



# THE CARDINAL



ST. ANDREW'S SCHOOL, MIDDLETOWN, DELAWARE

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Photo courtesy of Elsa McLean '14.

*Snow? Or powdered  $H_2SO_4$ ? No way of knowing.*

## The Feminine Critique of Girls in Science at St. Andrew's

KIRSTIN ANDERSON '14

Why are people (outside of SAS) so surprised when I tell them I plan to major in engineering in college? Yes I like science...and yes I am a blonde...and yes I am a girl. Seriously though, what is up with the gender divide in physics and chemistry? The national average of women in engineering is around 20% and even here at SAS the percentages aren't good.

Even now, when there are actually more students taking science (if you include the students taking two sciences as two separate people) than there are kids in the school, girls remain under-represented in AS Physics and AS Chemistry. There are twenty-one students enrolled in AS Physics— only five of them are girls. In other words, not even a quarter of AS physics students are girls. This is actually about on par with the national average of female undergraduate physics majors and slightly above that of engineers. In AS Chemistry there are only two girls in a class of eight. And in recent history (6 years, give or take a couple), there has only ever been one girl in computer programming each year.

Noticing a trend yet? Oh, but isn't SAS so diverse and welcoming? It's true— we are. I hate to get serious here for a moment but, in many high schools, girls can actually get harassed just for wanting to enter a STEM (Science, Technology, Engineering, and Math) field. In fact, some statistics report that 40% of women report being discouraged from pursuing their respective science major. Mind you, "discouraged" is vague and probably covers anything from sexual harassment to having a boring teacher, but still, 40% isn't anything to laugh at. So thank goodness there isn't any sexual harassment of girls just trying to study physics or computer programming here at SAS. But really though, why are the statistics so skewed like this? Moriah Richardson remarks that "the struggle is real— it is normally easier to find guys to ask questions about homework because there just aren't that many girls in AS Physics."

Now flash to AS Biology. My class (I'm not actually sure about the other section) has ten students and only three boys. Duh, bio is clearly a "girl science". I should hope that you consider this last sentence to be a gross stereotype. When I asked a person why he thinks so few girls take AS Physics, he just shrugs and replies, "Because they're girls". How can any class be labeled as either a subject for girls or a subject for boys? Sexist much? While the other bio class is pretty evenly split, this just shows that even trying to associate a specific class with a certain gender creates an untrue stereotype and might even play a role in how students choose classes.

Humanities is a class of 16 people with only 3 guys— this is even smaller than the percentage of

*Continued on page 3*

HAVE AN OPINION?

WRITE ABOUT IT.

## The Cardinal



### Editors-in-Chief

Elsa McLean '14  
Alex McIlvaine '14  
Sam Fox '14

### Senior Editors

Mollie Gillespie '14  
Megan Hasse '14  
Lucy Slack '14

### Contributors

Mary Kelly  
Kirstin Anderson '14  
Clara Lee '14  
Moni Deb '15  
Chris Gsell '15  
Cindy Jung '15  
Andy Kwon '15  
Jessica Millar '16

### Grammar Police

Mollie Gillespie '14  
Ellen Copper '14

### Mr. Boss

Will Robinson '97

Send submissions to  
sfox@standrews-de.org,  
amcilvaine@standrews-  
de.org, or emclean@stan-  
drews-de.org



## Ghosts at SAS:

### Resurrected Stories of the Local Supernatural

Moni Deb '15

Do you ever walk through Founders Hall during the late evening and feel a strong urge to quicken your pace because you feel as though something from the dark and ominous corners of the building might grab hold of you? Or you can't help but sprint across the Front Lawn, when the sun starts to go down, because you feel like something malicious is going to engulf you? Maybe you notice the eerie feeling in the library, on occasion, when you feel like someone just walked past you, only to find you are alone in that area? Well ... it seems that what your eyes can't see, your subconscious mind feels and most certainly fears. Here are just a few stories:

Ladies and gentlemen, I first present to you a sweet boy named Elmo from back in the 70s or 80s. He lived on Fleming...and died there. He thought it would be interesting to prank his friends by pretending that he had committed suicide, by hanging himself. The result? Success in terrifying his friends. With his twisted sense of humor, he wanted to show exactly how he made it look so realistic, using a pipe and a tie; upon doing it a second time, he unfortunately snapped his neck, truly hanging himself. The headmaster, himself, had to take Elmo's cold, swinging body down from the boys' room. To this day, Elmo roams around and walks the halls of Founders at night, mostly seen in the Dining Hall at midnight and sometimes in the library. So when you feel those eyes watching you, maybe something really is there.

Ask Mr. Brown, who knows many paranormal stories relating to St. Andrew's on campus. On year during Christmas break, a teacher had been on duty closing all the Founders doors. He mysteriously, and quite frighteningly, saw a pair of red, glowing eyes staring at him from the second or third floor of the library. But of course all the good little children should have been sent home already, so who could still be lingering? Could it have been Elmo... or another ghost?

