After much deliberation, Hopkins teachers and school administrators decided at their December faculty meeting to institute mid-year exams for the 2014-2015 academic year.

What does this change mean for students? Will they be thrilled? Perhaps not. While the faculty’s decision to give students more exams in an attempt to lessen stress and improve exam experiences may initially be viewed as counterintuitive, the idea of mid-year exams and their long term benefits has been percolating on The Hill for over a year and a half. Now that reasoning has evolved into a regular examination period that students can expect to find in their Hopkins planners next fall.

Discussions about exams began in the spring of 2012 after a period of final exams demonstrated under-performance relative to students’ averages walking into the test, and ended in unhappy students stressing over their results. The preceding winter of 2011 included numerous snow days and enoughmissed material that the 2011 spring final exams had to be canceled. The general concerns about Hopkins having only end of year exams was reinforced by chronic under-performance by ninth graders (students were scoring below their year-long class averages) when they were tested only at the end of the year.

Mathematics teacher and tenth grade adviser Jack Ayer explained one provocation of the faculty discussion: “The general concern at the tenth Grade Advisor meeting was how overwhelming [finals were] and, to an extent, how intuitive, the idea of mid-year exams and their long term benefits to students, who are by definition preparing for college. To do something that college students would never dream of doing.”

Kaitlin Hickey ’14
Editor-at-Large

Why Midterms?

Chloe Glass ’15

“MORE exams?” you might groan after finding that the Hopkins faculty has decided to add midyear exams to next year’s academic routine. “Why do we need another set of tests? We already have finals.” As it turns out, however, there are many advantages to taking midterms.

The decision to add midyear exams grew from the faculty’s concern that some students were not able to reach their potential with no school, followed by three exam days and one conversion day. Students will take two exams per day, Middle and Senior School students writing exams in all academic subjects, while Junior School students will only be tested in Latin, Modern Language, Math and English. Both Term I and Term II testing periods for year and term courses will be 90 minutes, with the caveat that departments may request a two-hour duration for particular term courses.

Culminating projects were also included as a plausible means of assessment for some Middle School courses. Proposals for these alternate assessments may be submitted to the Dean of Academics through department chairs for approval.

Exams will focus only on the content of the preceding term, and will prevent end-of-year exams from being the cumulative mass of an entire year’s worth of material as they currently are. “None of us thought, looking at the way we do things now, that giving a test that covers a whole year of material is worthwhile. It’s just too much for the human brain to really process and to store into long-term knowledge” said Harpin. “There is too much stress associated with studying for that kind of material.”

New ‘Term I exams will take pressure off the end of the year in an attempt to relieve part of the stress students derive from the large quantity of material covered by cumulative exams in June. Harpin further elaborated, “In college, you’re never in a position of ever having to study for an exam that covers a whole year. It is always going to be for a semester, never a year, so it’s odd that a high school would ask students to do that.” It just seemed crazy to ask high school students, who are by definition preparing for college, to do something that college students would never dream of doing.”

“Now what about doing,” you might wonder, “two-hour duration for particular term courses. The faculty deliberated and agreed that “three consecutive 90 minute exams in June. Harpin further elaborated, “In college, you’re never in a position of ever having to study for an exam that covers a whole year. It is always going to be for a semester, never a year, so it’s odd that a high school would ask students to do that.” It just seemed crazy to ask high school students, who are by definition preparing for college, to do something that college students would never dream of doing.”

Though many of the conversations about mid-year exams centered on long-term benefits, the faculty voiced one significant counter-counter among the process. A faction of the faculty felt that if mid-year exams were held after December break, students would use their time off over vacation preparing for the tests, rather than resting.

Continued on Page 2

J-Schoolers Take Quebec

Over Martin Luther King Day long weekend, fifty seventh, eighth, and ninth graders, led by French teacher Sarah du Plessis, visited Quebec for three days of sightseeing and practicing French. They went dog sledding, snowshoeing, tobogganing, tubing, and took in the sights of Montreal.
However, it was finally decided that two weeks of school after the break would be enough time to keep the vacation separated from any kind of pressure to study.

Dean of Students, Lars Jorgensen, brought Student Council into the discussion, and despite the general consensus that midterms would be a positive change for Hopkins students, StuCo members were concerned about what the shape review would take, and whether or not it would be structured. In the past, Hopkins’ customarily scheduled week with fifty-five minute classes, but teachers have been asked to dedicate that time for review. “Right now, it’s just an expectation that teachers are going to review as it makes sense for their courses” Hopkins continued.

