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Editor's Letter

NAM NGUYEN '18

When we, as humans, see something we don't agree with, especially when it radically opposes our personal views, we tend to close ourselves off from the possibility of it being true. This is because we prize our heightened knowledge over others. This need to be smart keeps us evolving and is probably why our species is at the top of the food chain. Yet it can also prevent us from bettering ourselves by taking a step back and complicating our personal experiences and beliefs with beneficially contrasting ones.

Mrs. Chiu teaches her classes a Chinese folklore that reminds me of the value of keeping myself open to new ideas. It is about blind people who each touch an

elephant for the first time and have an argument when describing what the animal is like. Each person touches a different part of the elephant, the trunk, legs, tusks, and tail and are consequently unable to agree on the physical features of this animal. Although they each individually know that their description of the elephant is the truth, they fail to comprehend that the others are telling their truths as well.

I love the Cardinal and became an editor because I believe in its power as a platform to exchange opinions without the intimidation of physical confrontation. This platform, however, becomes compromised when an opinion or piece is dismissed as

ignorant or false without proper consideration of its content or background. It is completely fine to disagree, but doing so because of your personal impression of the author or because your friends feel the same way degrades the newspaper from what is potentially a driving force for the betterment of the student body to the wasted remnants of a dead tree.

Let's work to stay open to new ideas and create an environment that encourages our peers to do the same, especially if it makes us feel uncomfortable.

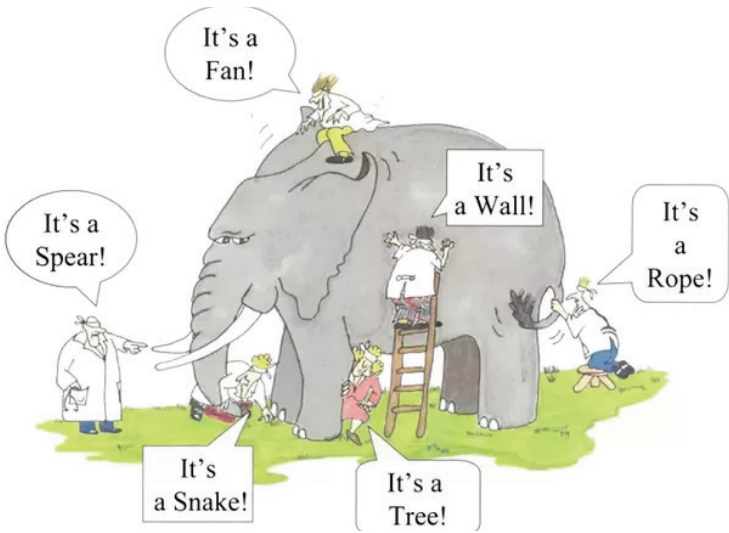
"A mind is like a parachute. It doesn't work if it is not open."
- Frank Zappa, American Musician (1940-1993)



HAVE AN OPINION?

WRITE ABOUT IT.

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The Cardinal



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Walk Around Duty

MACKLIN FISHMAN '19
INVESTIGATION

With the rise of the #metoo movement where sexual assault victims have spoken out about the lack of understanding of consent and the presence of a rape culture, communities across the world are recognizing the existence of these issues. Many communities, including St Andrew's, are currently working to become a space where romantic and sexual relationships are always safe and consensual. As a result, St. Andrew's faculty members are assigned Walk-Around Duty, more commonly known by students as "Booty Duty". The purpose of Walk-Around Duty is to ensure that students feel safe and comfortable and to guarantee that there is always help nearby if a student were to need it. However, conversations across campus suggest that it may be having the opposite effect.

Dean of Student Life and Weekend Duty Head, Will Robinson, recently explained that faculty members on Walk-Around Duty are meant to act as parental figures and encourage students to make responsible choices. "Some students, when they come to St. Andrew's, think that they are away from their parents, but in reality, you've gained 70 parents: the faculty." Faculty members on Walk-Around Duty are not aiming to embarrass students or discourage healthy relationships, but rather to routinely check in as a parent would. Mr. Robinson stressed, "I'm pro healthy, committed relationships. I do see a problem ... when there's an imbalance of power and [the couple has not] established themselves as in a committed relationship." Although Walk-Around Duty can feel awkward, Mr. Robinson believes that it is an important system to have in place for the times when it does prevent non-consensual situations. He states, "I'm not going to prioritize my convenience over somebody being safe from a situation that they didn't want to be in or weren't ready for." Mr. Robinson also acknowledged Walk-Around Duty as "a blind spot" in the St. Andrew's community as conversations around the topic are often unclear or lacking. He stressed the importance of having an ongoing dialogue between faculty and students regarding Walk-Around Duty, particularly speaking to Mr. Robinson or Ms. Hutchinson about a situation in which a fac-

ulty member has made a student feel uncomfortable or unsafe. Ultimately, Mr. Robinson said, "I really want to get this right. Some people would say that's an impossible thing, but I actually think we can, so that's my goal."

Despite its benefits, many students feel as though the execution of Walk-Around Duty at St. Andrews is poor, unintentionally encouraging students to take part in unsafe practices, damaging student-faculty relationships, and causing students to feel ashamed of partaking in healthy relationship practices. Often times, students feel hunted by faculty members and will go to extreme measures to avoiding being caught "hooking up,"-- which the St. Andrew's community defines as anything from kissing to sex. Rather than feeling discouraged from "hooking up" by the prospect of a teacher walking in, students resort to doing so in unsafe locations such as the woods, where they are not only physically endangering themselves, but also removing themselves from a space where help would be easily accessible should they find themselves in a non-consensual situation.