Another rumored ghost is one of a boy who had hung himself in the library, though when is unclear. About 20 years later or so, on the anniversary of his death, a faculty member was closing all the dorms for Thanksgiving break, starting with Baum (closest to the Library). When he got to the last room on Fleming (across the Library) the faculty member looked into the library to suddenly see glowing red eyes and after 5 seconds all the lights on the library side of Founders turned on! As this faculty member ran over to the Library to see what was happening, he found that all the lights had turned off again. Eerie, isn't it?

Mr. Childer's apartment has a ghost that he has not yet seen. Though, there have been previous faculty members who have lived in that apartment and have had to move out because of feeling someone pressing down on their chest and shaking their bed, when trying to sleep. The Schmolze common room used to be a bedroom for that apartment, and if you feel an extra presence, it's because you're not alone. Another story you may hear is of the faculty child that had drowned in Noxontown Pond, which is precisely why our water front rules are so strict. Where she roams, nobody knows, but when you meet her you'll feel her misery. Yet another female ghost is the sweet Native American girl that runs around the library's ground floor. Haven't you ever wondered what those small thumps around the room were, looked up only to find yourself completely alone ... unless you weren't. Seeing her is a rare treat, but many night-guards have reported seeing a strange little girl running around the Front Lawn. Who, oh who could she be? Behold, the legends of St. Andrew's phantoms.

## The Cardinal

## Interview with Ms. Crowley

CLARA LEE '14

I had the joy of interviewing Ms. Katherine Crowley during her duty on M dorm one night. She is from Salem, Massachusetts and has recently graduated from University of Virginia, majoring in American Studies and History with concentrations on Literature and Human Rights. Among many laughs in which she tried to deny her participation in Secret Societies, she had these things to say:

Q: What do you think are the similarities and differences between UVA and SAS?

UVA and SAS both seem to treasure education. Both institutions care about the balance; they care about the balance between work, sports, socializing and caring for one other.

Q: I heard you were involved in UVA Sororities?

I was in fact involved in a Sorority called "ZTA." We were involved in many activities ranging from doing a 5k race to raise money for the breast cancer center and making study groups for younger underprivileged students in the neighborhood. It was an amazing experience since it felt like a microcosm of the larger school community.

Q: What do you think makes SAS special?

I would definitely emphasize the trust and ethos that the St. Andrew's community seems to embody. The faculty and students are so understanding of each other and seem to form a very close-knit community.

Q: I heard you were not an English major in the first place...

Well actually I was not, to be honest. I was an American Studies and History Major. But I was always passionate about English and the interdisciplinary approach of it. I think that reading and writing are the two most important things to learn, not only because they are crucial skills to have in life but also because they are the best ways to portray your thought processes.

Q: Tell me an interesting fact about yourself .

There are so many but here are some that I can think of on the top of my head. I can JUGGLE. I learned when I was 11. When I was a freshman in high school, I was in an independent movie that showed in our nearby theater, so that was exciting. I have an older brother and I taught swimming lessons to babies.



PLEASE RECYCLE THIS ISSUE OF  
THE CARDINAL.

# DEBATE OF THE ISSUE

**Should Chapel be mandatory:** This issue's debate concerns whether Sunday morning chapel should be required for all students, a topic debated in many sophomore religion classes.

## POINT

Andy Kwon '15

As more and more Episcopal high schools around the nation have abandoned their mandatory chapel services, St. Andrew's now faces a similar choice of whether to continue its required Sunday services. One of the most commonly heard objections is that many students who are not of the Christian faith are forced to sit reluctantly every Sunday morning for an hour when they could be using their time more efficiently and enjoyably. But, why do we have to sit begrudgingly through chapel just because we are not Christian? The school's mission statement says, "our students and faculty live in a residential community founded on ethical principles and Christian beliefs." Regardless of our faith, everyone has something to learn from the homilies and readings that emphasize the fundamental values of Christianity, including love for others, modesty, and honesty. Even if we do find something disagreeable, this provides us with a great opportunity to develop a better understanding of different traditions.

Moreover, chapel is a time for us to reflect. It is quite easy to become so engrossed in the hectic life at St. Andrew's that we solely focus on the less important aspects of life, such as receiving an A on an English paper or scoring a hat trick in a soccer game. However, by gathering the whole school together and spending an hour on Sunday morning immersed in tranquility, we are granted an opportunity to think about the larger world around us and what we truly need to value in our lives.

I understand that having to wake up early and dress in uncomfortable classroom dress then sit through an hour of chapel every week can become very obnoxious. However, the goal of St. Andrew's is much more complex and profound than simply being smart, athletic, or artistic. For this to happen, it is essential that we maintain our mandatory chapel services, and next time, why don't you try opening your eyes to gain something valuable?

