health is a big part of it,” going on to influencer Vicky Justiz, “she has different programs... and I feel like those help peo-

A Reflection As a Senior in a COVID Sports Season

By RANI B. ’21
BANNER STAFF

One year after the whole world went into lockdown, I wanted to reflect on and talk to the senior athletes whose last seasons with their teams look vastly different than what they imagined when they first started playing at Winsor.

Personally, I am very grateful for the scrimmages that most fall teams were able to have, and despite the increase in limits for the indoor winter sports, being able to have a few in person practices was certainly better than nothing. This spring I am looking forward to being able to experience a touch of the rare ‘normalcy’ with Winsor Varsity Softball. However, after being on teams for three years and working on the gifts and effort that goes into celebrating seniors, I was looking forward to being a senior myself and cherishing those last moments in a different way. Although COVID has taken away what I imagined my senior day would be like as a freshman, I really, really appreciate being able to commemorate my years on the team.

In response to the complications to her

senior seasons, Chloe D. ’21 said “Although this season is not what I was hoping for to end my high school career on, I am still super

and a chance to play together one last time.”

Each sport and team has certainly had a different experience during the pan-



Ava N. ’21 (left) and Camille C. ’21 (right) playing at Winsor. Kristie Rae Goolilly

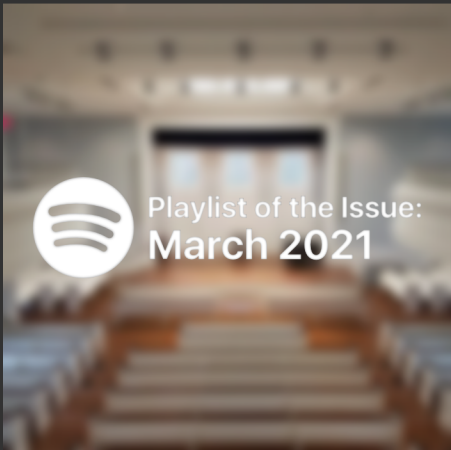
excited for it. Hopefully, we will have some opportunities to scrimmage other teams or play more than we were able to in the winter. Overall, I’m excited that we have a season

demic, and Eve L. ’21 commented “I was definitely hoping for a bit more in terms of having games and meets, but overall I am just grateful for the opportunity to even

have practices and spend time with my teams. I am also especially excited to get back on the softball field this spring after missing out on my junior season last year.”

Caroline C. ’21 said “As a senior student-athlete this year I feel a mix of emotions. I’m obviously grateful that I’ve been able to spend this time with my teammates and coaches even with Covid but I feel sad because I know I’ve missed out on some of the normal experiences of high school sports for my senior year. I think losing lacrosse season last year makes me feel even more grateful to be able to have some opportunities to play this year and it makes me realize how much I appreciate the sports and my teammates.”

This year, senior day for most sports teams has mainly consisted of distanced, masked little ‘ceremonies,’ and although the celebration for seniors lacked the typical hugs and intimacy that accompany senior day, the traditions of posters, candy, and little gifts made up for the lost traditions. I hope I speak on behalf of most senior athletes and reiterate that I am so grateful for the unofficial seasons that we have had, despite the deviations from normal they presented. □



Playlist of the Issue: March 2021

Get the full playlist on Spotify – [@bhpanel](#)

Since its first appearance in The Panel almost four years ago, “The Playlist of the Issue” has become a customary article for the publication. Not only does it provide a great opportunity for Panel staffers to write about their favorite songs, but it also exposes Belmont Hill students to new music genres. For those reading The Panel for the first time, “The Playlist of the Issue” features two writers who each pick five songs which they feel deserve recognition and write about them. Henry Moses ’21 and Jalen Walker ’21 have taken on the job. For this joint issue with Winsor’s Banner, Isabelle F. ’23 and Gigi C. ’23 have joined the team as we share a few songs that we’ve recently been listening to on repeat.

