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Editor's Letter

NOAH KATES '21

Dear St. Andrew's Family,

Will school at SAS ever feel normal again? As COVID-19 continues to inflict seemingly insurmountable harm across the world, many of us are left reflecting on the simple pleasures we took for granted before, such as going to the supermarket, life without masks, and basic human interaction. Many of us worried if we would even return to St. Andrew's this year. Yet, thanks to the extensive planning of the faculty and incredible Health Center staff, this community has been able to come together again, slowly but surely.

This year, however, life on campus is extremely different. Instead of family-style meals in the dining hall, students eat on the front lawn under tents or within designated social distancing circles. Teachers also have to get creative with classes, navigating technical troubles, and instructing a hybrid of in-person and virtual students. Further, all-school gatherings such as chapel and school

meetings are online. Lastly, dorm life also encountered significant changes. Students are assigned individual cohorts in each dorm--a group of students with whom they spend most of their time. Cohorts are only allowed bathroom usage at the same time and visitation solely within each other's rooms. We are all unaccustomed to these rules. Yet, they have shown me, more than ever, the power of this community. Although everyone is working to adapt to these new normalities, we are working together.

In this new reality, where it's easy for virtual and in-person students to become disconnected, it's more important than ever for their voices to be heard. The Cardinal serves to help bridge this line of communication, providing students a platform to voice their insightful perspectives through written work, while they are unable to do so in person. The writing in these pages aims to invite communication amongst the student body and the entire St. Andrew's community in

these times of COVID-19. The other editors--Riley, Christine, and Teddy--and I hope to highlight student voices while relating articles and topics to life at St. Andrew's. To accomplish this goal, the Environmental Stewards will have a recurring column within The Cardinal and valuable leaders of the school, providing their insights. Within this issue, our writers discuss a broad range of topics from friendships amidst political disagreement from Jun Choi, to the question of Zoom class efficacy from Micayla Kates, to name a few.

On behalf of the editors, we would like to thank Mr. Torrey for his valuable guidance and the writers' thoughtful contributions and hard work. In the future, we always welcome more voices to be heard.

Thank you,
Noah Kates '21

HAVE AN OPINION?

WRITE ABOUT IT.

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TEAM TODAY!



Ginsburg and Scalia: Finding Friendship and Respect Amidst Political Differences

JUN CHOI '22

In light of the late honorable Justice Ruth Bader Ginsburg's passing from complications of cancer at the age of 87, it's worth noting that the last Supreme Court justice to pass away during an election year was Justice Antonin Scalia in February 2016. In the last four years, this country has lost arguably two of its most influential Supreme Court Justices ever appointed. While the pair's names are often brought up as fierce legal opponents and rivals in the court, the two actually considered each other to be "best buddies". This is perplexing, as the pair could not have disagreed more on issues.

Their differences are evidently exhibited in the 1996 landmark case of *United States v. Virginia*, which granted women the right to apply and attend the Virginia Military Institute. Here, the professional relationship fused by mutual respect between Justice Ginsburg and Scalia comes into light. The court had voted in an overwhelming 7-1 favor of the majority that the VMI had violated the 14th Amendment's Equal Protection Clause, with Justice Scalia writing the lone dissent. According to a Washington Post article by Irin Carmon, co-author of "Notorious RBG: The Life and Times of Ruth Bader Ginsburg", Justice Ginsburg later recalled that Scalia had personally delivered a copy of his dissenting opinion to her, and while "he absolutely ruined my weekend...my opinion is ever so much better because of his stinging dissent". The pair's friendship was attestment to the importance of respect for differing political opinions. In a sense, their frequent disagreements only strengthened the quality of opinions and precedents published during their tenure on the court.

In addition, their relationship also flourished outside of the courthouse. In a Washington Post opinion article written by Eugene Scalia, he recalls the family tradition of spending multiple New Year's

Eve celebrations with the Ginsburg family. While this may come as a surprise to many, in a 60 Minutes interview with Lesley Stahl in 2008, Scalia stated, "I attack ideas. I don't attack people. I know some really good people with really bad ideas." And for these reasons, Scalia and Ginsburg's quarrels never extended beyond the legal field, which was the cornerstone of their firm friendship. When Justice Ginsburg's husband Martin D. Ginsburg passed away in 2010, Scalia was seen shedding tears at the announcement and funeral. And when Justice Scalia passed away in 2016, Justice Ginsburg gave a lengthy eulogy that detailed their unlikely friendship and her utmost respect for him as her colleague and "best buddy".