The ways in which faculty members react when walking in on two students "hooking up" can damage the relationship between the students and said faculty member if handled incorrectly. Students claim that faculty members often use a negative or accusatory tone upon walking in on two students alone in a room, particularly if they are of different genders. According to the Student Handbook, "St. Andrew's specifically prohibits students from engaging in sexual intercourse or oral sex." However, many students recall being kicked out of rooms or shamed by faculty members when they were simply watching a movie or kissing, neither of which are against St. Andrew's rules. One student stated, "even if I know we're not doing anything 'wrong' or even sexual at the time, I feel like I'm being silently slut-shamed for being alone in a room with a boy. It can definitely ruin relationships." Such shaming not only damages student-faculty relationships but also makes it difficult for St. Andrews to develop and talk openly about healthy, consensual relationships. As a result, many students even feel the need to hide their relation-

ship status from faculty members.

Walk-Around Duty serves an important role at St. Andrew's and should not be eliminated for various legal and safety reasons. However, when it begins to push students towards more unsafe practices and hurt relationships, something must be done to improve the system so that everybody feels safe and comfortable. As many students have expressed, Walk-Around Duty should not feel like a hunt. At the very least, all teachers should announce their presence before entering a room in which two students are "hooking up," rather than turning on the lights and yelling at the students, confirming that everybody feels safe and that the situation is consensual, as some already do. If the students are in fact engaging in an activity that breaks school rules or are in an unacceptable space, they should be asked to leave respectfully. Ideally, Walk-Around Duty should not involve faculty members barging into dark rooms, and instead should be a presence in the main area of a building, close enough that students feel the safety that a faculty member provides, but not intimidating students so that they feel the need to hide. If you have had an interaction with a faculty member or another student which has made you feel uncomfortable or unsafe, reach out to a counselor or a faculty member you feel secure with so that we can work toward a healthy campus environment. If these conversations continue, faculty and students can work together to find a more effective way to make everybody feel safe on campus.



Fake News Debunked

STUDENT DIVERSITY COMMITTEE
OPINION

The Cardinal

1) *Gender is the same as sex.*

People often use the terms “sex” and “gender” interchangeably. “Sex” refers to the assignment of either male or female genitalia at birth. Gender, however, is more personal. It is one’s self-identification based on an internal awareness of their position on or off the gender scale. It does not necessarily align with one’s assigned sex at birth and cannot always be determined physically.



2) *Atheists don’t have a moral code.*

People who aren’t religious don’t necessarily lack a set of moral guidelines through which they live their lives. Moral guidelines are not always determined by a religion, faith, or holy text. Even the people who practice religions may not fully commit to their religion’s morals. Moral guidelines can be influenced by many things – including one’s ethical views, experiences, family, education, and upbringing. Atheists may not believe in the existence of deities, but that doesn’t mean that they do not believe in their own fundamental truths or moral codes.



3) *All feminists are pro-choice.*

Feminism is the belief that all people are equal regardless of gender or sex. The discussion involving abortion and women’s rights is an important part of the feminist movement. However, a person can identify as a feminist and not be pro-choice. The modern-day feminist movement can often seem entirely pro-choice, but the heart of what it means to be a feminist is based on human equality and includes a diverse group of people and beliefs.



4) *People believe in everything that their political party representatives say.*

A person’s set of beliefs is not always confined to what their political party represents. Just because you lean one way or the other does not mean you are handcuffed to the statements of your political leader. You could believe in ideas that are different from those of your party representatives. There is so much more that goes into a belief system than your political affiliation



Is There Something Wrong With Democracy?

MARVI ALI ‘21
INTERNATIONAL NEWS

On February 25th, Chinese leader, Xi Jinping, disclosed that the Communist party is abolishing all constitutional limits on presidential terms. Despite this controversial change, very few would have described China as being truly democratic before. Democracy can be defined as a government in which the power is vested in the people and exercised by them directly or indirectly through a system of representation involving free elections. According to the New York Times, the country will remain a one-party state with extensive control over its political, social, and economic life. Although this major change in the Chinese government has caused some controversy, this decision has not come as a surprise. In fact, it follows a common trend and continues down the path that many countries and leaders have recently made towards authoritarianism.

Authoritarianism is the enforcement or advocacy of strict obedience to authority at the expense of personal freedom. In recent years, we have seen a rise of this mindset as certain countries are beginning to embrace this sort of government. More and more countries have begun to abandon the liberal, democratic mindset and swung to a farther right, more conservative way of thinking. In many cases, countries had previously been only nominally democratic to make people “just happy enough” in order to protect their authoritarian way of ruling (Max Fisher) . This is a pattern all across the globe. Examples include: Vladimir Putin in Russia, Abdel Fattah el-Sisi in Egypt, Viktor Orban in Hungary, and Recep Tayyip Erdogan in Turkey. Even places that seemed firmly democratic have turned out not to be and are reverting back to dictatorships.

Looking back through history, one can see that World War II ended severe fascism and authoritarianism. During the ‘50s and ‘60s, liberalism and democracy were being strongly pushed, leading us towards more left-wing thoughts. But where are we now? The large steps towards a more dictatorial and oppressive world bring concern and worry even to established democracies like our own. This is most likely occurring due to the fact that the people are unable to see past the false promises and pledges of dictatorial leaders, who in reality want nothing less than absolute power.