*Girls in Science, from the Front Page*

girls in AS Physics. So all you guys out there, why didn't you take humanities? Don't like writing? Think English is boring? See a combined course of English and history as your worst nightmare? Or maybe you just didn't want to have so many doubles? Anyways, I'm assuming you didn't avoid the class because you knew that it would be a class of girls...or at least didn't avoid it for this reason consciously. Or maybe you did— I'm not going to judge you. Lots of people claim that girls are just better at writing and boys are better at math, but is this really true? Does the whole X versus Y chromosome thing have a correlation with verbal versus mathematical skills? Maybe, but maybe not. It doesn't matter either way, classes should not be ruled out on the basis of it being a "girl" class or a "boy" class. Why would someone be insulted when told that he seemed like someone who would take bio instead of physics? Talk about buying into sexist stereotypes. Do cultural influences play a role in all this? Well all the pictures and blurbs in Amos about famous scientists are all about white men...It seems like even the cultural atmosphere regarding women scientists here in SAS needs some help. There are plenty of famous scientists who aren't white men, like Marie Curie and Jane Goodall.

So all you juniors getting ready to choose classes for next year, don't follow the trends. There is no reason why girls can't take AS Physics and guys can't take Humanities.

## COUNTERPOINT

Cindy Jung '15

The topic of whether chapel should be mandatory often pertains only to Sunday services, which are longer and as most would agree, more tedious and sleep inducing than the Wednesday ones. Going to bed every Saturday knowing that we need to dress up and sit in chapel for an hour can be suffocating, even to the most pious St. Andreans. As nice as it sounds to say that SAS students will come to respect and even enjoy chapel services someday, in reality it has settled into our boarding school lives as a nuisance that we would rather deal with than risk a CI for skipping. In fact, although I can't speak for all religious affiliations, atheist students could end up becoming averse to the idea of faith from a young age after four years of mandatory chapel, just as kids who grew up in the strictest Catholic households start disliking religion in general as adults. Ironically, the good intention in requiring everyone to attend the services backfires. It is hard to discern that students complain because they interpret the message of "mandatory" in a negative or even rebellious way, not just because of the obvious reasons.

But the notion of mandatory chapel can best be refuted in an ideological perspective that invokes the freedom of religion. For a school that champions human rights for all and encourages diversity of thought, punishing students for not attending chapel service contradicts the values that St. Andrew's thrives on. This is especially true since the Eucharistic prayer, as many of my peers in Mr. G's class last year would have agreed, is very cookie-cutter and inflexible for the varying beliefs that each community member holds. Of course, the school claims that the purpose of chapel is not to convert or proselytize but to promote unity by gathering everyone regularly. However, mandating chapel service not only infringes on our freedom to believe but also takes away our ability to use our time and space as we wish. What if some students reflect better in complete solitude, or prefer to meditate in smaller areas? What if they need to say prayers or thoughts out loud?

One of the most common rebuttals against my argument that everyone's prayer needs should be accommodated is this: since we voluntarily enrolled in an Episcopal school, knowing beforehand that chapel service is required, we have no choice but to comply. But if we stretch this reasoning to the logical extreme, it would be to say that this school does not welcome any change. Saying that chapel should be mandatory because it has always been that way sends out the message that St. Andrew's does not need to constantly challenge and reevaluate the status quo. It is unfortunate that conversations about reforming the dress code (the creation of haycock is a classic example, since classroom dress used to be worn the entire school year many years ago), the school culture, and so on are all promoted, while voices against changing the chapel system are often shushed.



# Around Campus

## The Science Behind Extra Time: Why it's not an issue of fairness

MARY KELLY

One morning in the fall of 1981, Martha Farrell sat down to take the New York State architectural licensing exam, a 12-hour test requiring candidates to design an entire building in a day, for the seventh time. Martha had received her degree in architecture ten years earlier after five years of grueling classes, summer work and many late nights spent alone at her drafting board, but to date she had been unable to pass the examination that officially licenses architects and allows them to work independently. Several hours in, the building lost power and the room was only dimly illuminated by emergency lighting. The candidates were informed that they would be given back any time they lost during the blackout. Martha chose to work through it, and in the end, was able to spend an extra two hours on her design. After 14 hours of drafting, revising, and repeatedly checking for errors, she passed the exam.

Since that time architectural licensing exams, like many standardized exams, have begun to accommodate individuals requiring extra time. This shift towards recognizing differences in the way we process, organize and produce information has come as a result of extensive work and research in the fields of psychology, psychiatry, neuroscience and education. When I set out to write about learning differences, I consulted with Dr. Diane Kirk, who informed me that 20% of our population struggles with some form of dyslexia (defined as on-going difficulty with reading), and 3-7% of school aged children have ADHD. Despite the established prevalence of learning differences, the stigmas associated with them - that they are not objectively diagnosable, that they are "excuses" or that they signify substandard intelligence - have persisted.