But what can we learn from this unlikely story of two highly influential Supreme Court Justices? Well, first, it requires us to ask ourselves - how did we become exposed to such a world of politics? For many, the answer may be through parents, friends, or social media. For me, my first introduction to politics was during the 2016 presidential election. Needless to say, the debates in 2016 weren't much different than the most recent presidential debate that the entire nation witnessed between President Trump and Joe Biden. If someone's first introduction to the complicated and messy world of politics was through either of these debates, the only possible conclusion would've been that Republicans hate Democrats and vice versa.

Social media wasn't much help either, as ad hominem (personal) attacks quickly replaced the roles of evidence or logical reasoning in argumentation. Everybody had an opinion but fought with a sense of hatred that threatened to further divide our polarized society. But this is the uncomfortable truth - not everybody will agree or be prepared to open their ears for a civil discussion. But what does this mean for us, for our generation?

A recent July 2020 study by the Cato Institute, a non-profit, non-partisan Think Tank based in Washington D.C., found that nearly 62% of Americans across both party lines had political opinions they were afraid to share with friends, family, or co-workers due to fear of social rejection and/or ostracization. Being involved in politics also requires a certain level of maturity that should require the toleration and respect of the opinions of others.

Most recently, Joe Biden's campaign announced the withdrawal of all negative advertisements regarding President Trump after he had tested positive for COVID-19. In a separate tweet, former President Barack Obama said, "...let's remember that we're all Americans... We're all human beings. And we want everybody to be healthy, no matter our party." This exhibited display of maturity and tolerance shows that at the end of the day, some things in life are bigger than politics. Just like how Justices Ginsburg and Scalia set aside their differences at the New Year's Eve dinner table, it's time for our generation to set aside our mental barricades to opposing opinions and respectfully embrace disagreement in the name of bipartisan progress. Trust me, it's possible to be friends with someone who you may completely disagree with politically. Just read about Justice Ginsburg and Scalia.



Exclusive Clothing: Is it Expression or Privilege?

LOIS LEE '22

As I began packing my clothes for school, I found myself preoccupied with choosing outfits that seemed identical to those of other girls in my grade. Although we try to associate clothing choices with personal style at St. Andrew's, the all-consuming presence of TikTok, VSCO, and Instagram on ages both young and old, throughout quarantine has created a different connotation of clothing and accessories beyond individual fashion. Fashion is now a tool to judge students' socio-economic status, and there seems to be a prevalent but unspoken truth to it that we seem to want to hide. Unfortunately, the St. Andrew's dress code inadvertently supports this display. There is nothing that refrains a student from buying a shirt that costs several hundred dollars as long as it falls within the recommended "3-5 button-down shirts." However, a 500-dollar jacket or shirt creates an unconscious and unintentional circle of exclusion. While we are surrounded by a diverse

student body from many cultures and geographical locations, each with a unique personality that contributes to our community, I have to concede that there may be a desire for acceptance through assimilation. Certain luxury staples make it quite clear who belongs in the circle of those who can afford high-end fashion and who cannot. Golden Goose sneakers, LoveShackFancy skirts, Roller Rabbit pjs, or Van Cleef necklaces, each of these items indicates an overt message about socio-economic status. When I interviewed a few St. Andreans on the notion of uniformity, and the prevalence of certain high-end clothing and its ramifications, one interviewee mentioned: "Coming from a working-class family, I do think that it's sad when I can't afford certain clothing. But a bigger question is how do we bring in diversity and expression, but also make sure that one's freedom of clothing doesn't boast one's wealth and privilege? Like when someone wears Zimmerman, how do we

know that it's for their self-expression and not because they want to appease a certain social environment and boast?" Another interviewee, Micayla Kates '22, agreed that there should be freedom to wear whatever one wants, as long as one does it for themselves and not for any ostentatious reason. The pattern of want for conformity could lead to unconscious, toxic emotions that don't match our school's mission statement to create a "vibrant and diverse community." This culture of connecting one's popularity or wealth to a piece of clothing will routinely perpetuate debates due to the inevitable argument that fashion represents our freedom to express ourselves. Therefore, it falls on us to ensure that our dress choices do not create a status competition. As Mr. Roach repeatedly mentioned during our school meetings that we are the future, we - the students- can put aside toxic trends and fashion conformity to seek uniqueness and authenticity in our identity and our clothing.