This leads us to the question: Is there something wrong with Democracy? Some media outlets are going so far as to calling this modern adaptation of democracy as a form of government a trend, bound to change. A New York Times article says the “warning signs” of polarization, populism (support for the concerns of the ordinary people), and distrust of institutions are present in the United States. In addition, articles in both the Washington Post and The Economist state that our democracy is in “grave danger”. However, it is important to remember

these powerful lines from the Declaration of Independence: “...all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness.” This is the true spirit of democracy. Democracy is not only a political system, but it also involves the guarantee and protection of our basic human rights and the rule of law. Our world currently faces the hazard of a tyrannical rule because we are having difficulty ensuring these societal necessities. Examples of violations of our communities struggling to uphold our human rights are the prosecution of muslims in Myanmar and lack of net neutrality. Without these, people will turn against the institution of democracy. Authoritarianism is the result of this problem and is what government are turning towards. This is not because the idea of absolute power sounds appealing to the people, but to the leaders, who are able to manipulate their people into thinking it is a form of government that will benefit them.

However, this does not necessarily mean our democracy is destined to crumble but shows the serious strain we as a country are going through. Is this a test of the resiliency of our democracy?



What Makes SAS Special

NOAH KATES '21
PERSONAL ESSAY

There are significant distinctions between the St. Andrew’s School community and the community of private metropolitan day schools. Having attended both types of schools, I am personally familiar with this topic. While both are great institutions with excellent all-around educations, they are different in their polarizing cultures. These differences include the party scene, the special treatment money can provide, as well as the inclusivity of the community.

Parties have been accepted as part of the standard high school experience. This generalization applies to almost all high schools across the U.S. including metropolitan private day schools. St. Andrew’s is an exception to this statement. It is part of the culture here that one doesn’t need substances or drug use to enjoy oneself. This is instead replaced by real experiences that occur on the front lawn or on dorm. This sense of community is one of the core values that our school is built on, and it not only sets us apart from day schools but other boarding schools as well. However, substance and drug abuse is a prominent issue that continually appears in the lives of students at private day schools. A student can be pressured by their peers into abusing drugs and substances because it is considered “cool”. Yet at St. Andrew’s, we take pride in the student body acting as individuals capable of making decisions

for themselves.

In major United States cities, wealth and affluence can be extraordinarily influential in the culture. Many wealthy families seem to use their money to gain power within their children’s school. At St. Andrew’s, every student is treated equally regardless of if the student comes from a family of fortune or poverty. Awards are given democratically based on individual academic merit. In all classes, grades are allocated fairly. Those who make sizable contributions to the school do it out of the kindness of their heart and because of their love for St. Andrew’s instead of an alternate agenda.

It is not necessarily the most nurturing environment and can be cold and frigid to some. Students often rely on intensive tutoring to help attain the best grades possible. Even though St. Andrew’s is also academically challenging, the school wants its student to excel. St. Andrew’s facilitates the heavy workload with an extremely nurturing community where everyone is on your team and where every teacher wants you to do well. If you are struggling, you do not need a personal tutor around the clock but can use the resources St. Andrew’s has to offer. When I found myself struggling at my previous school, I was told to hire one of the faculty members to tutor me at a high price.

At St. Andrew’s, this price tag on grades not only does not exist, but students are also recommended and encouraged to seek help. It is reassuring to know that the everyone is looking out for you and wants you to succeed, especially your close friends and teachers.

The purpose of this article is not to show animosity towards my previous school but simply share my personal experience and viewpoints to highlight some key factors that distinguish St. Andrew’s community from private day schools in major cities I loved my previous school and thought they did a great job preparing me for St. Andrew’s. However, I wrote this article to further emphasize the great morals and ideals St. Andrew’s has provided for me.



Voices on Diversifying SAS

SOFIE NEIL '19
OPINION

The truth holds that St. Andrew’s makes up a diverse and exciting school, but the next step to creating a community that embraces and celebrates each member is figuring out how to make sure everyone is comfortable sharing their individual, nuanced identities with the community. One of the Diversity Weekends last year began with the student body participating in an exercise in which members stood up if they identified with any of a series of categorizations. At the end of the exercise, the facilitators told the students to stand up if they had not been honest during the exercise. I found it surprising how many students stood up for this.

Although the existence of Diversity Weekends is already movement in the right direction, it falls short in its ability to make sure student voices are consistently heard. The realizations that students come to on Diversity Weekends are too easily left behind when the following Monday classes begin. Students have taken action toward solving this problem with initiatives like Humans of St. Andrew’s and the One Word videos, but most of the conversations about diversity still happen in affinity groups. Ultimately, however, the conversations that take place in affinity groups are still separated from each other. They have difficulty embedding themselves into the daily life of all St. Andreans. How can we consistently incorporate the ideas and conversations that students have on Diversity Weekends into the quotidian St. Andrew’s life?

The following are some student responses on feeling silenced at St. Andrew’s and what might be done to break down the isolation, common in the U.S. today, to celebrate and engage our differences to create a more fulfilling St. Andrew’s experience.

“Being a Hispanic and bisexual woman in a predominantly white and heterosexual community, I find myself struggling to communicate with others that don’t identify as I do. Although St. Andrews does a good job of advocating for diversity, they unintentionally fall short of executing it. In order to create an environment where we can spread the conversations that go on in

our affinity groups, we need to learn two things. Primarily, we need to learn how to listen and be genuine with our reactions and responses. Secondly, the larger community needs to accept the fact that they might not know how it feels to be a minority.” Aliay Chavez, Class of 2020

“I personally call myself a Republican and feel as though I have been unable to express those thoughts at SAS much throughout my years here. In classes with political discussions, I often find myself silenced by the overwhelming liberal voice that St. Andrew’s has. I don’t believe in everything that Trump says, but do think that people often hear the phrase: “President Trump proposed …” and immediately stop listening because of a prejudice against him. This is willful ignorance. I feel suppressed in School Meeting, Chapel, Lectures, etc. when people start snapping for certain things that I do not agree with and I am forced to snap along out of our social norms here. I really appreciate the work a few sophomores have done in bringing the Young Republicans club back to the St. Andrew’s community. Without it, St. Andrew’s is stuck in an echo, one person says an opinion and most people just agree. No real political discourse happens.” Shap McCoy, Class of 2019