Izzy and Gigi



She Tastes Like Summer – Spilt Milk Society

From the very beginning of this song, Spilt Milk Society engulfs the listener in the taste of summer through the resonant plucks of the guitar strings and the raw warmth of the vocals. The lazy start perfectly captures the feeling of the hot hazy air that sits stagnant over everything in the late months of summertime. About a minute and a half into the song, the instrumentals pound faster and faster, finally cascading into sweeping waves of nostalgia. She Tastes Like Summer possesses the purest, unfiltered form of nostalgia to me, by virtue of the electric strums that add a sense of the synthetic quality that often shadows the knowledge that nostalgia is a liar.



80's Films – Jon Bellion

Much like its name suggests, this song reflects the character of an 80's film, merged with certain aspects of modern disarray. The unconventionally scattered beat of the drums lend to the aspect of the bright pop culture that defined the decade, and the chords almost seem like fragments of sky that culminate into an expanse of infinite blue. Everything about this song conveys the easiness of cruising along in a car, enveloped in leisurely warmth, and the prospect of existing in the present while hurtling towards the future. Something about it makes you feel like you're almost there, sitting in the passenger seat as the melody slips warm and unforeign into your mind with the familiarity of your own memories.



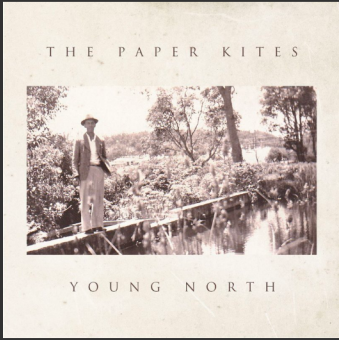
Big Black Car – Gregory Alan Isakov

Big Black Car is quite like the dreamy dark gray of the sky after a storm. Like many of his songs, Isakov's lines of pure poetry unfold the hidden sentiments of memories we've never had and the unknown experiences in places we've never been. Against the instrumentals, Isakov's silvery voice is clear beside the thick guitar picking, a fragile balance creating the song's beautiful melody of stillness. The harmonious blend of music is perfect for window-gazing on a rainy day, or for when you're up late writing those English papers and casually pondering the great mysteries of the night.



Listen to the Music – The Doobie Brothers

“Oh oh oh, listen to the music!” Some wise words here from The Doobie Brothers. The groovy tune, catchy rhythm, and delectable lyrics are just impeccable, and soon you'll be singing along and strumming that makeshift guitar. In an interview with “Songfacts”, lead vocalist Tom Johnston shared the motives behind the lyrics, which was created to spread peace in the midst of war and hate. With an inspiring and uplifting message complementing this neat song, the music just gets better each time you listen to it!



Paint – The Paper Kites

Listening to Paint is like taking a deep breath of crisp air during a walk in the woods, or a warm cup of tea by a crackling fireplace (yes, very sappy we know). The vocals contain both the feeling of hollowness and the sense of being filled up as liquid gold pools into the bottom of your stomach. Its magic is the serenity of rest, hearty and content, yet the lyrics sing of the monotonous redundancy of life: “I only eat to fill me up... I only sleep to rest.” This song is a familiar smell, old and comforting, like visiting a forgotten memory as it delves into the reminiscent past of a love that once was.

J Walk and Mosey



Mad – Solange

Yup, Solange, I certainly got a lot to be mad about as well. But, one thing I'm mad at myself for is letting A Seat at the Table float out of relevancy for me in 2020 after it was one of my favorite projects for four years prior. That album is a masterpiece, and this song is incredible. The instrumentation on this piece and Solange's seamless ability to weave her voice within it makes Mad truly stick out to me. Every time I listen to this song, I'd say there's a 95% chance I stop it at the one-minute mark and restart it just to hear the superior Knowles sister softly and soulfully sing to me. And Lil Wayne with a great, personal, and reflective verse. I got a lot to be mad about! Damn straight, Solange!!!!