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The President of the Ginger Affinity Group: An Exposé

RHETT EDENS '21

From the first day of his Freshman year, Hayden Messina's hair has been a mystery to us all. His infamous hair, a messianic carmine red, seems too distinctive to be real. He holds the high title of the Co-President of the Ginger Affinity Group, (GAG) and it is integral to the ethos of St. Andrew's that this title goes to only the most deserving candidates. This begs the question: Is Hayden's hair truly red?

In my exhaustive search for childhood photos, statements from relatives, and a genealogical analysis of recessive genes, I have discovered that Hayden is either a true ginger or has been dyeing his hair for years. A confidential informant (Oliver Firmenich) provided a baby picture (below) in which the accused has unmistakably red hair. In my interview with Hayden's roommate, Noah Kates, I asked if he had seen any hair dye in the

room. Noah replied "None. But that doesn't mean there isn't any." Hayden declined to comment. With all of this information in mind, I, as a journalist, can only conclude that this matter will remain a mystery to us all.



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The Cardinal

Life on Venus? It’s a Maybe

ADELE AUCHINCLOSS ‘23

For millennia, Venus was considered Earth’s twin. Humans thought, due to the similarities in size, Venus was another Earth, yet, when NASA began to explore Venus in the 1960s, it became apparent that the golden planet was full of horrors. With temperatures around 850°F, monstrous volcanoes, and scorched surfaces, the planet seems uninhabitable. However, thanks to a recent discovery made by astronomers, Venus may be similar to Earth in one crucial way: the presence of life. In the clouds of Venus, these astronomers discovered the presence of phosphine gas, a gas made up of one prosperous atom bonded to three hydrogen atoms. There are several known ways that this gas is formed, such as through volcanic eruptions or lightning. On Earth however, the main indicator of this gas is life. Scientists have discovered this gas in penguin guts and feces. A smaller group of astronomers in the group--whose primary focus was designing models--tested out the various ways that phosphine gas may have been created, and concluded that lightning or volcanic eruptions did not create energy for the amount of phosphine gas that was discovered. One of the astronomers, Dr. Emily Drabek

Maunder, came to a Zoom session led by Dr. Hyde a few weeks ago and spoke to St. Andrew’s students about the team’s discovery. It’s more likely that there is an unknown process on Venus that creates phosphine gas, according to Maunder and her team, but it is still possible that life is the cause. The discovery of phosphine gas is only the first step of many in determining whether life is, in fact, on Venus, or whether it is another unknown process. Dr. Drabek Maunder gave an idea of what the next steps that astronomers would take. There are two different processes that the astronomers will follow: a short term plan and a long term one. In the short term, the scientists will continue to monitor Venus and look for the gas using different telescopes to confirm its existence. Long term, scientists will work on designing a more complex spacecraft with the ability to go to Venus and study the gas from the planet itself. The spacecraft is a complex design challenge, due to the treacherous nature of Venus. Historically, spacecraft that have been able to descend onto the surface of the planet have survived from tens of minutes to a couple of hours, according to Dr. Drabek Maunder. The spacecraft, once designed, will

be tasked with collecting samples. However, if life truly exists in some form on Venus, how will human beings interact with this new life form? Our moral and ethical obligations will be fascinating questions posed if a new life form is discovered. I talked to Dr. Hyde about her perspective on the moral and ethical conundrum. “All life is worthy of protection,” she said. Dr. Hyde expressed concern that either humans would be harmful to the organism, or that the organism would be harmful to us. In addition, humans evolved over millions of years, and it is likely that if organisms do live in the clouds of Venus, they would be small bacteria. Should we observe from afar and allow the extraterrestrial life to evolve? While the discovery of phosphine gas on Venus may indicate the presence of life, it seems more likely to be a natural process that does not occur on Earth. However, while life may not exist on Venus, many questions remain about how phosphine gas came to be in its clouds. If there is another cause, then the possibility of life elsewhere and its implications remain an unanswered question.