“[I was grateful] that, despite money being tight in my family, I would still be able to receive a phenomenal education at SAS. St. Andrew’s is very generous, and I can’t thank those who made this happen enough, but every single day that passes seems to challenge my ability to fit in. Because my mom wants me to be happy, she sometimes acts as though I can afford to live my life here as luxuriously as others students do. I’m fine with not being to afford certain things, I just wish that other St. Andreans acknowledged it. Shying away from talking about socioeconomic status only makes it harder for students who are less financially. All I ask for is conversation and thoughtfulness. I don’t want to feel stigmatized for something I can’t control.” Nadia Holcomb, Class of 2019

“I always think ahead to college, when I’ll have to

fill in a required form to apply to the school of my choice and I’ll circle the “Black or African-American,” bubble. This little bubble, though small, creates a giant unintentional bias into the reader’s mind. They assume that I’m a ‘normal’ black girl. A black girl who grew up around Tupac, Biggie, the anger of slavery, poverty, and other stereotypical ‘pillars’ of the black community. What they don’t know is that I’m a first generation American. I had to educate myself on Tupac and why he was important in the summer of fifth grade because I was too busy memorizing the lyrics of the Zambian national anthem in the prior years of my life. I know how to make the Zambia staple food, Nshima, but still don’t know how to properly cook fried chicken. Coming to St. Andrews proved to me that the majority of people still categorize black people. I used to try to make sure that everyone knew that I had a different culture from what they assumed, but I’ve been lacking because I’m tired of their surprised responses.” Bwembya Tembo, Class of 2020

“SAS really emphasizes socializing in large groups. For introverts who are not as comfortable or truly happy doing that, this intense social environment filled with despair, insecurities, and pressure is not the most hospitable. Very often, when I want to hang out only with my close friends, I am seen as being “antisocial.” I am not antisocial—I just devote much of my time and energy to cultivating deeper friendships with fewer individuals around me whom I truly value, trust, and appreciate. Perhaps, besides affinity groups created around cultural or racial identities, we can also establish affinity groups/conferences/workshops to embrace the diversity of personalities. The most important thing is to embrace differences and eliminate peer pressure on any individual to discard his/her true self.” Tim Lan, Class of 2018



Interview with Phil Davis

TIM ODUTOLA ‘20
INTERVIEW

The Cardinal

Q: What is your background in wrestling?

A: I wrestled 5th grade through 12th grade. I coached at my old grade school and high school in the ‘90s. I have also acquired a skill set in combat-ives and MMA. My assistant coach, Matt Boyles, has wrestled since he could wear shoes. Matt was a three-time State Place Winner, three-time Henlopen Champion and the 2007 170-pound State Cham-pion. Matt was an assistant coach at Smyrna High School before coming to St. Andrew’s.

Q: What made you want to coach the wrestling program?

A: Coach Matt and I have a passion for wrestling and combat sports. I coached here 4 years ago when Mr. Duffy was on sabbatical and enjoyed every minute of it. It also gives me an opportunity to connect with student athletes. Matt left Smyrna wrestling to help us rebuild our team and possibly run our program one day as head coach.

Q: How was the experience of recruiting SAS ath-letes to the program?

A: Recruiting SAS athletes was easy. Most of the student body knows and trusts me. I promised those who tried out for wrestling three things: they would have a fun time, they would get in better shape and they would learn to be mentally and physi-cally tougher. Those who came out can tell you we delivered.

Q: How has the team improved over the year?

A: The athletes who walked in the room on the first day of practice are 100% better wrestlers. For some, this was their first year wrestling. When they walked in, they did not know the difference be-tween a doormat and a wrestling mat. Through their hard work and discipline, everyone in the room is better.



Q: Who has been the biggest surprise this year, and why?

A: Wade Anthony was our biggest surprise this year. At the beginning, Wade was not winning at all. Through his hard work and dedication, he has begun to win and retain what has been taught to him in the room. He is now showing it on the mat.

Q: What are your goals for the wrestling program?

A: My goal since taking over the team has never changed. It is to rebuild our wrestling program

and provide a fun, safe atmosphere where athletes can learn what I believe to be one of the toughest sports.

Q: What do you want the SAS community to know about the wrestling program?

A: I want the community to know that all members on the wrestling team except for two are all new wrestlers. They signed up not knowing what to expect. They quickly realized the amount of hard work and discipline it takes to wrestle. They also realized we may say wrestling team, but it is only them and their opponent on the mat. I have watched victories and defeats this season, but the wrestlers have stood strong in times of challenge and con-troversy. I was able to provide them instruction but they are the ones who made this successful season a reality. I would also like the community to know I did not do this on my own, this season would not have been such a huge success without assistant coach Matt Boyles. Matt has brought so much knowledge to the room, I could not list it all, he has blended well in our small community, and all the wrestlers trust him and speak highly of him.



Intervisitation

MARGARET MURPHY ‘19
OPINION

Girls, how would you feel having the ability to visit your guy friends’ dorm rooms? Guys, how would you feel having the ability to visit your girl friends’ dorm rooms? Intervisitation is a system that many boarding schools use to allow girls to visit boys in their rooms and vice versa. The purpose of intervisitation is to promote healthy relationships between boys and girls. I believe that there should be more availability for girls and boys to spend time together, and the ability to visit one another’s dorm room would help to facilitate that.