Willow Tree (feat. Jerome Farah) – Tash Sultana

Tash Sultana. That's it, that's the review. Kidding, of course. But no, seriously, her new album Terra Firma is beautiful. I waited patiently for this follow-up to her 2018 album, Flow State, and I was delighted with what she provided on this project. This track stood out to me on first listen, and understandably it's been on repeat ever since that moment. Tash has an incredible voice, and she's crazy gifted musically (watch her NPR Tiny Desk ASAP), so I hope you'll all give her a listen. She also collaborated with Fender a few months ago on an electric guitar which I know I want to purchase one day, although I simply cannot play guitar.



Long Road Home (feat. Caroline Polachek) – Oneohtrix Point Never

The song sounds insane—an amalgamation of beep-boops that come together immaculately. Immaculate is a good word because there is a spiritual vibe to the whole thing. An extended version of this track is what I hear after I meditate under a tree for 6 hours and reach a full awareness of myself, when my spirit leaves my body and I look at myself from the outside. Then, in a sense, listening to this three minute track is like micro-dosing that kind of experience, which I see as a good thing.



Do Nothing – The Specials

I'm no social anthropologist, but it is of my pseudo-scholarly opinion that the heyday of two-tone ska exists as the most essential example of the necessity of a culture which dissents. Essential how? The entire genre was a reaction to Thatcher-era Britain, a time of incredible setbacks for marginalized peoples and economic destruction. Two-tone ska, through both its artistry and its surrounding scene, protested against the government's violence. It brought in everyone: immigrants, punks, the unemployed. Its songs spoke of the effects of government violence on the individual. “Do Nothing” might be my favorite two-tone song, and it reminds me that we need a revival of the energy of the scene.



Instant Crush (feat. Julian Casablancas) – Daft Punk

On February 22, 2021, the world suffered a great loss. Daft Punk disbanded. In some ways (a lot of ways), we are in a similar situation right now: this is our last playlist of the issue. It is time to hang up our helmets and walk away, and the world will grieve (lol). But, we're not just walking away. We're riding off into the sunset with Instant Crush playing on the stereo.
henry pulls up to jalen's horse and squishes his cheek, blows a kiss
> so long, brother.
> so long, brother. *daps him up, blows a kiss. Wipes a tear, trying to maintain a stoic face*
they ride

Performing and Visual Arts at Winsor: Getting Creative

By IVY E. '23
LYDIA M-K. '23
CONTRIBUTING WRITERS

As we approach a year of living through the COVID-19 pandemic, it's clear a lot has changed. However, not all these changes have been negative - especially in the arts world at Winsor. Many art classes, as well as orchestra and the school play, have been reimagined to fit the hybrid schedule and social distancing rules. Although unpredictable and sometimes difficult, changes to the arts scene at Winsor have pushed both teachers and students out of their comfort zones. Some of these changes may even be here to stay. COVID has forced art teachers to think outside of the box. Ms. Harrison, head of the visual arts department, said that due to decreased class time, she assigns students fewer projects, and therefore they have more time to work on them. Ms. Harrison thinks it has been beneficial for students to spend more time on their projects and mentioned that the art department is thinking of making some permanent changes in this vein. "I do feel that we have gotten something good out of [COVID]; we will be ... mak-



COVID Arts Katya A. '23
ing some actual changes to what we teach in the curriculum and making a conscious effort to have less [project-based work]."
Teachers aren't the only ones who have had to adjust to the art curriculum. Students, too, have had to make changes

to their Winsor lives and daily schedules. For example, Annika C. '23 signed up for wheel throwing, but her class was unfortunately switched to 3D design as the visual arts department decided that working with clay with the hybrid schedule was not feasible. Annika said, "Even though I didn't get to do wheel throwing, 3D design is going really well. 3D design has made me go out of my comfort zone because it's not something that I'm used to, so I'm learning about new styles of art and new techniques."
Orchestra has also faced challenges when it comes to following new COVID protocols. There are no planned recitals because of COVID, so the orchestra is not expected to focus on solely traditional classical pieces, and can explore other types of music. Orchestra student Vivian D. '23 reflected, "we have COVID restrictions with physical distancing, but I feel that music-wise, we've had less restrictions." It seems that COVID has allowed the orchestra's creativity to flourish.
In addition to the visual arts program, Winsor's Drama Department has also had to adapt to the challenges COVID has brought. Just this past week, students performed Five Women Wearing the Same Dress, directed by Maya B. '21 and Grace