Standardized testing is, as stated last month's *Cardinal*, "a measurement of what one can accomplish within the parameters given, including time." The same could be said of any timed assessment, including those administered internally at St. Andrew's. But the argument that granting extra time somehow gives an unfair advantage to students with such accommodations is in direct conflict with the established knowledge that students with learning differences process, understand and produce at a slower rate. If their scores are to truly reflect their ability, granting them an extension of time is a necessary step towards ensuring this goal. Three studies dating back to the 1980's and 1990's established that students with learning differences do not perform as well as their peers on timed exams, but when given extra time (between half and double the allotted time) on assessments such as the SAT, their performance improves considerably. The same is not true for their peers who did not have learning differences; for these students, extended time resulted in no significant improvement.<sup>1</sup>

LEARNING DIFFERENCES MUST  
STOP BEING FRAMED AS ISSUE  
OF ETHICS OR "FAIRNESS".

The "Debate of the Issue" column on extra time in the last publication of *The Cardinal* was inherently problematic in its treatment of extra time as a topic that should be "debated." Learning differences and the need for extra time must stop being framed as issues of ethics or "fairness." They are issues of science, of learning, of pedagogy. Some may think, based on anecdotal evidence, conversations with peers and the sensationalist, one-sided pieces that pop up in mainstream media ("ADHD Drug Abuse Rises on College Campuses!" or "Does Loophole Give Rich Kids More Time on the SAT?") that they can speak with some level of authority on this topic. However, the actual experts are people who have extensive training in fields such as psychology, psychiatry and neuroscience, and who have dedicated their lives and careers to enabling students who work and learn in unconventional ways to grow and thrive in traditional learning environments.

Dr. Kirk gave me a particularly compelling example of how quickly brain research has grown in the past decade; she cited work by Dr. Shaywitz, expert on learning differences at Yale University, who have used MRI to provide physical evidence of these differences. They have collected a wealth of brain imaging that shows "an underactivation of neural systems in the back of the brain" when adults and children with dyslexia are reading.<sup>2</sup> Unfortu-

<sup>1</sup> Smith, Joseph F. & Runyan, M. Kay. "How Private Secondary Schools Can Meet Their Obligations To Accommodate Students With Specific Learning Disabilities." *Western New England Law Review*, 17(77), 83.

<sup>2</sup> Shaywitz, S. (2008) *Overcoming Dyslexia*. New York: Random House.

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## A Grounded Opinion on Movies

MEGAN HASSE '14

For once, I did not feel completely disgusting after paying 17 dollars for a movie. 3D and IMAX were made for *Gravity*. Normally, I find 3D to be redundant and gimmicky, and it makes my eyes hurt. In *Gravity*, the cinematography is stunning, but I'll admit that the vast void of space needs some depth on the screen. 3D, you win this one.

Let me just go ahead and bring Stanley Kubrick's *2001: A Space Odyssey* into play because there's no way to review *Gravity* without paying homage to *2001*, the mother of all space films. Director Alfonso Cuarón does not seem too weighed down by Kubrick's precedent, although there is one heavy-handed shot of Sandra Bullock curled up like a fetus, reminiscent of the final montage in *2001*. Ultimately, though, Cuarón and cinematographer Emmanuel Lubezki are less fascinated by the spectacle of spacecraft and more focused on the interior lives of their actors.

Our characters are astronauts—rookie Ryan (Sandra Bullock) and the seasoned Matt (George Clooney). They are both at work on a space shuttle when a missile/satellite collision causes a chain reaction that shoots shrapnel into high-speed orbit, destroying their shuttle and cutting off their communication with Earth (I failed physics, so I'll take their word for it). Un-tethered, their mission is to make their way back to the International Space Station and eventually to Earth.

For having only a cast of two and some inanimate objects to provide the action, *Gravity* is grip-your-armrests thrilling. Be that as it may, I did not hyperventilate nearly as much as Ms. Bullock. Her breathing is in close competition with the sappy soundtrack to win the Most Irritating and Overdone prize.

Which brings me to my main issues with *Gravity*. Don't get me wrong, I really liked this movie—it shocked and amazed me. But I wasn't invested in the character of Ryan just because her daughter died. This was all the information we got, which I felt cheapened the tragedy. Emotionally, *Gravity* was as flat as the vast expanse of space. If only 3D could add some depth to a script.

Secondly, I was annoyed that Bullock had to play damsel in distress for the entirety of the film. I'm sick of seeing women in movies that are ineffectual, sniveling, and utterly dependent on males for help. But Megan, you say, stop being so sensitive! This movie is about stuff exploding, not feminism! You, my friend, need a wake up call. It's time for me to sit you down in front of the TV so you can watch the entire body of Katherine Heigl's work as an actress. Then you'll understand my anger. You will have had a taste of the prevailing and problematic norm of female characters that are weak, and realize that there are a vast number of actresses that are complicit in this paradigm by taking on these roles.

But back to stuff exploding. You can't really go wrong with that.

My endorsement is a positive one. I've never seen a movie like this before. I don't know if it's a game-changer, but it has certainly taken CGI to new heights. The film is also a success because it plumbs new depths in our fears about isolation and death. On the still-mysterious frontier of space, the human spirit is tested again and again. It only goes to show that our capacity for triumph is limitless. 