I experienced how intervisitation functions at a boarding school during my freshman year when I attended a school that allowed mem-bers of the opposite sex into dorm rooms. I enjoyed going to boys’ dorms as well as having boys on my dorm. There were regu-

lated hours when intervisitation took place. It was usually from 7-8pm before study hall on weekdays and from 8-11pm on Saturdays, and a faculty member would be on duty to supervise intervisitation. Some dorms opted to have intervisitation only on specific days of the week, so the frequency of intervisitation varied from dorm to dorm depending on how often a faculty member was willing to moni-tor intervisitation and how often the dorm members wanted to have the opposite sex on their dorm.

The ability to hang out with my guy friends allowed me to deepen my friendships with them and get to know them better by hav-ing private conversations where we could be away from other people. At St. Andrew’s, we have other places around campus where boys and girls can hang out together, but when buildings and classrooms are locked, it can be difficult to find a place to do so.

There is the hesitation that intervisitation would be used as a means for “hooking up,” but the policies that doors must be open, and that every member of the opposite sex has to check in and out with the faculty member on duty when entering and leaving the dorm, ensures that intervisitation is not used in that way. Intervisitation also helps break down the stereotype that when a boy and a girl are to-gether by themselves, they must be a couple. The presence of a girl and a boy together in an open situation dismantles the stigma sur-rounding a boy and girl hanging out one on one. It normalizes having healthy connections

between the two sexes. By providing a means for boys and girls to spend quality time to-gether, we promote the development of good relationships between opposite sexes.

Intervisitation would not be a new implemen-tation at St. Andrew’s. It used to exist here and functioned well. However, it slowly faded away over the years, decreasing in frequency and existence until it was forgotten and no longer was a part of St. Andrew’s. Sra. Davila remembers the following about intervisita-tion during her time here at St. Andrew’s: “I remember vividly having the opportunity to visit boys’ dorm with adult supervision back in the early 80’s. We did homework together or played a card game. This experience helped me to embrace and be better prepared for co-ed dorms in the college world. It wasn’t awkward and it was truly normal to hang out in a room of the opposite sex down the hall from my dorm room. We had healthy conver-sations and it was always nice to run into each other on a large campus and the conversation could flow and not seem awkward. I highly support it!”

As much as I love our school, intervisitation is one of the aspects of my old school that I miss and do not have a substitute for here at St. Andrew’s. While I understand that St. An-drew’s is different from other schools and has changed dramatically from the school it used to be, I believe that if implemented correctly, intervisitation could be a positive addition to our school.



The Cardinal

Seniors’ College Essays: A Look Into the College Process



Lian Bourret ‘18

_____ *University encourages students to extend learning beyond the traditional classroom by taking advantage of hands-on learning through service, research, internships, and studying abroad. Describe an experience that transformed the way you view the world and how this perspective prepares you for _____.*

In 7th grade, my gym class was ushered into the swimming pool room. Believing it was a drill, our class joked around and complained about the room’s humidity. In a few hours, we would soon learn that one of the deadliest school shootings had occurred ten minutes away from our school.

We often hear these kinds of tragic stories on the news, but our distance allows us to feel only momentary grief and shortly forget about it. In this case, the Sandy Hook shooting never left our minds. For weeks afterward, we held campaigns to increase gun control, held 5k runs to raise money for the cho-

sen non-profits of families who lost loved ones, and our town reopened a shut-down school building for the Sandy Hook students while their school was undergoing repairs. The distance that had desensitized us from other tragedies was eradicated. Some of my friends had even babysat for children who were killed. My teachers were friends with the Sandy Hook staff members. Even today, we still hold 5ks and put up decorations to remember those lost. I’ve realized it’s vital to see that these tragedies aren’t just affecting faceless numbers, but humans with friends and families.

I’m ready to study at _____, not only because I’m academically

prepared, but because I understand the importance of keeping in mind the human side of each issue. Whether it’s the Rohingya crisis or China’s control of Tibet, it’s necessary to remember you are not solely studying politics, but issues involving real people.



Elisa Davila ‘18

Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

At only nine years old, I was first asked the question, “What are you?” I wasn’t sure how to respond, or frankly what the question meant, so I said, “Well, I guess I’m a girl from Virginia.” The girl who initially asked me seemed unsatisfied with my response so she asked me again, “No, like what are you?” I responded the same way I did before, so she laughed and walked away, clearly disappointed with my answer. The confusion that began to overtake my mind was incomprehensible. I was asked who I was, and I responded truthfully, but to this girl, it wasn’t enough. Being only nine years old, and vulnerable to the opinions of others, made me hate my skin because I discovered being brown will always separate me from the majority. The combination of my dark skin and long wavy hair causes confusion amongst most because I don’t look like the stereotypical Hispanic. Instead, many people assume that I am multiracial, or of full African descent. The question, “What are you,” has allowed me to discover who I am through a long process of becoming comfortable with my dark skin and the opinions of others. But, this comfort and love for myself came after a long journey of self-hate because of my constant desire to fit in with those around me. Starting at only

nine years old, I had to face reality and come to terms that being brown will force me to undergo hardships that the majority will never experience.

When I was growing up, my parents sent my sisters and me to a predominately white school, so for nine years I was used to being excluded and constantly misidentified by both my classmates and teachers. Being the one brown girl in my grade, and one of the few in the entire school, I quickly became accustomed to other people’s misapprehensions. Both teachers and students would commonly mistake me for African-American, or multiracial. So, I wasn’t only being misidentified by my peers but also by teachers and other adults in my school. Going to school in this intense and exclusive environment forced me to hate my skin because I wasn’t looked at the same way my other classmates were, but instead, it always brought me back to the first time I was asked, “What are you?” This became a recurring question in my mind because I wasn’t sure where I stood or who I was because to that girl, my initial answer wasn’t good enough. It caused me to lose sight of my heritage and background because I was caught up in wanting to become something I wasn’t.