Socks for Dinner

HELEN HEUER ‘23

When you think of environmental pollution, your mind most likely goes to single-use plastic, oil spills, and car exhaust. These are indeed having large and insidious effects on our planet but there is something else just as harmful that you might not be aware of. Here’s a hint: it’s in your closet. Fashion production not only pollutes waterways with chemicals and microfibers but is also a huge drain on freshwater supplies. In fact, it can take up to 20,000 liters of water to produce a single kilogram of cotton. According to Stephen Leahy, of The Guardian, “85% of the daily water needs of the entire population of India would be covered by the water being used to grow cotton in the country. 100 million people in India do not have access to drinking water.” This means that roughly 85 million people could have access to clean drinking water if it weren’t for cotton production. The effects of this unsustainable industry may not directly impact you, but it is causing dramatic changes around the world, and studies have shown that clothing consumption in the US alone has nearly doubled since the year 2000. Microfibers, which are tiny pieces of plastic and fabric shed by synthetic clothing, are released from discarded fabric in the ocean, where they are ingested by small aquatic creatures, who are then eaten by larger creatures that humans eat. Do you want to eat part of, say, somebody’s old sock? Probably not.

So what can you do to reduce your share of environmental destruction? Luckily, there is a lot! One large difference can be buying your clothing second hand. Thrift stores and consignment shops are great places to visit. And remember to donate any of the clothing (in good condition) you don’t wear anymore. That piece will end up with an appreciative new owner, instead of a landfill. You can even visit the STACC, run by Mrs. Honsel, right on campus. Another large change you can make is to limit or refrain from shopping at places such as H&M, Fashion Nova, and even brands popularized by Tik Tok like Shein. While their low-cost and stylish clothing may seem ideal, these “fast fashion” brands make a huge profit by manufacturing poor quality clothing in large, wasteful factories that are known for their incredibly poor treatment of workers. Not only is it an ethical problem, but the shipping and manufacturing are having a serious effect on the planet on which we depend. In conclusion, the fashion industry’s destructive impact on our Earth is a real problem, but you can do your part to take action right now. Support the Environmental Stewards in our effort to raise awareness about this issue and cut down on clothing waste here at Saint Andrews. And remember to ask Mrs. Honsel when it is possible to visit the STACC!



The Virtual Learning Experience for International Students

TRACY YUAN '22

As our school eased into virtual learning this March, international students faced two choices--to go home or to stay in the States. Whichever one they picked, the semester was inarguably unique for them in terms of academic, social, and extracurricular experiences. Students who decided to fly back home, including I, saw our SAS experience transform in several significant ways.

A time difference, which can be as large as 13 hours, posed special challenges. Even with the shorter four-hour schedule, many students still stay up until well after midnight to participate in synchronous learning. While asynchronous learning was and still is an option, fifth-former Yoyo Cao, who currently lives in China, pointed out in our interview that “class discussions and bouncing my ideas off my peers is what make SAS special” to explain why she was willingly to participate in zoom classes despite various sacrifices that come along. That being said, smooth zoom classes can be a luxury. For me, the 8000-mile distance between China and the States created heavy lags on zoom that made speaking up in a discussion without cutting some classmate off nearly impossible. The challenge is not only an academic one, but also a social one which manifested in two ways. First of all, international students had to decide between sleep and active involvement in activities, including school and club

meetings. Those who chose sleep argued for a healthy lifestyle, and those who chose activities valued opportunities to be with their peers. Both have pros and cons, and finding a balance was not easy. In addition, international students need to adjust their family time now that they live under the same roof but almost in two different time zones as their parents and siblings. Personally, feeling only half-involved in both SAS activities and family matters gave me a heavy fear of missing out—not to mention the constant switching between languages that made my Chinese too rusty for my family and my English too rusty for school.

Despite these hurdles, most international students are able to improve the situation through active communication with other members of the community, whether this be their teachers, advisor, dorm parent, or club leaders. My teachers were happy to schedule one-on-one conversations with me to discuss my concerns as well as ideas I couldn't express in class due to technical difficulties. Once my advisors, dorm parents, and club leaders learned of me and my peers' situation, they started to hold functions at times that won't interfere with our sleep schedule. Some clubs even put together meetings around topics that allowed international students to bring in their unique perspective from abroad.