## What Ruffles Mollie's Feathers

Mollie Gillespie '14

*UPDATE: The issue outlined in this article has been addressed by the administration, and from now on no emails to Student Center will be modified. Also all students can now view the history of any Student Center email.*

I originally intended to write this article about a bicycle-oriented form of kleptomania that plagues St. Andreans, affecting mental health levels of both the students suffering from this compulsion and their victims, but I just couldn't contain my rage until the next issue of the Cardinal was published, so I turned to Student Center to vent my frustrations. True, I could just invest in a bike lock, but I'd rather invest in reconstructing the culture of trust I knew in the days of yore.

That's all beside the point now, because my email was censored. Not deleted, but revised without my consent. The change was minor enough that I thought I might be insane. "Surely," I thought naïvely, "they couldn't just change an email from me without my permission." I remained convinced that I was experiencing early-onset Alzheimer's until I consulted several peers who had seen the email in its original form. They confirmed that I was not, in fact, delusional. My message had been altered. This is how I stumbled into the strange and secretive underbelly of FirstClass.

I want to stress that the actual change made was not the cause of my indignation. This particular change was hardly drastic, which does make me question all the more why it was necessary. It's more the principle of the matter. I am absolutely not comfortable with being edited without my consultation or consent if "From Mollie Gillespie" will still be stamped across the subject line. From a student account, there's no way to know which emails have been modified or by whom. We can't view the history of emails in the student center. Now as to which is the cause and which is the effect, it's hard to say. Label me a conspiracy theorist, but I have a hunch that maybe our lack of permission might be so that we can't see when a message has been modified, or even forwarded. Loophole: you can view your own emails history when opened from your mailbox. Still, I don't see the harm in letting us know who's read what.

That's just the tip of the iceberg when it comes to FirstClass permissions, though. I have a whole list of demands. I want to mark things as unread, for example. It would still be shown as read in the history, but that red flag would be useful in keeping track of important emails. So why is it banned? One teacher speculated, "Mark as Unread is controlled via the same switch as Mark as Read. Because we wanted to ensure that students were actually reading messages, the latter feature was disabled." Understandable, but still frustrating given the presence of the "Next Unread" button. If anyone can claim to have never abused said button, I would like to meet you and shake your hand, because personally, I've ignored a solid 95% of the emails in the Community Center, and at least 50% from Student Center.

Speaking of Student Center, I want to be able to unsend emails, in case something winds up in there by mistake. Woe betide the student who forgets to select "reply sender." From the youngest freshman, who sends an email to Student Center that was meant for her parents (you'll get the hang of FirstClass someday) to the eldest senior that accidentally informs his peers of sensitive and private information about his college process, the opportunities for cyber humiliation are endless. All this could be solved with one simple permission: to unsend. Some conferences grant students this permission, but the Student Center does not.

Strangest of all, the Student Center doesn't even allow me to see what permissions students are granted in the Student Center. "View permissions" is met by an error message. The irony of the matter is that Student Center seems to be the one place where students are allowed the least amount of freedom on the entire client.

I'm tired of being treated like a second class citizen on the FirstClass client. I demand an end to these secretive email adjustments. I demand unsend and view history buttons. I want permissions! Until then, I have changed the name of the Student Center icon on my FirstClass desktop to the far more apt "Students Censored" in protest of just one of the many discrepancies in permissions that serve to oppress me on a daily basis. If you couldn't tell, St. Andrew's FirstClass really ruffles my feathers. 

## Interview with the SAS Night Guards

CHRIS GSELL '15

It's 9 p.m., Officer Wayne and Officer Charlotte are just arriving on campus, ready for their nightly routine. At about 10:30 p.m., Officer Wayne patrols the campus, clearing buildings for the nightly lock-up. He makes sure to check all the mag-lock doors of the buildings, then he walks through, making sure nothing is leaking or broken. While Officer Wayne makes his rounds, Officer Charlotte keeps watch from the guardhouse. Through the night, these two officers will routinely switch roles, with one patrolling either on foot, by bike, or in a car, and the other one watching for outsiders at the guardhouse. By 7 a.m., Officer Wayne and Officer Charlotte end their workday and head home for their daytime snooze.

This is the typical workday routine of Officer Wayne and Officer Charlotte whom I had the privilege of interviewing. Sitting down with the two of them, I realized how much I, and presumably most other St. Andrew's students, did not know about campus security, specifically, night security. To find the truths of this shady sector of the school, I sought the wisdom and the firsthand experience of the late night guards themselves. Through our conversations, I realized the duty of a night officer is multi-dimensional and much deeper than what I first imagined.