Being asked “what are you,” at such a young age forced me to eventually come to terms with who I am. The girl who first asked me this was curious to know who I was, but when I answered truthfully, it wasn’t good enough for her. Now that I attend St. Andrew’s, I am part of a more diverse community that accepts all people no matter how they identify. But, even here, this question continues to follow me, along with the common mistake of thinking I’m black when I identify as a completely different race. I have struggled with coming to terms with who I am but now I can easily say that I’m Puerto Rican and I strongly identify with the LatinX community. I’ve experienced different forms of exclusion and maltreatment simply because of who I am. But from this all, I’ve learned more about myself from others’ oblivion. Without these hardships, I would’ve continued chasing the idea of becoming someone I’m not, instead of accepting who I am.



Brando Leggott ‘18

Promptless

As a nine-year-old, I was wholeheartedly invested in the pursuit of the natural world. I wanted to find all the mushrooms in my backyard, identify all the butterflies in the garden, and climb every tree. Every day was a new adventure for me, an opportunity to see something new. As I grew older, I slowly began to grow out of this childish view of nature and into the view of a mature naturalist. I learned the calls of the birds and understood the intricate workings of fungal reproduction, but I had also lost something. I found that as I grew older, I grew increasingly disconnected from the natural world; I became increasingly more invested in my studies and less so in the pursuit of all things wild and wonderful. I woke up early and went on long, reflective walks, but I no longer felt excited to see the Louisiana Waterthrush do its dance or to sit and watch an ant go about its business for a few hours.

While I had lost this “sense of wonder” as Rachel Carson once termed it, I found that I could rekindle that spirit within myself by helping children find it for the first time. There is a certain allure to teaching children about nature that lies not in the gratification of teaching, but rather in seeing children have these moments of wonder, which have helped me to remember what it was like to be a curious nine-year-old and the view of nature as a vast, unexplored world.

During my summers I work as a camp coun-

selor at a small camp in Capon Bridge, West Virginia with children ages seven to ten. I teach them about pond ecosystems and fungi while singing folk songs and taking alone time to appreciate the world that surrounds us. The job is often busy and stressful, but the brief moments of awe when campers discover something new make it all worthwhile. When a Hackberry Emperor lands on a child and finally opens up its wings to reveal all those brilliant shades of brown, it’s the gasps of



excitement and the wide, awestruck eyes that help me find my way back to my own childhood. Children have something that so many of us have lost in transitioning into adulthood: a genuine excitement to see something new. Looking into those unabashedly excited eyes, I can see a glimpse into my past and feel that same excitement.

I teach with a dream that through teaching children not only will they never lose that

excitement, but that I will also be able to find myself surrounded once more by that unknown paradise of nature. Everyone and everything is in constant motion, now more than ever, going from one task to the next, and as life goes on it becomes increasingly difficult to stop for a moment to admire one’s surroundings. What I aspire to give the generation after me is an unbreakable sense of wonder so that they might never lose what I did and forever be able to take time to admire the intricacy of a single blade of grass. Having a mentor to help in guiding them toward a lasting sense of wonder is invaluable in the process, and something that I longed for as a child. I strive so that they might have this incalculably valuable gift and keep nature with them wherever their journey goes. Somewhere along my journey I lost my sense of wonder, but there is hope for me yet. Every day I am able to teach children about nature, I come closer to rediscovering it. Just by being around their curious eyes, I am filled with optimism for the future. Through teaching, I wholeheartedly believe that I will someday be able to look on with amazement to see the deer grazing in my backyard and rekindle my sense of wonder.



Flu

IRIS HWANG '20
SCHOOL NEWS

Over the winter, this school had turned into a Petri dish of disease, swirling the flu around the campus and claiming 47 confirmed victims.

The influenza rate spiked tremendously this year at St. Andrew’s. Last winter, 3% of our school body was confirmed to have the flu (1 student). This winter, the number rose to 15.6%. (47 students) “Confirmed” is the key word in this analysis. 75 students were evaluated but not confirmed because the health center ran out of flu swabs for the first time.

Mrs. Rickolt, the School’s Director of Health Services,, believes that the sudden spike of flu among our student body was due to all of us coming back from spring break. How closely we live to one another only amplified this spike. We eat together, we sleep close to each other, and we touch the same doorknobs, dishes, and trays.

This made the spread almost inevitable. However, it could have actually been a lot worse. A lot of credit is due to the Health Center making the decision to quarantine people and send them home.



This was actually a peak year for the flu in Delaware and not just SAS. Interestingly, although most of Delaware had Influenza A rather than B, we had a pretty split number of A and B. Influenza A’s proteins

change and reassemble, so it is different every year. B, on the other hand, is the same virus year to year. You can get both--like one unfortunate senior who got both A and B.

When having flu, although some people could barely move and couldn’t sit up by themselves, others were remarkably fine (like me). Having the vaccine was very helpful. Although I still got the flu, I wasn’t riddled with illness and got to spend most of my quarantine watching New Girl and scaring pigeons from my window. Mrs. Rickolt stated that “a greater percentage of kids without vaccine were worse off than the ones who did have the vaccine].” Something to consider for next winter’s flu season.