Our school is a special community in

that we care deeply about each other. While most of us are now on campus, a group of international students are still studying from home. Let us keep them in mind, secure a supportive and inclusive environment for them, and continue to show the power of our community.



Do Zoom Classes Really Work?

MICAYLA KATES '22

Over the past few months, the world of learning has dramatically shifted into the realm of Online Education. This drastic shift in education raises the question is; Do Zoom Classes Really Work? You might find yourself getting easily distracted- yawning while staring at the screen, notifications going off, anxious for the meeting to end. Yet you might not realize how effective online learning truly is. Yes, teenagers are impatient and easily unengaged. So when you put two and two together, a teen and a screen, the possibilities are endless (in the bad way). With any form of learning there will always be restrictions, yet with zoom classes there are so many pros to our world of education.

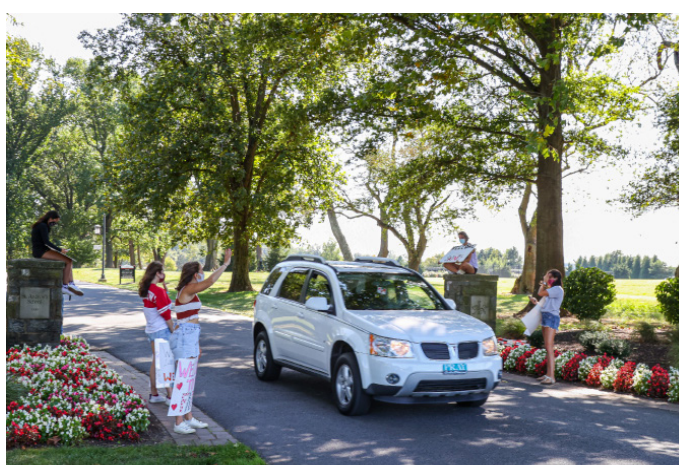
In my experience, online learning has its weaknesses but also many strengths. Virtual class slows down the pace of learning a bit and allows students to hone in on their individual learning. This change of pace enables one to expand independently and advance to thinking more maturely. However, despite its many advantages, online class also has many disadvantages. Keeping highschool students engaged can be difficult, and through a screen it is even harder. I commend our teachers for trying their utmost best and allowing us to transition easily into zoom learning. In online classes, I have learned to employ more of an open-mindset, and have gained a refreshing perspective of how to have effective conversations in class. With much of the success and efficiency zoom classes had throughout the past couple of months, it brings me to question the permanence of online learning. Zoom has revolutionized the realm of education, letting a student learn anywhere, anytime. We have seen the impacts online learning has had on our community being able to rejoin again. Without the ability to learn through the screen, the growth of our intelligence would not be at the same place it is to-

day. The World Economic Forum states that “Some research shows that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom”. The effectiveness of zoom seems to be positive in terms of how much the students learn and remember. I believe that we retain more material through zoom because you are forced to closely listen to the screen right in front of you. It is also seen that it takes “40-60% less time to learn” on zoom because of the ability to work at your own pace and work more independently. This is absolutely groundbreaking in the education system, as statistics are proving that online learning is beneficial. Our world is advancing towards a technological empire, and it is quite daunting.

I asked three students and a teacher some questions about the effectiveness of zoom classes. We delved into the pros and cons of learning through a screen and how it is different from in-person learning. When asked for her opinion on virtual learning, Lois Lee '22 stated that “Zoom classes are not as effective as in-person learning. Although zoom is very versatile it is harder to focus. Having lots of tabs open and social media at the touch of a button, creates a large distraction.” Lois brings up how with all the possibilities online learning has to offer, the distractions undermine the effectiveness of online class. Marie Ueda '21, states how the ability to mute yourself, acts to segregate the class discussion. Marie says, “No one really likes to talk on zoom. Silence is definitely more apparent than it would be in a normal class setting”. This idea of being able to mute oneself, gives students a tool to not be engaged in the class, rather than a flowing conversation with everyone's attention. Yet with every new technological substitute, there are advantages and disadvantages. Luna Armstrong '22