Considered the most basic aspect of their job, every night Officers Wayne and Charlotte patrol the campus to make sure nothing goes wrong. For example: recently, there was a leak in Forbes theater during the night and it was Officer Charlotte's job to report the incident and contact Facilities as soon as possible. And if any swimmers were here last year, you will remember how cold the practice was after Thanksgiving – am I right? Well, the weekend before that practice, when we were at home preparing to return to campus, the furnace broke and the temperature in the aquatics center and in the pool water chilled to uncomfortable levels. As night guards, Officer Charlotte and Officer Wayne look out for malfunctions like these through all of the buildings. To put in perspective the importance of these audits, even during Hurricane Sandy, Officer Wayne and Charlotte continued to check the buildings. As mentioned before, while one officer patrols, the other one stays in the guardhouse. Often times, outsiders come on the school property thinking it's public property. In fact, recently, someone drove onto campus thinking it was a park – at night. If for some reason these innocent drivers were replaced with hostile ones, the officers would try to defuse the situation and, if all else failed, call the police.

Surprisingly, staying in the guardhouse is the hardest part of the job for the officers. The always-present enemy of sleep is especially apparent in the guardhouse. Often times, the officers only notice accidental dozing by the passing of a song on the radio, the change in time on their clocks, and, for Officer Wayne, the unexpected skip in his audio books. For night officers, these accidental snoozes are unavoidable, but still embarrassing in their own right. Each officer has his or her way of staying awake. For example, Officer Charlotte patrols the campus on foot or by bike when she feels she's on the verge of a siesta.

But these work hours cause more conflict than the occasional nap. On a more serious note, the hours make having other responsibilities in life difficult. Each officer has his or her own story but each one recognizes the difficulty. For Officer Wayne, his responsibilities are towards his family. His wife works but doesn't drive a car and his child goes to school but needs a ride. With these restrictions in mind, Officer Wayne comes back from work at 7 a.m. and at 9 o'clock, drives his wife to work and his child to school. Then, he takes his daytime doze and wakes up at around 6 p.m., just in time to retrieve his wife and his child. The cycle begins again when he goes to work a few hours later at 9. Officer Wayne repeats this workday four days per week. His weekends are just as hard because he has to completely alter his internal body

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## How to Make a Good Announcement

MOLLIE GILLESPIE '14

For whatever reason, this year, people seem to be struggling with their announcements. School meeting is more bemoaned than has ever been the case during my St. Andrew's career, and announcements are often met with hostility. We've even had to make cuts to stay within the allotted time, where we once found ourselves leaving school meetings with twenty minutes to spare. In hopes that I might help to resolve this little problem, I present you with this guide.

First ask yourself these questions:

**Necessity:** Is it important that everyone hear this announcement? If starting a club, does it meet a need that no other club is currently fulfilling?

**Audibility:** Will I be audible?

**Presidents:** Would this announcement have the same effect if simply read by TJ or Eliza?

As you can see, it forms a handy acronym: NAP. Don't know if you should make an announcement? Nap on it.

If you answered yes to all of those questions, I ask you follow these five rules:

### 1. Know thyself:

If you tend to be quiet, yell extra loud. If you aren't typically a joker, don't try and be funny. If you're forgetful, write down what you need to say. People won't judge, and they probably won't notice. They will notice, though, if you waste time stammering, trying to recall the details. Example: Profe's travel announcements.

### 2. Know thy audience:

Their attention span in particular. Especially with videos, strike a balance. A 2 minute video can be hilarious. A 5 minute video can quickly get tiresome.

Example: Survivor videos – just the right length.

### 3. Be Prepared:

I would think this one would be obvious, but a lot of times people stand up and don't know what they're saying, or who will say what. Take 30 seconds to discuss before you're standing in front of the whole school, and spare us all the second hand embarrassment as well as the wasted time.

Example: Mr. Everhart's government shutdown announcements.

Well planned, well delivered.

### 4. Be Relevant:

In every respect. If what you're saying is irrelevant, don't say it. If you want to be humorous about the delivery, that's great, but make sure you stay on message. If you have a lot of information to remember, or pictures that need to be shown, a PowerPoint is a good idea. If it just says the five words you're going to be saying anyway, skip it. No matter how fun the transitions between them are, if there are only two slides then there probably shouldn't be any.

Example: Mr. Geiersbach. To the point, no frills.

### 5. Care

Arguably the easiest rule to follow. Make sure you actually care about what you're saying, and try to show it, because if you don't care, I definitely don't, and I'll be peeved that you're wasting my time. Example: Colin's Archmere announcement.

Someone who embodies all these qualities? Jaryd Jones.

With those guidelines in mind, you won't fail, and we can all make it to the School Store for a soda before 7th period. 

## Operation Smile in Rio de Janeiro

JESSICA MILLAR '16

Boarding the ten-hour plane ride was when it really hit me: this was the culmination of 3 years of preparation, leadership training, seminars, meetings, and of course fundraising. I was going to Rio de Janeiro with Operation Smile on my first medical mission! I was excited and scared and nervous at the same time. I had never been out of the country by myself and now I was going to spend ten days in an unknown country with complete strangers. Once I got on my first plane ride alone, I met the other student volunteer, Vanessa, and my chaperone. This set me at ease for the time being. After almost ten long hours of flying, we finally landed in Rio!