A. '22. The play recounts the story of five bridesmaids who bond together over the course of the night. When asked about the challenges surrounding production, director Grace admitted it was difficult figuring out blocking and placement. Since the student actors did not have much access to the stage as rehearsals were hybrid, directors needed to improvise. Instead of in-person blocking, Grace recalled, "we made a Google slideshow with the background as the set of the stage from the bird's eye view and then gave each of the actors a little icon that they could move around." She also recognizes the benefits of Zoom rehearsals; actors spent more time "working on character development and actor relationships," and there was more time to "develop and understand one's character." Grace hopes that in future productions, actors will be able to take the time to connect with their characters more.
As we approach a year of living through COVID, it is important to realize that good things have come from all this chaos, no matter how small. COVID has brought positive changes to the arts scene at Winsor, and many of these changes are going to be carried through to normal life, which will hopefully resume soon. □

Jamnesty Focuses on Women's Rights in Pandemic

By MEREDITH T. '23
BANNER STAFF

While COVID-19 has exacerbated the inequalities ingrained in society, it came with a surge in activism from younger generations. It has also made it more difficult to plan events that support this activism. Jamnesty is a favorite Winsor tradition that fosters its students' thirst for social justice and creativity. It is usually a fun night of performances, petitions, food, and friends--all for a great cause. As with most things this year, the Amnesty club at Winsor had to be creative about planning Jamnesty because of COVID-19 restrictions.
According to the Amnesty club heads, Emma C. '21 and Isabella S. '21, virtual learning "created an opportunity for us to use digital tools to enhance our club's outreach." This year, Emma and Isabella wanted "to alter our club's approach to engagement and create a more action-based climate at school." This initiative included a linktree that is often updated with new petitions, an easy to scan QR code, and the Action Guide for Racial and Social Justice, which

was created in response to George Floyd's murder. This year, the topic of Jamnesty is Women's Rights. The club heads chose this topic because "since its founding over 130 years ago, Winsor has upheld its foundations of female empowerment. However, privilege has concealed the stark realities of women's rights in our discussions." With the club's new outlook of "being very action based this year, we wanted to make Jamnesty not only entertaining, but informative and the beginning of a greater conversation," which translated into transforming Jamnesty into a week-long event.
Students can look forward to watching club members giving presentations during assembly about Women's Rights topics including the Planned Parenthood organization and workplace discrimination, a speaker from Planned Parenthood to engage and educate the community prior to Jamnesty, and an action guide for advocating for Women's Rights. This year, the event itself will be on the Zoom platform on March 5 from 7-9pm, with previously recorded performances from Winsor, Roxbury Latin, and Belmont Hill students. Jeremiah H.

'23 performed in the in-person Jamnesty last but is also performing this year, as well. She says, "As most people, probably, I would have liked Jamnesty to be in person. In person, you can feel the energy of a room and adjust your performance to it, in ways that you can't with a recorded performance. That said, I am impressed that we're still holding Jamnesty and thus get to experience the creativity of our fellow students and peers." All proceeds from the event will be going to Planned Parenthood in honor of March being Women's History month.
Planned Parenthood is a non-profit organization that allows women all over the world to have access to health services. By donating, one can help protect access to health care like birth control, cancer screenings, STD testing and treatment. According to the Planned Parenthood website, the goals of the organization are "to provide expert health care, to inform and educate the community, and to advance global health." Planned Parenthood has locations and services available globally, but also locally, so donations directly help the community surrounding Winsor. The event is focused

on "the theme of intersectionality and our understanding that not all inequalities are created equal" said the club heads. In other words, gender inequality varies depending on gender identification, sexual orientation, race, and other factors. Emma and Isabella said, "Our hope with Jamnesty 2021 is that students can view present day issues, such as women's rights, with a lens inclusive of the various experiences, and to do so, we worked in collaboration with Planned Parenthood to create more substantial, local change". □



Jamnesty Meredith T. '23

What Should I Do During This Year's March Break?