The changes to the Term I and Term II exam schedule are not the only agenda for review and testing, but teacher timetables as well. Implementing mid-year exams after the Martin Luther King long weekend and will provide a full week for Hopkins faculty to grade exams, write comments and prepare new Term II electives, rather than the present model, which only provides the three-day MLK weekend for teachers to simultaneously grade exams, write grades and comments, and prepare for the beginning of new courses. “I am a strong believer that assessing [material] often is better than doing.studying to remember, in my case, over 150 years of very intense, very important history, all in a two-hour slot. I don’t think midterms have to be instead of grading students to determine what they liked about the Stanford program—what they wanted to change. While the Stanford program did have video interface, students’ faces on the screen were small, and MSON felt that this inhibited students’ ability to connect as they could in a physical class room.” They decided that one of the most valuable things (in a classroom experience) is that time in class with their classmates and the teacher, who is administrating midyear exams is to give students test practice. In fact, by having a test midway through the year, will familiarize themselves with the format of the end of the year exams.

Finally, when talking with other academic deans at similar schools, Hopkins discovered that Hopkins “really is in the minority of schools that do not give an exam in the middle of the year” and so not only will Hopkins be “going more in line with the trend of other schools by having a mid-year exam,” but midterms will help students learn how to review and take exams.

This change in the Hopkins practice will also benefit students going off to college, since universities have been giving midterms for quite some time. Harpin said, “In the race for the learning high school, then that is the place to give mid-year exams, not forcing them to cram a whole year of knowledge into one exam because they will never have that do again in college…We are really teaching them how to take exams.”

Indeed, according to the Creigh ton study, “If more instructors adopt the use of cumulative final exams, then students will grow accustomed to them and fully expect them.” According to Harpin, “It has always been about learning, and improving learning.

In the end, the faculty’s decision to add a mid-year testing period has its best interests at heart. This change will align Hopkins with other educational institutions but more importantly will conform with good educational practice.

Online Classes Come to The Hill

Juliette Verlaque ’16
Assistant Features Editor

Malone 108 is now home to an exciting and promising project: the adoption of an online course program at Hopkins. Thanks to a federal grant, the school is able to take advantage of recent innovations in distance learning, as well as its own capabilities. As Malone 108 was designed to accommodate 50 students, the school has decided to use this opportunity to bring the new program to the Hill.

“Malone was thought of as ‘Malone,’ but it is designed for teachers to grade exams, write grades and comments, and prepare for the beginning of new courses. ‘I am a strong believer that assessing [material] often is better than doing.'”

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Academic Technology Coordinator Josh Gleason shows off new technology in M107 where Meteorology and Advanced Topics in Chemistry are now taught as part of the Malone Schools Online Network.

Sara Seymour

Academic Technology Coordinator

Sophie Cappello

Yule Ball

Uma Guarnaccia ’14, Elizabeth Baena ’17, Dana Morz ’14, and Alex McCraven ’17 enjoy the Yule Ball festivities, hosted by the Hopkins Class of 2015.

Why Midterms?

Harpin continued: “Then teachers can make the judgments and constructions necessary so that the end of the year will be stronger. [Midyear exams also] help teachers figure out whether some tweaks should be made to their teaching in the second semester.”

In addition, Harpin indicated that having a mid-year exam may help lessen pressure on students: “If they just have to focus on [each] semester instead of examining the whole year into one exam the hope is that they will be less stressed.” You might wonder if the only reason the Hopkins faculty is administering midyear exams is to give students test practice. In fact, by having a test midway through the year, students will familiarize themselves with the format of the end of the year exams.

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February 12, 2014

Languages, Languages, Languages...

Abigail Soloway ‘14
Features Editor

Hopkins prides itself on the remarkable diversity of its student body. Students at Hopkins come from many different backgrounds and speak a wide array of foreign languages. This wide range of life experiences helps to make Hopkins the vibrant, dynamic community that it is. In a community of scholars such as Hopkins, there are many students and teachers who speak multiple languages. The students and teachers profiled below are just a sampling of the diverse cultural and ethnic community that Hopkins fosters.