describes these “good and bad qualities”. She identifies how the length of each zoom class prevents the same level of in depth discussion that in-person classes have. She says, “In our 80 minute in-person classes, we were able to be fully engaged and unpack so much, and within our 50 minute online classes it is hard to achieve the same”. With the difficulty of communication through the screen and shorter time periods, online class hinders our thinking process. Yet despite these disadvantages, if we had any longer classes online it would cause great fatigue and diminishment in students' energy. Luna describes how “You can feel your eyes, and your head starts to hurt from staring at the screen.” However, St. Andrew's does a good job at teaching us what we need to learn given the restriction. English teacher, Ms. Ewald, comments “Online classes are definitely a different teaching experience than teaching in person. Participation is more difficult on the students' end since it's more difficult to tell when someone has something they want to say. On the positive side, the challenges of virtual classes have also led to great moments of collaboration and constructive feedback, and I feel lucky to have students who are so adaptable and eager to learn regardless of the circumstances!” Overall, the concept of Zoom learning is one of much potential, yet does not match the powerful in-person interaction our community has at the table.

This time is a learning experience for us all. It is important to embody an open-mindset and brace all that is new and different, with open arms. Although online learning might be different, we are all so lucky to be able to learn through such a difficult and confusing time. Thank you St. Andrew's teachers for spreading your wisdom with such patience and grace.



The First Three Weeks

Hunter Melton'22

The Cardinal

The first day at a new school has the potential to be a lot of different things — an adventure, an opportunity, a crucible. To me it meant hovering my mouse nervously over a blue link on a white page, gathering the courage to press click. On the other side of that link there were strangers I'd yet to meet with names I hadn't learned. It's hard to imagine now, because then I couldn't imagine it. Those zoom squares were empty in my mind and the class curriculum nonexistent. It was up to me to fill them. I only had to make one click, and then suddenly all of it would exist. I would be plunged into a crowd of strangers all gathered in an unfamiliar place, learning unfamiliar things taught by an unfamiliar teacher.

But how else was I supposed to meet them?

An online curriculum doesn't make the first day of school any more or less jittery. Sure, a few terms may be switched around. It's your canvas account you can't forget, not your textbook. Collared shirts became pajamas (that was actually pretty nice), and the term "desk" becomes rather loose.

I dreaded each class, only to be pleasantly surprised by capable teachers, friendly classmates, and engaging subject matter. More than that, I didn't need to feel down about being uncomfortable during zoom discussions, because ev-

everyone was uncomfortable. We were all learning the ropes of this new format. I was unexpectedly given a grace period to harmonize with the class dynamic and make my voice heard.

But the more familiar my classes became, the clearer it was that they made up only a fraction of the St. Andrew's experience. Classes become a school when they're filled with students. Students who can interact and grow together. There were no students in those zoom classes, just questions, answers, and little squares. Everything else was lost along the way. And what about when class was over? St. Andrew's is a place that prides itself on its student community. There exists a cohesion among students that transcends classes, usually finding its way onto the front lawn. But it's hard to talk with people that live hundreds of miles away, and even hard to throw a frisbee to them. So after classes ended each day I was forced to sit and wait — not just for the next round of classes, but also for the day when I could finally encounter that true St. Andrew's experience.

That was when I truly became miserable, but in a very good way. My fear of St. Andrew's had shifted into anticipation. And beyond my virtual interactions, I couldn't help but want more. For every student I'd met, there must've been a dozen I hadn't. And the one's I

had grown acquainted with I knew only in a classroom setting. If I talked to one of my peers, it almost always was academically related. And though that might be an important form of acquaintance, it was a very shallow one as well.

It was only when I arrived on campus that I finally realized what St. Andrew's was to me as a new student. It's still a mystery, that can't be helped — I don't know what I'm going to do or who I'm going to meet. I don't know what sort of friends I'm going to have or what memories I'm going to make, only that they're out there, somewhere. And it's high time I stopped sitting behind a screen and started looking for them.