By ANNA H. '23
BANNER STAFF

As March break rapidly approaches, you may be wondering, "What am I going to do over break?" Although the pandemic has altered many vacation plans, there are still many ways to enjoy this time off.
Sledding: While it may be March, the weather is still cold and wintry, allowing for plenty of time for sledding. While doing this fun outdoor activity, you can choose your venue by opting for steep slopes or gentle hills. Some popular sledding hills in the Boston area are Flagstaff Hill, Corey Hill Outlook Park, Larz Anderson Park, and Arnold Arboretum.
Hiking: Another exciting outdoor activity is hiking. Depending on the weather, you can delight in climbing icy slopes or even spot some early signs of spring. Blue Hills Reservation, Middlesex Fells Reservation, World's End, and Hopkinton State Park are all hiking locations that offer both stunning

views and a close proximity to Boston.
Baking: If you're less of an outdoor enthusiast, baking may be the perfect activity for you. "I like baking because I usually bake with my sister and it's a nice way to bond with her. We'll prob-

ably bake at some point over March break because it's just a really fun way to spend our free time," said Sophia G. '23. Online baking blogs such as Sally's Baking Addiction and Bake from Scratch offer their readers free recipes and videos that explain both easy and difficult recipes for a variety of sweet treats.
Reading: Instead of reading ahead in The Great Gatsby for your English

way to make March break fly by. "I love reading over break!" said Ava '23, "I don't know what I will have finished by break but I will probably reread an old favorite just for nostalgia's sake and then whatever catches my eye on Amazon when I'm looking for something new."
Virtual Game Night: Being socially distant doesn't mean game nights are cancelled! Zoom offers a great opportunity to play games virtually. "I like and plan on playing WikiHuh with my friends who I don't get to see very often, and then Skribbl and Kahoot are always fun. I also really love playing regular board games over FaceTime, which can be a challenge, but I've been able to get it to work a few times, and it helps everything feel a little more normal and more like you're really with your friends," said Ava B. '23. Whether you're a fan of classic games like Jeopardy or Bingo, or you prefer digital games such as Kahoot and Skribbl, Zoom game nights are a perfect way to spend time with friends and family while remaining socially distanced, especially on cold nights. □



Activities to fill your COVID-19 Spring Break. Lillian G. '21

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Reading: Instead of reading ahead in The Great Gatsby for your English

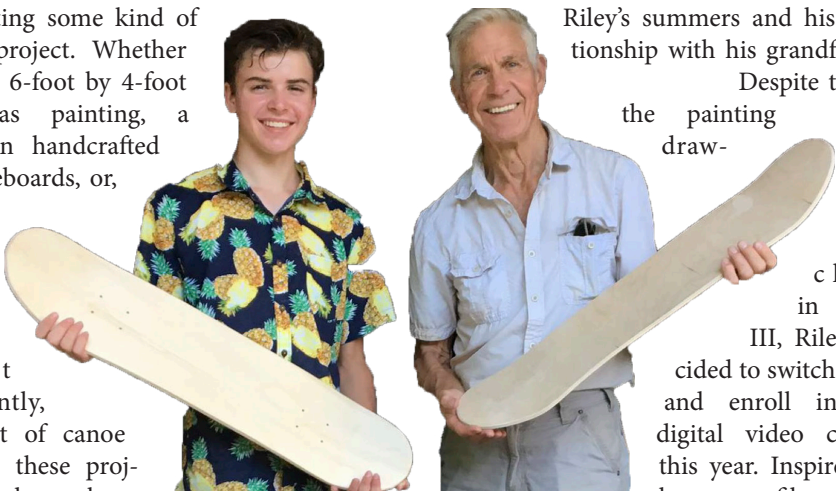
Artist of the Issue: Aspiring Filmmaker Riley Shafer '21