John Huo ‘14 speaks Mandarin Chinese and English, and took Spanish classes at Hopkins. Huo feels that Mandarin is more than a language to him; it is a cultural identity. Huo’s cultural values extend to his time at Hopkins and his studies. “It is not speaking Chinese, but understanding Chinese culture that influences my viewpoints. In Chinese culture, there is a tendency to value hard work and intelligence. I tend to look for the values [when meeting people]. It’s not exactly the language, but the culture that goes along with it,” explained Huo.

Student Council President Precious Musa ‘14 speaks Ibo, a Nigerian language. Musa learned Ibo, as much of her extended family do not speak English. “Speaking Ibo brought me closer to my own culture, my own roots…in a way nothing else has.” Though her proficiency in Ibo is not applicable to her daily studies at Hopkins, it allows her to feel connected to her family and to her culture, a sentiment that enriches her outlook on life.

Nicole Kogan ‘14 learned English as a third language, being already fluent in Hebrew and Russian. She has since studied Latin and French at Hopkins. Knowing so many languages has helped her to make connections between her cultural background and her studies at Hopkins.

“It has aided me in my quest to learn French. Russian and French have a lot of cognates, and with that understanding, I’ve been able to supplement what I’ve learned in class,” said Kogan.

Hopkins’ remarkable diversity augments the community feeling on campus, as students and teachers find that the common ground is endless despite differences in cultural backgrounds. Students who speak many languages feel that it benefits their studies, but also widens their perspectives, tolerance, and understanding.

Spanish teacher Susan Bentley, who is proficient in English, Spanish, German, Italian, and Portuguese, speaks to the continuing importance of being culturally aware. “There are many benefits of speaking multiple foreign languages…the most important of which is that it allows you to communicate inter-culturally and be at the core of global interconnection, which is the direction the world is taking.”

A Valentine’s Day Special:
How To Flirt At Hopkins

Leah Voytovitch ‘17

Despite Hopkins’ positive, friendly, and joyous environment, an occasional snow day or two can be a pleasant surprise. The opportunity for a break from the daily grind of life on The Hill makes snow days a welcome surprise for both students and teachers alike.

From sledding to building snowmen to sleeping in, the typical snow day for a Hopkins student and faculty varies greatly. While some spend their day at Choppuke, others prefer to stay cozy indoors and spend quality time with their families (accompanied by some hot cocoa!).

Although snow days are suitable excuses for relaxation, entertainment, and educational pursuits, many Hopkins students prefer to be in school. Corey Chang ‘14 said, “As long as there’s no test or project due, I prefer to go to school just to hang out with people and see all of my friends.”

Jack Greenberg ‘14 gave another worthy reason of why going to school is better than staying at home: “These are my last five months on The Hill. I have so much that I’ll have to leave behind very soon…On snow days, I miss The Hill. There really is no place quite like Hopkins, and that is why we must celebrate it.”

Debra Kranzlin ‘14 also prefers school days when she can enjoy seeing her friends who brighten her mood. In addition, she said “[I’m] much more productive during a school day than on a snow day.”

Despite varying attitudes towards snow days from students, Hopkins staff members have their own take on the matter. Science Department teacher Kellie Cox explained, “I’m a teacher and I will tell you, I absolutely adore snow days. I spent my last snow day catching up on old episodes of Community, a very funny TV show.”

Other teachers have similar views as Cox. Spanish teacher Josh Gleason spent his last snow day playing with matchbox cars with his son. Spending time with his family is very important to him, and he explained how essential it is to take advantage of the beautiful day. “If it’s good sledding snow, we go sledding. If it’s good snowball snow, we have snowball fights. All in all, it’s awesome, unoughciable, extra-family-home time.”

English teacher Brad Ridky holds similar views on spending time with his kids, “I spent my last snow day shoveling and making macaroni and cheese for my five and seven-year-olds…I love a good snow day.”

However, some teachers focus on themselves during the occasional day off. “After an extra hour of sleep and a rather large breakfast, I always try to get out and do something fun,” said Math teacher Jill Wiesner, “I do like to either cross country ski or snow shoe if there is enough snow. I also try to be silly and make a snowman or a snow angel because I think it’s important to stay in touch with our child inside.”

Snow days provide an unexpected opportunity to relax one’s childhood and explore with the great amount of leisure time. Although it is hard to stay away from the wonderful Hopkins, let’s hope for at least one more surprise snow day and take after our teachers by having good old-fashioned fun!
Occasionally, a movie sweeps into the theaters, and in the process of making a few million dollars, it steals our hearts with emotionally powered acting from an all star cast and a storyline that captivates our imagination. This year, we've had nine. The struggles and triumphs of the characters, and the sick have enraptured us beyond expectation. The terrific quality of cinema this year has made this year's Academy Awards a challenge to predict. But, the Oscars (might) go to...