We settled in and immediately began to prepare with the entire team, which was composed of two student volunteers, and over forty doctors from all over the world. We unpacked and set up the hospital and the next day we began screening the patients. While this took place, Vanessa and I got to know all of the children. We learned their stories, many of which were heartbreaking. One of my favorite little kids was named Cyrone. He and his Mom, who had never been to an airport or on a plane before, had to go around their town begging for money so that they could fly them to Rio, which was three hours away from their hometown, to be able to get a free surgery from Operation Smile. They have been searching for doctors for over four years, but nobody would help them. Soon after that they heard about Operation Smile, so they got here two days early and were sleeping right outside of the hospital to make sure they would be the first ones there. In the end, Cyrone did receive a surgery and I was lucky enough to be there holding his hand when he woke up from it.

Over the next two days surgery week began and these children and adults would be getting life-changing cleft palate and cleft lip operations. As a student volunteer I was responsible for educating both the patients and their families on proper hygiene. I also was in charge of educating the parents on how to provide the best possible lifestyle within their means. But my favorite job was transporting our patients to and from their operating rooms. I saw the patients wake up from their surgeries and look at themselves in the mirror in complete awe and happiness. I then had the privilege of reuniting each of the patients to their families, which was very emotional for all of us. Many were crying with happiness, while others were shouting and joyfully praying to God because they knew their children would have a completely new life.

For many of the patients I got to know, growing up with a cleft palate or cleft lip was not only physically, but also emotionally difficult. Many people in these rural communities do not understand why or how children are born with this deformity so they are often ostracized. The doctors at Operation Smile gave these patients the gift of a smile and I am lucky to have been part of this miracle. 



302-449-0911

## Andrean Voices

Our take on *The Onion's* "American Voices"

CHRIS GSELL '15

*Front of school swing broken.*

*After a month of use, one of the two new swing is broken, allegedly due to some "horsing around". What do you think about this predicament?*

"Wait, where did Monie go?" - Jack Mihalcik

"The eco-awareness day was all a waste!" - Daniel Maguire

"And here I thought, with Hutch's Jesus-like hands, the swing would at least last longer than 40 days and 40 nights." - Preston Firestone

"Hey! We just might be able to afford a replacement as our class gift!" - Nick Mayo

"We had a swing?" - Ramsey Shindell

*St. Andrew's Got Talent debuts*

*The show, which featured student performers and guest judges, was a hit. After this very lenient first round, 10 individuals are moving on to the second round where the crowd will vote on who proceeds. What do you think about St. Andrew's Got Talent?*

"Terrell was too nice." - Spencer

"Another thing to do on those exciting Saturday nights." - Sam Cochran

"Why is everything 2 dimensional?" - Carson Long

"Let him live!" - Ben Chen

"Mrs. Taylor, you're fired." - Mr. Roach

*Caterpillar found in cafeteria lettuce*

*Zoe Scurletis '14 found an inch long caterpillar in her salad. Daniel Maguire '14 resolved the situation by disposing of the caterpillar effectively. What do you think about this incident?*

"Oh come on. It's protein." - Joel Salatin

"No, don't kill it!" - Monie Deb

"I hope she didn't waste that lettuce." - Mrs. Kemer

"Daniel, we could've smoked it over a fire!" - Colin Brownlee

"Guys ....." - Dr. McLean 

*SAT Extra Time, from page 4*

nately, a newspaper article can't possibly do justice to the wealth of ever-expanding research on this topic, and ultimately, it's time to move beyond defending the existence of learning differences and the need to accommodate them. Learning differences need to be treated much like other differences we might encounter as a community that embraces diversity; they should be discussed with utmost sensitivity and regard for the individual. We can and should strive to be better informed about these differences, and even (respectfully) ask questions about them, but this process must be free of presumption or self-interest, and be genuinely motivated by a desire to better empathize with all members of this community.

Martha Farrell (now Martha Kelly, my mother), by the way, went on to have a very successful career as an architect. She has always been known among peers for her insistence on high standards, her exacting attention to building codes and her sharp eye for anything remiss about a building's design. I still wonder, though, what might have happened if she had never been given those two extra hours. Would she have kept trying? Would she have stayed working in positions that were demoralizing and below her ability? Would she have continued to sit by while licensed architects put their names on her work simply because they had managed to finish a test within a certain time limit and she had not? To me, far more disturbing than the remote possibility that someone might outscore someone else by 10 points on the SAT because of erroneously granted extra time, is the possibility that students might be held back from the opportunities they merit, all because they were prevented from being their best selves on a test.

I would like to thank Dr. Diane Kirk for her help with this article. She supplied me with the cited article from the Western New England Law Review, as well as helpful statistics, information and feedback. 

*Night Guards, from page 5*

clock from being nocturnal to diurnal. After his last day of work for the week, Officer Wayne has to be ready to make pancakes and bacon that morning. The devotion Officer Wayne exhibits towards his family is simply amazing. From driving them every morning and afternoon, to enjoying family time over the weekend, not even this job has hindered his abilities.