BY HENRY MOSES '21
PANEL STAFF

Readers of *The Panel* have been lucky enough to gain special access to the art of Riley Shafer, Belmont Hill Class of 2021. For the past volume, Riley's drawings have graced the pages of this fine publication. Still, the digital graphics we see attached to The Panel's articles are only the tip of the iceberg for Riley's impressive oeuvre. Much of Riley's art is more private and personal than what we see. Since he was a child, Riley has spent his summers in Minnesota with his grandfather. Every summer, Riley and his grandfather embarked on

creating some kind of art project. Whether it's a 6-foot by 4-foot canvas painting, a dozen handcrafted skateboards, or,

most recently, a set of canoe oars, these projects have been at the heart of



Riley Shafer '21 and his grandfather.

Riley's summers and his relationship with his grandfather. Despite taking the painting and drawing class in Form III, Riley decided to switch lanes and enroll in the digital video course this year. Inspired by horror filmmakers like James Wan, Ri-

ley plans to make a fantasy short film that involves a talking tree for his final project. When I asked him why he decided to include this, he said, "I was just thinking of what I should do, and it was the first thing that popped in my head. And I said to myself, 'yeah, that would be cool.'" Clearly, his artistic revelations come to him with ease. Moving forward, Riley sees himself working at the intersection of business and filmmaking. He's wary of the controlling effect production studios have over filmmakers' artistry, so he will use his experiences as an artist to mitigate this. We should all be excited for what Riley does in the future, whether it's working on the backend of another artist's work or creating his own. □

BH Musicians Perform in Virtual Coffee House

BY AREC KEOMURJIAN '22
PANEL STAFF

This past December, the Coffee House was held virtually over Zoom, with most acts performing live. Mr. Fiori described it as a "warm event," as it allowed for interaction between each act as well as at the end of the show. The Coffee House provides students and other members of the Belmont Hill community with a chance to express themselves through nearly any means; all music genres, as well as all forms of poetry or other kinds of audible art are welcome. Several performers prepared pieces on various instruments, including guitar, drums, and piano for the show. The Coffee House is unique among other music productions at Belmont Hill in that it allows students to perform with their families. TJ Cannistraro '24, in fact, played "Miss Atomic Bomb" by The Killers on the drums with his sister, Ju-

lia Cannistraro, who accompanied on keyboard and sang. Other performers include Ryan Cannistraro '21, who presented his rendition of "Drift Away" by Dobie Gray, a soothing soulful track, on the guitar while singing. Three pianists, Will Kelly '23, John Pena '26, and Quinn Healey '23 also participated. Will Kelly also sang, performing his take on Elton John's "Your Song," one of John's classic ballads from his eponymous second album. John Pena's presentation of "Capricho Catalan" by Isaac Albeinz, a classical slow-tempo and relaxing piece, and Quinn Healey's performance of the more energetic and jazzy "Billie's Bounce" by Charlie Parker also wowed audience members. Additionally, Juan Pablo Fernández del Castillo '25 sang

"Michelle" by the Beatles, an iconic 1965 release that was remastered in 2009. Headmas-

Coffee House sometime in the spring and is aiming for April or May. He encourages anyone who wants to participate does so, regardless of experience or access to equipment. Many students even performed with only their laptops, but as Mr. Fiori stated, "Sound quality isn't great, but it's the energy that matters." Music provides people with a momentary escape from the realities of the pandemic, and as Mr. Fiori put it, the Coffee House is "a great way for us to all stay connected musically when we can't do it live and in person." Anyone hoping to perform in the next Coffee House should look out for Mr. Fiori's email, which will likely be sent out mid-April. □



Belmont Hill Musicians

BH Communications

ter Schneider also performed, playing Ralph McTell's "Streets of London," a calming tune with pensive melodies, on the guitar. Mr. Fiori hopes to organize the next