**Tickets**

For the third year, nine films are nominated for best picture. The most notable and surprising nod, *The Wolf of Wall Street*, centers on the path to moral obliteration of a young, successful Wall Street Investor, played by Leonardo DiCaprio. The record setting usage of profanity and sexual content was surprisingly well received by the Academy of Motion Picture Arts and Sciences, an older audience than the public.

The eight other movies in contention for Best Picture are: *Captain Phillips*, *Dallas Buyers Club*, *Gravity*, *Her*, *American Hustle*, *Nebraska*, *Philomena*, and *12 Years a Slave*. While all are inspiring films, the real competition lies between the post-nom 12 Years a Slave. The film is the funny-but-true story of American Hustle, and the heart-race space adventure Gravity. 12 Years a Slave centers around the struggle of a free black man, Solomon, who is captured and sold into slavery. The pivotal kindness and hatred shown towards him by white men and his pursuit of freedom make this film a stirring approach to addressing bondage in American history. It features a riveting debut performance from Lupita Nyong'o, a young actress whose career looks to become prolific after such a successful start.

On the flip side of the “based on a true story” genre, David O. Russell's *Silver Linings Playbook*, the five Academy Award nominations for Best Actor: Jared Leto is a favorite for his performance as a transsexual in *Dallas Buyers Club*. He won the Golden Globe, the SAG, and almost every Supporting Actor award this side of the Atlantic Ocean.

**Fortune**

American Hustle director David O. Russell is using powerful players Jennifer Lawrence, Amy Adams, and more for a compelling film. Best Supporting Actor: Jared Leto is a favorite for his performance as a transsexual in Dallas Buyers Club. The award will likely go to him for his emotional role in Dallas Buyers Club as Ron Woodroof, a rodeo cowboy and electrician who is diagnosed with H.I.V. McConaughey was awarded the Golden Globe for Best Actor and the SAG Award for Best Actor, among other prestigious acting prizes. Best Actress: Care Blanchett plays a rich Manhattan socialite whose life falls apart and moves to San Francisco to live with her sister in Blue Jasmine, directed by Woody Allen. Her stunning portrayal is likely to be awarded Best Actress, though it has fierce competition from Judy Dench in Philomena and Amy Adams in American Hustle. Best Supporting Actress: Cate Blanchett plays a rich Manhattan socialite whose life falls apart and moves to San Francisco to live with her sister in Blue Jasmine, directed by Woody Allen. Her stunning portrayal is likely to be awarded Best Actress, though it has fierce competition from Judy Dench in Philomena and Amy Adams in American Hustle.

The 86th Academy Awards will air on ABC at 7:00 PM on March 2, 2014.
A Duck Hunter Makes Outspoken Calls

Phil Robertson boasts his Christian values openly. Last December, the patriarch of the Duck Commander and Duck Dynasty fortunes took a QG reporter on a wild and emotionally revealing ride through the Louisiana bayou. As they traveled into the wilderness for duck hunting with crossbows and guns galore in a camouflage-painted ATV, Robertson thanked God and the Bible for the right to hunt. “The Almighty gave us this (wilderness),” Genesis 9:1, where the animals went wild, and God gave them wild meat. After the flood, that’s when he made animals wild. Up until that time, everybody was vegetarian. After the flood, he said, “I’m giving you everything now. Animals are wild.”

Robertson, 67, once turned down an opportunity to play professional football for the Washington Redskins, becoming an avid duck hunter in the Louisiana bayou instead. Unsatisfied with the quality of duck calls in the 1970s, Robertson’s experiments with handmade duck hunting devices have transformed from his modest family business to a multimillion-dollar Southern empire comprised of his Duck Commander company and his family’s A&E TV show, Duck Dynasty.

As Robertson and his reporter companion ventured further into the woods for QG, Robertson began to speak even more freely. He called himself a “Bible-thumper.” He proclaimed homosexuality a sin and questioned its appeal, comparing all homosexuals to drunkards, swine, and other members of the typical garden variety of sinners. “But hey, it’s not logical, my man. It’s just not logical,” he said.

Robertson’s off-the-cuff admissions in the article, entitled “What the Duck!” have faced both backlash and support from politicians, social activists, and American consumers, sparking a debate on tolerance and freedom of speech.