While this job seems difficult in its own right, both Officer Charlotte and Officer Wayne showed deep appreciation of its benefits. Mainly, a job is a job in a tough economy, and if you have a job that you actually enjoy, then you've found the needle in the haystack. On top of that, both officers truly appreciate the school and its leadership. In fact, Officer Wayne consistently repeated, "[St. Andrew's] has been good to me." But these officers have devoted just as much to the school as the school has to them. They have repaid the school with loyalty: Officer Wayne has been here more than 10 years and Officer Charlotte more than 6.

Surprisingly, the school only supplies two, sometimes one officer per night. Keeping that in mind, I asked both officers if students were rampant every night, causing havoc for the occasional lone officer. Surprisingly, both responded that we as a student body are pretty good. Rarely do they ever catch students off dorm and in the few instances they have, the students have had explicit consent from faculty members. For the occasional, brazen students who dare testing the consequences, Officer Wayne and Officer Charlotte have to submit a report to Ms. Ramirez including the name of the student as well as a general summary of the incident. Moreover, directly after being caught, not only does the officer have to wake up Ms. Ramirez, the officer also has to call Ms. Phelan, Mr. Fritz, and your dorm parent. The last major incident where the night guards caught a student off dorm happened two years ago. Four students made their way down to the kitchen, bypassing the locked doors and the patrolling officer, Officer Charlotte. Officer Charlotte was making her usual rounds and happened to be descending the stairs of the boiler room when she saw the four with food ensnared in their hands. As soon as the four started running, Officer Charlotte bellowed, "Stop!" However, only one stopped, the other three escaped. Figuring they would be ratted out, two of the other three returned to face the consequences, figuring honesty in this situation would trump deceit with eventual repercussions. All three of the students ended up receiving major punishments. The fourth was never uncovered. Everyone kept insisting that there were only three, but Officer Charlotte knows. She saw the students with her own eyes, and there were four. By the end of the ordeal, Officer Charlotte took Ms. Ramirez down to the boiler room, showing her how the boys gained entry and where she caught them and so on. At the time, Ms. Ramirez had never been down there so Officer Charlotte showed her that the boys used hangers to bypass the locking mechanism in the alumni clothes closet. All they had to do was stick the handle side of the hanger in the crack of the door and pull such that the dead latch pulled out of the door's strike plate. You can notice now that all the doors that lead to the kitchen, including the alumni clothes closet as well as the door near the vending machine have metal plates in front of the door lock to dissuade the trespassing via hangers. And with the recent report that students have tried to break into the bell tower, the school store, and the kitchen, this security is likely to increase.

While you probably don't think about the men and women who patrol our campus at night, I challenge you to try. Their lives are just as complicated as ours, if not more so, and their job is much more layered than conventional wisdom indicates. Officer Wayne and Officer Charlotte are the engines that run this school every single day. 



# FROM THE EDITORS

## Recipe of the Issue: Quiche in a Cup

So if you want to mix it up from the last issue and go classy and have more of a meal and less of a dessert, (That is not to say you cant have dessert as a meal) Try the Quick and Easy Quiche in a Cup!

1 serving

1 egg

1 1/2 tablespoons milk

Salt

Ground black pepper

1/4 of a bagel (or similar amount of French bread, etc.)

2 teaspoons cream cheese

1/2 slice prosciutto or ham

Fresh thyme leaves or fresh chopped chives

Dijon mustard

1. Beat egg and milk together with a fork in a coffee cup, adding salt and pepper to taste. Tear bread into dime-size pieces; stir in. Add cream cheese; stir in. Tear or cut prosciutto into small pieces; add to mixture. Sprinkle with thyme.
2. Microwave on high until done, about 1 minute 10 seconds. Garnish with mustard and fresh thyme or chives.



We just made you turn your head to read this pointless sentence.

## SAVE THE DATE

2014:  
JANUARY 1-  
DECEMBER 31

An original comic by Brandon Baker '14:

Photo courtesy of the Comic Strip Club.



## FRESHMAN OF THE ISSUE:

### WENDY TAYLOR



The Cardinal's Board of Editors considers Wendy Taylor to be a considerate, lively person: a real sweetie. She fills Pell dorm with her beautiful songs and obsessive book reading, letting up whenever her roommate walks in the door. Kathryn Paton is Wendy's roommate, and they are lucky enough to be incredibly close. According to Kathryn, "Wendy may seem quiet but she is really sweet, and has a great sense of humor". All in all Wendy Taylor is a super fun freshmen, one that everyone should get to know.

## Carol Shout:

Tuesday December 17  
9:30pm  
The Dining Hall  
Bring the ruckus

## Prophecy:

Synthetic biology will be the next big thing in technology. The Cardinal's Board of Editors is calling it right now. Synthetic biology is when scientists create new bacteria by coding DNA with computers, and the technology to do this is getting cheap (think 23&Me). It might not be as big as the Internet, but maybe as big as cell phones. And hey, if we're wrong, this little blurb on the side of the back page will never be referenced by anyone ever again.