Why Emma Gonzalez Should Be Your New Favorite Person

RILEY BAKER '21
PERSONAL ESSAY

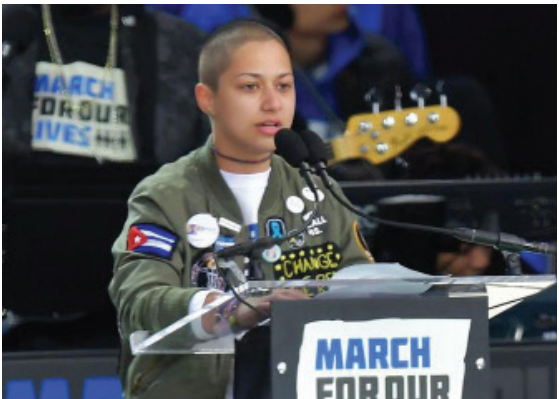
For anyone who didn’t attend the March for Our Lives this past Saturday, a plethora of talented speakers, ranging from the Parkland shooting survivors, students from inner-city Chicago who have experienced gun violence first hand, and even MLK’s granddaughter took the stage to speak out against American gun laws. The program had apparently decided to save the best for last, however, as thunderous applause erupted down Pennsylvania Avenue as Emma Gonzalez took the stage. “Six minutes and about 20 seconds,” she begins, silence falling over the crowd. “In a little over six minutes, 17 of our friends were taken from us, fifteen were injured, and everyone, absolutely everyone in the Douglas Community was forever altered.” Emma goes on for a few more minutes as she relives that horrifying day a shooter with an AR-15 walked into a high school and killed 17 people in all under seven minutes. She shares the memory of her classmates and teachers forever lost and then does something unexpected: she stops talking and stares ahead into the crowd, tears rolling down her face.

As the face of student-led movement, Emma is a senior at Marjory Stoneman Douglas High School, mostly known for having a badass buzzcut and delivering a viral speech, calling BS on the NRA and any politician who accepts money from them. Since then, the phrase “We Call

BS” has been printed on numerous buttons, posters, and any kind of paraphernalia advocating for stricter gun laws in America. Multiple posters at the march featured hand drawn or magazine cut-out pictures of Emma Gonzalez, most of them stating that they “stand with Emma”. The high school senior has also appeared on the cover of Time Magazine along with other Parkland shooting survivors and has been compared to a modern day Joan of Arc. As the president of her school’s GSA, she has spoken out about integrating the conversations about gun control with LGBT issues, as she draws her inspiration for many of her speeches from trans activist, Sylvia Rivera. She proudly honors her Cuban-American heritage by wearing a jacket with a patched Cuban flag during her speech. And if that isn’t enough to convince you right away to be Emma’s #1 fan, then maybe the end of her empowering speech will.

Emma’s uncomfortable silence at the march prompts people to start the chant “never again” as it rolls through the crowd. For over four minutes, Emma Gonzalez sits silent as stone, an immovable force staring ahead into the estimated 800,000+ crowd of people gathered. Finally a timer goes off. “Since the time that I came out here,” Emma starts again, “It has been six minutes and twenty seconds. The shooter has ceased shooting and will

soon abandon his rifle, blend in with the students as they escape, and walk free for an hour before arrest. Fight for your lives until it’s someone else’s job.” And with that, Emma Gonzalez exits the stage as the crowd of people cry and scream their support.



Learning Through Silence

LILA FELDMANN '20
PERSONAL ESSAY

The Cardinal

St. Andrew’s leans left. Now I do not mean this physically as I have not looked at the way each building actually leans, but rather, St. Andrew’s students tend to be Democratic. I’ve come to realize that in majority-Democratic communities, we tend to skim over Republican approaches to government and ideas.

Here at SAS, we constantly claim that we support everyone around us. For the most part, I believe this to be true. The amount of support that each member of this community receives is absolutely phenomenal. Things like the workshops from the student diversity committee have made sure that students are always supporting different endeavors. When it comes to politics, however, we can often be judgmental and unwelcoming. I have heard from several people around campus that Republicans often feel the need to hide as they, as Nicole Saridakis put it, “feel attacked because of [their] viewpoints”. In response to these feelings and concerns, the Young Republicans Club was re-created. I attended the first meeting to observe how Republican students come together in a majority Democratic community.

Led by Ruth Lunsford and Nicole Saridakis, the club was moderate and well organized. They approached people’s beliefs with a sense of safety and security by letting everyone know that, as JT Meyer believes, “this is a place where you can have discussions and disagree with people without feeling like, you’re going to be attacked or shot down”. The meeting kicked off with a

thought-provoking video about why America is not the greatest country in the world. This was a productive way to create comfortable controversy among the members and give them something to discuss. The depth of conversation achieved in a 20-minute period was impressive. Students openly discussed their feelings about being a minority group at St. Andrew’s. They brought up multiple instances of their feelings of discrimination and the need to hide in this community. The club is really working towards never having to feel like this again. It was amazing to see how the students embraced the mentality that, as Gus Richards stated, “you should have no fear of the idea that your view will not be supported”. The club was run with a resounding sense of maturity.

In addition to their well-structured discussion, the YRC did a great job of including different perspectives. Though I am not a Republican, I felt welcomed to observe and listen in on the meeting. It was eye-opening to be able to get a new perspective on issues that I had never considered. These issues included the separation of Democratic and Republican ideas at our school. The YRC’s inclusivity and flexibility of perspectives is one that the St. Andrew’s community could benefit from. St. Andrew’s as a whole could benefit greatly from observing and accepting Republican’s perspectives. I, for one, stayed silent during the meeting and found it very interesting to hear how other people approached the problems that I am interested in. It made me realize how closed off I have been by solely look-

ing at Democratic solutions to problems. I think each student and faculty member in our school should attend at least one YRC meeting. We could all benefit from 30 minutes of sitting in silence, listening to different solutions to the problems we see in our world. I think that we will all find that we have closed ourselves off from many ideas simply because we do not agree with the person who represents them.