The LGBT advocacy group GLAAD may have been the first to condemn Robertson, but Duck Dynasty’s network, A&E, was soon to follow. After the network responded to initial criticism through a statement from Robertson himself claiming he “would never treat any one with disrespect just because they are di,” the GLAAD logo on the show’s website was bashed. In an email to faculty members that the heroine of the scientific journal and the Duck Commander business have generated over $400 million in merchandise sales, about half of which comes through the family’s Wal-Mart products.

Robertson’s reinstatement on the show.

A new season of Duck Dynasty premiered on January 15 with 8.5 million viewers, a 27% decrease from last season’s premiere of 11.8 million. The second episode of this season’s viewership dropped even more, with only 6.65 million. Only time will reveal the televised status of the Duck Dynasty and the impact of Robertson’s comments.
The Aftershock: Have a Davenport Day!

The Mission Statement of Hopkins School in 2014 expresses the same sentiments of Edward Hopkinson’s will in 1657. Though we have evolved as a school over our three-and-a-half-century history, the presence of the one-room schoolhouse on The Hill symbolizes how the spirit of this institution’s founding is very much alive and well.

The community fosters both a sense of intellectuality and hope in its students, two traits we will continue to seek in our students. Both the school and one of its oldest buildings, Hopkins House, right next door, symbolize the spirit of one man: Reverend John Davenport. They are a living testament to the ideals of the founders of Hopkins School, demonstrating the importance of hard work, dedication, and the pursuit of knowledge.

The Aftershock of the Harvard cheating scandal, in which almost a quarter of students taking a single class were found guilty of academic dishonesty, the response from the school was mild and inadequate. According to The Harvard Crimson, “If found guilty of academic dishonesty, students could be required to withdraw from the College for a year, among other possible sanctions.” Should college students only have to temporarily withdraw after being found guilty of plagiarism? How can we expect students to take plagiarism seriously when they are not being held accountable for their actions?

Part of the “prevention” at Hopkins is pledging our honor on every piece of work we hand in. We conduct Academic Honesty Day, and teachers are expected to make both their departmental and personal policies about academic honesty abundantly clear. Perhaps this effort is all too shrugged off. Surely there must be a way to prevent plagiarism from becoming so ingrained in someone’s work habits.

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Sydney Geyer '14 leads the Hopkins Girls Varsity Basketball team with admirable strength this season.

Geyer started playing basketball in her sophomore year. "I have always enjoyed shooting around at home with my family but never played on a team before that season," said Geyer. Basketball was the shoe that fit; she added, "I ended up falling in love with the sport and haven’t stopped since."

Geyer first started for the Varsity team in her sophomore year. "I was told, ‘Knowing I would be one of the five players to set the level of intensity for the rest of the game filled me with motivation.’"

Geyer’s love for basketball is visible to her teammates. Ryenne Carpenter ‘15 said, "Syd is one of the most athletic, hard-working people I have met in my life. She strives to surpass expectations and leads by example. If the team is having a bad day on the court she puts the team on her back and gives everyone the encouragement needed to keep playing hard."

Emma Banks ‘16, remarked, "Syd is not the loudest player on our team, but she leads by example. She is always poised and collected, yet still one of the most aggressive players on the floor."

On top of that, Geyer’s athletic chops make her a wonderful asset to the group. "Sydney is an amazing athlete. . . . In practice while we’re in-lay-up lines she’s working just as hard as she would be in a game. She is not afraid to dive on the floor or back out of her opponents,” said Hayley Cashman ’15. Banks said, "I know that in practice I never want to pass it to the girl that Sydney is guarding because I know she’ll intercept the pass. She also can run the court and fast break tremendously well."

Carpenter added, "Her athleticism is through the roof. I wouldn’t try to take her on one on one!"

Geyer has ample opportunity to lead this year’s Girls Varsity Team. She said, "This year, especially, we have a larger team consisting of players from all grades with unique talents who naturally work well together."

Coach Corey Chese said, "Geyer has been a given a young team this year, made up of mostly sophomores along with two eighth graders. Yet the whole team plays well together and it is a comfortable environment for any player."

Geyer will not be pursuing basketball officially after her time at Hop. "Not to say I will never touch another basketball," she added.

As sad as the team is to bid Geyer goodbye, they all seem to agree on her legacy as captain. Teammate Avery MacMullen ‘16 epitomized this sentiment: "All I have to say about Syd is, ‘I love Syd!’"