SAS Photography Club Contest Winners



Gabriel Day O’Connell ‘24



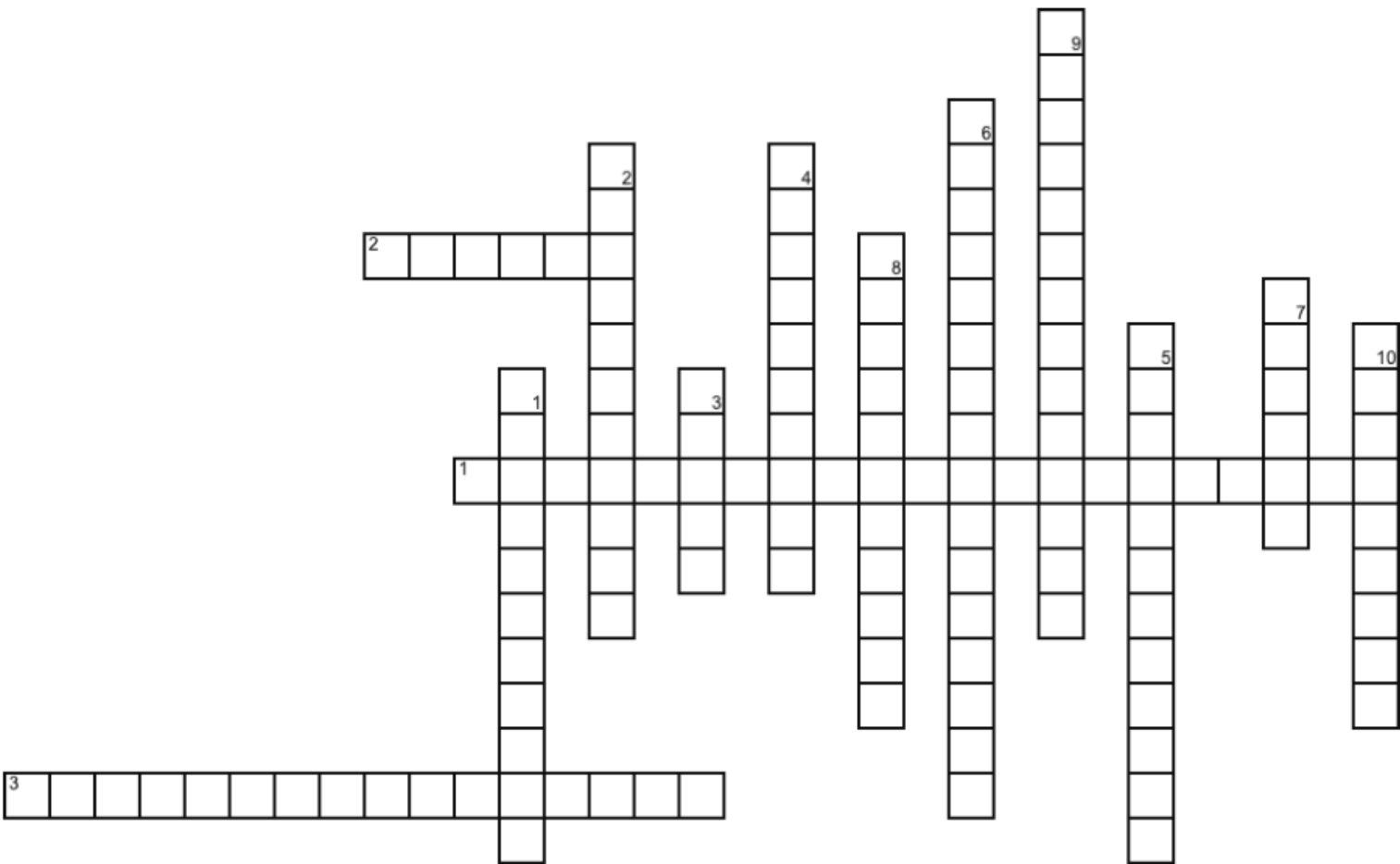
Sherry Qui ‘22



Marvi Ali ‘21



SAS Fall Crossword



- Across:**
- 1. Elite SAS instagram account
 - 2. thx lol
 - 3. Only team spared from Friday 5ks
- Down:**
- 1. SAGE’s favorite side dish
 - 2. Living room included, of course
 - 3. Best deals you’ll ever get
 - 4. #1 sightseeing attraction of the front lawn
 - 5. Ever heard of John Mayer? No? Me either
 - 6. The lost art of waking up at 8:17
 - 7. Camera off, mic off
 - 8. At least we’re supporting one local business...
 - 9. Contest for who can shove their stuff under their bed most effectively
 - 10. #stopSNEAKERingaround