Caption Contest

JACOB ZIMMERMAN '19

Please send your best captions for this cartoon to Jacob Zimmerman! (jzimmerman@standrews-de.org)
The top three winners will appear in the next issue.



SAS FUN ZONE

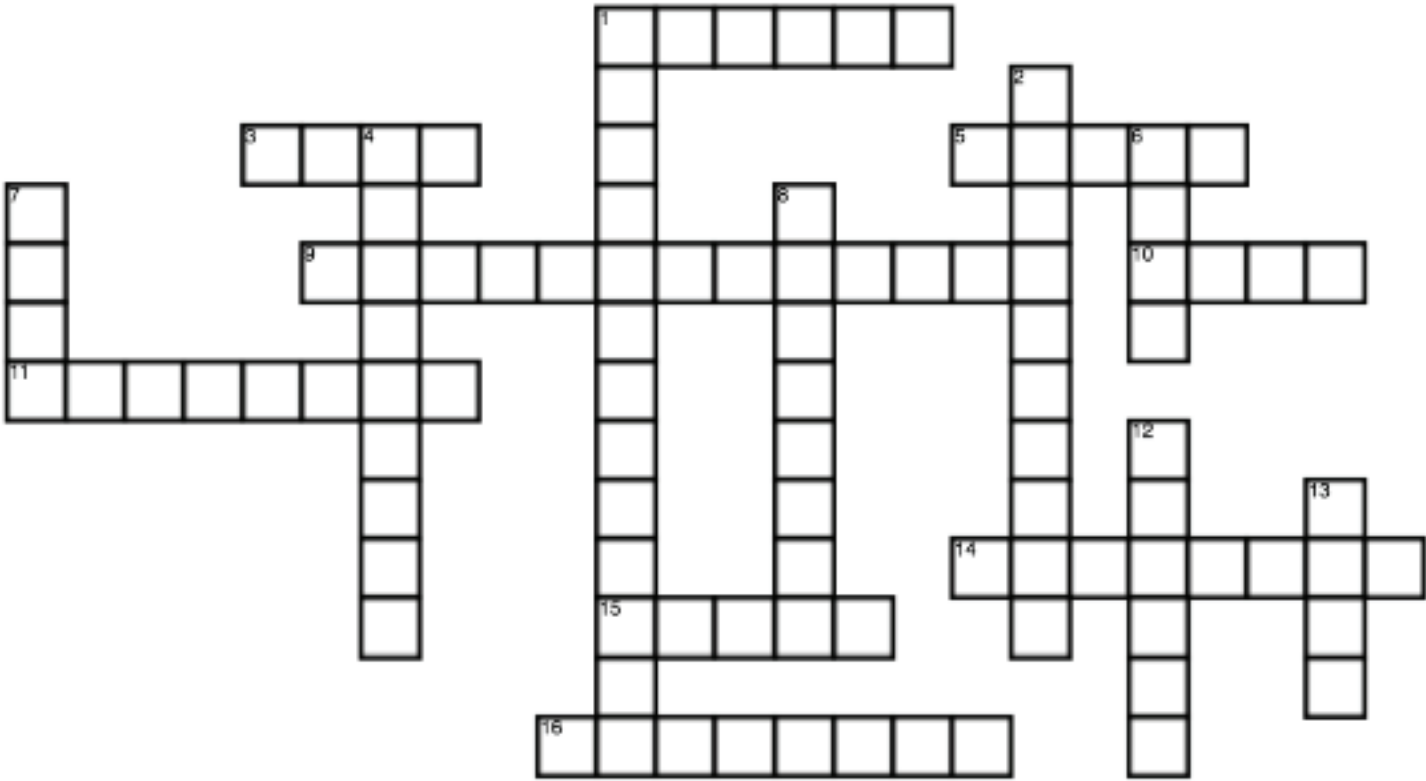
BALTHASAR '18

A Few Jokes

- A farmer is milking his cow and as he is milking, a fly comes along and flies into the cow’s ear. A little bit later, the farmer notices the fly in the milk. The farmer says, “Hmph. In one ear, out the udder.”
- A group of chess enthusiasts checked into a hotel and were standing in the lobby discussing their recent tournament victories. After about an hour the manager came out of the office and asked them to disperse. “But why?” they asked as they moved off. “Because,” he said, “I can’t stand chess nuts boasting in an open foyer,”
- There was a man who entered a pun contest. He sent in ten different puns, in the hope that at least one of the puns would win. Unfortunately, no pun in ten did.

Crossword

Same rules apply as last time! No looking things up, it’s still an honor code violation. I’m in close with Will Grey, I’ll sick em’ on you, don’t think I won’t. Also, if you want a cool prize, leave your completed crossword puzzle on table 21 a week after the newspaper comes out at 10pm. Please show your work.



ACROSS

- 1 Joe Cool is the alter ego of this character
3 Title of a male beaver
5 Bits in a byte
9 This lifeboat capsized on January 27th, 1883 while going in for the rescue of Amiral Prinz Adalbert
10 Name of Jackie Piper's playmate
11 Album released by My Bloody Valentine on November 4th, 1991
14 Joan Kelly Horn served one term in the US House of Representatives representing this state
15 Last name of the top Goalscorer for the 1950 Czechoslovak First League in football
16 Language that english borrowed the word "soy" from

DOWN

- 1 Fear of dependence on others
2 Members of the genus: Potamotherium are part of the clade....
4 This