This year’s Varsity Boys Swimming captain, Sandy Goss ‘14, leads by example and loves what he does. Goss did not start out swimming. "I tried a lot of sports in younger-soccer, baseball, fencing, tennis, and golf. When I got my growth spurt I felt like I had no athletic talent so that’s what I stayed with,” Goss has had a significant impact on his teammates. Will Collier ‘16 said, "Ever since I was even a shadow at Hopkins, Sandy has been a role model to me. He was everything I was or wanted to be, a water polo player, a singer, and an amazing swimmer. Collier is on two teams with Goss and has enjoyed the experience: “He is smart, funny, outgoing, and a realleader. I hope he goes far, but comes back to visit because I am going to miss him.”

The Boys and Girls Swim teams practice together, and act as a single team. Mollie Stolten ‘16 commented, “Sandy is a motivational individual who always pushes you to do your best. My favorite thing about him is when we swim in lanes next to each other so we can race and push each other to do our best. Even out of the pool it is clear that Sandy wants everyone around him to succeed,” she said. Coach Chuck Elrick agreed: the way he can influence others makes the curling club a place where newcomers always feel welcome and have room to grow.

Curling has been an official Winter Olympic sport since 1998, yet many are unaware of how the sport really works. The basic concept of curling involves a team of four players sliding stones across ice to a target area composed of four concentric rings. The closer the stone, or rock, is to the center of the circle, the better. Shufflers accumulate points over the course of a game. Abby Skalka explained: "Players have position names based on the order they throw their stones in. The names are as follows: Lead, second, vice (who throws third), and skip (who throws fourth). The skip throws the other curlers where to aim their stones, and when the skip is throwing, the vice takes on that role. The skip, and to a certain extent the vice, controls the strategy of the team."

Strategy is a huge part of being a successful curler. As one gains experience, he or she learns when to play aggressive or conservative shots, and when to allow the opposing team to take open shots rather than forcing it to make mistakes.

The strategy required of players of the sport above all else: "It is a game rich in tradition and often referred to as a ‘gentleman’s sport.’ Walking onto the ice, you will never hear anyone trash talking an opponent or shouting about the shot they just made, no matter how amazing it is. The most praise you will get is a ‘nice shot’ from your teammates, as anything more would be boastful. This spirit of politeness makes the curling club a place where newcomers always feel welcome and have room to grow."

Skalka embraces novices of the sport just as she was embraced when she started curling. She began in freshman year, drawn to the sport by its uniqueness. “[Initially] I had no idea what to expect - I had never even watched curling before—but almost as soon as I got to the club for my first day of curling, I knew it was somewhere I could feel comfortable and participate in a sport I grew to love,” she recalled.

Curling’s relative unpopularity, especially in the United States, is exemplified by the fact that Connecticut is home to only one curling facility: The Nutmeg Curling Club in Bridgeport. Skalka commented: “I almost wish that curling were more common in this country because it would’ve meant that I could’ve heard about it earlier, but I hesitate to say that I like to think of curling as my hidden gem. I have a family and a place there and curling keeps my mind clear. I don’t have to worry about being strong enough or fast enough; I just have to focus. The sport itself and the people I have met there have meant more to me than I can even articulate, and I think that to evaluate curling simply for its uniqueness is grossly under-valuing it.” Skalka looks forward to participating in two organized curling competitions later this month, called “bonspiels,” where she will play with some of the top junior curlers on the continent.

When asked if he plans on swimming in college, Goss responded, “If by swimming you mean ultimate frisbee, then yes. I do plan on swimming in college.” But Goss has a deep love for his team: “I am going to miss the camaraderie of the team. It takes a special group of thirty or so people to feel comfortably on one couch, but the swim team manages it roughly once a week.”
Hopkins Athletics features an enticing and diverse slew of winter sports, including fencing, squash, and wrestling. In addition to its commitment to offering a wide range of athletic opportunities, Hopkins also provides a strong track record of success in several sports, including fencing, squash, and wrestling. In particular, fencing has been a strong area for the Hopkins program, with many athletes attending the school from all over the world to train and compete at a high level. squash has also been a popular sport for Hopkins students, with many athletes finding success on the court. Additionally, the Hopkins wrestling team has been a competitive force in the region, with many athletes preparing for the upcoming season. Overall, Hopkins Athletics offers a diverse and compelling range of winter sports, providing opportunities for students to explore and develop their athletic interests.