Abominable: A Belmont Hill Review Brian Lee '24

BY LUKE HOGAN '22
AND HOWARD HUANG '22
PANEL STAFF

A few years ago, when Abominable was released, we decided that it would be our next stop, and pondered what to expect from this conceptually novel movie. The highly anticipated film was released in September 2019 and has been a family favorite for many ever since. This movie has many themes that are sure to inspire all ages to be adventurous. The film's plot involves a young Yeti being captured by an evil, wealthy overlord who wants to prove to the world that yetis are real. A young girl who had lost her father, Yi, ends up finding the Yeti and protecting it. The majority of the movie was their journey together to the Himalayas to



DreamWorks Animation

return the Yeti, who she named Everest, to its family. The story shows both the importance of family relations and how those who seem evil were simply twisted by the cruelty of fate and may have kindness within them. We really enjoyed the underlying themes that the movie tried to display to its young target audience, as they have many parallels to the modern-day goals of environmentalism. Thousands of species of real animals similar to the fictional Yeti are decimated through poaching and habitat loss because of human ignorance and indifference to nature. You can now catch this movie on-demand or on Hulu. This movie received an 81% on Rotten Tomatoes and we would highly disagree. We believe this film deserved a 90% from Rotten Tomatoes. 9 out of 10 stars. □

BY HOWARD HUANG '22
PANEL STAFF

Brian Lee '24, an accomplished cellist in the school orchestra, recently auditioned for the Northeastern District Senior Music Festival, which involved a competitive selection process run by the Massachusetts Music Educators Association. The festival and audition were virtual due to Covid-19 limitations, but Brian still managed to shine above other musicians, netting him a second chair in the District Festival and an invitation to audition for the All-State virtual festival later on in the spring. Brian has been an active member of the Belmont Hill Orchestra since the first form and has auditioned successfully for the District Festival in the past.

When asked about his successful audition for the festival, Brian remarked, "I was really excited to learn that I had been accepted into Districts because it is a fun event that brings musicians from all over the state together." The Panel looks forward to hearing more of Brian's playing, especially after his first place performances in cello competitions including the intermediate category of the American Protégé International Competition of Romantic Music, in which he played Elgar's Cello Concerto. □



Brian Lee '24

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Annual Scholastic Art and Writing Awards

BY AREC KEOMURJIAN '22
PANEL STAFF

The Scholastic Art and Writing Awards is the nation's longest-running, most prestigious recognition program for creative teens, and it is devoted to supporting the future of creativity. In Massachusetts alone, 8,609 submissions were received, with a total of 5,877 art submissions and 2,732 writing submissions. Despite tough competition, nine Belmont Hill students were recognized for their visual and literary work. With 14 awards in total, ranging from Honorable Mentions to the renowned Gold Key, Belmont Hill artists were highly successful in their creative endeavors. Honorable Mentions recipients include Cord Vallis '23 for his work in ceramics, Daniel Xie '24,

whose past work hangs framed upstairs in the Melvoin Academic Center, in Drawing & Illustration, Cole Sparks '24 and Abe Tolkoff '21 for their photography, with Abe receiving two honors, and Jake Kornmehl '24, who received an award for both his photography and a short story. Several students



earned a Silver Key for their work. Kevin Jiang '22 James Mullowney '24 was awarded for his ceramic work, Daniel Xie '24 won

again in Drawing & Illustration, and Brian Lee '24 and Cole Sparks '24 received honors for their photography. Lastly, three students received Gold Keys; Brian Lee '24, Will Smith '22, and Nate Voss '24 won in the categories of Photography, Writing (Poetry), and Ceramics, respectively. In the spring of 2021, a virtual exhibit will be created for the Gold Key recipients, and The Boston Globe will publish a list of the winners in March. Furthermore, Gold Key works advance to national judging, where luminaries in the visual and literary arts will review pieces from across the country, selecting work for national recognition based on originality, technical skill, and emergence of a personal vision or voice. The National Awards will be announced in mid-March. □

