

# theHeartBeat



Cover Art: Lauren Hall '23  
Artwork sources: National Park  
Service and NASA





In the entrance to the Performing Arts Center, chairs and tables have been set up in a way that practices social distancing and makes use of many large doors to prevent the spread of the virus when classes need to meet indoors.

Photo provided by Axel de Vernou '21

## SHP's Return to Campus: The Impact on Faculty, Freshmen, and Seniors

*News - Paul Fong '23*

For both students and teachers, the return to campus has been an exciting development. Many teachers have found it easier to teach and interact with students. Students have also found it easier to learn and interact with their classmates. Mr. Bell, the Assistant Principal of Community Life, explains, "We have been planning to reopen for a long time, and now that we are finally here, executing these plans, I'm super-excited about how we've matched, either what we hoped for, or I believe exceeded it."

Many teachers have found that teaching in-person has allowed for greater classroom engagement and interaction. Ms. O'Leary, who teaches studio art, explains that being back in-person "was such a welcome feeling. I was so excited to 'meet' students that I do know pretty well on some level - but not in the usual way! I love my class so much and feel really rewarded that we could end our term somewhat in person." Ms. Beltramo, who teaches English, also explains, "It's been absolutely delightful to see the students in person and to be in an active and live community setting for our discussions of literature."

The return to campus also facilitated new teaching methods that are more engaging for students. Ms. O'Leary explains the change by saying that "Everything is different. My methods online are very much structured so I can guide more clearly, and in-person things can be more organic, and fluid. Moving forward I want to take advantage of being outside (since we have to be) by drawing and responding to nature, and making a mess with art supplies!" Similarly, Ms. Beltramo explains that "as a teacher, I can 'read' the room

better— see who's engaged, mystified, thinking, ready to speak, etc. On Zoom, this sensitivity to the 'unspoken' is more difficult." Ms. Beltramo uses "more group work so the students can re-bond with one another as they engage in smaller group discussions. [She is] also using some projects related to academic goals that invite students to work together."

Students have also experienced a new environment when returning back to school. Ms. O'Leary shares that in her class, "students were happy to be back and see one another and their artwork in person! The classes have always had an open, conversational, relaxed atmosphere and now these in-person students can get a taste of what that is like." Ms. Beltramo also notes that in her English class, "students are positively thrilled to be back together again. They are joyful and experiencing the "fun" of school more fully." Mr. Bell also explains the transition for students from Zoom to on-campus instruction: "The response of students coming back has been overwhelmingly positive because being at home and on Zoom took away the personal touch proximity that being together adds to the classroom, which can never be underestimated." He comments that there "has been an increased level in shyness or timid approach to interacting because they just haven't done it in a long time."

As students and teachers re-adjust to on-campus learning, significant efforts are being undertaken by the administration to provide a memorable conclusion to the Class of 2021's SHP experience while welcoming freshmen for their first time. Mr. Bell notes that "for the freshman

Class of 2024, other than their orientation in August, which was only 90 minutes on campus, and week zero for another 90 minutes," they have not spent any time on the SHP campus. "That has only been 180 minutes on campus their entire freshman year, and there are only a little under 80 days until graduation."

Mr. Bell also shares how the community life experiences have changed from previous years. For example, sports and Spirit Week will operate differently due to COVID restrictions. It is currently not possible to have large school gatherings and events, which means many events will have to be witnessed digitally. Additionally, Mr. Bell says that seniors have really little time left, which is motivating the school to provide them with traditional activities before they leave SHP. For example, seniors can spend time on the senior patio during 90 minute blocks with small clusters of friends. In addition, three different dates for Kairos have been established where seniors will spend their weekend on campus from 9:00am to 8:00pm to replicate the experience from previous years.

While freshmen are adapting to a new structure for their Sacred Heart education and the administration is working with seniors to provide them with the traditions that have always defined their last year, teachers are working hard to re-adapt their classes ways that build community and uphold the four pillars. In this way, students and teachers will be able to exit the school year with a feeling of stability and normalcy which is difficult to replicate in a Zoom classroom.



# SHP Athletics Innovate to Provide a Spring Season

*News - Makena Tom '24*

With 70% of students participating in at least one athletic program, and the rest of the Sacred Heart community participating as spectators, the athletic department has been challenged to find creative approaches to this year's sports competitions and practices.

Some may be surprised to learn that a number of students have been active on campus with strength, conditioning and athletic performance sessions since summer of 2020, during the pandemic lockdown. But rest assured—athletic training sessions were compliant with the guidelines for youth sports set up by the California Department of Public Health (CDPH) and the San Mateo County Department of Health. However, since school began in August, on-campus participation has increased and an average of 200-300 SHP students have come to campus a couple of times per week for “co-curricular sessions” such as cycling and strength training. However, throughout this time, there have been very limited official SHP sports team programs and practices with the exception of occasional team meetings between coaches and players to stay connected over Zoom.

It wasn't until early February 2021 that the on-campus sports training and programs started up, beginning with cross country practice. “On my first day of cross country practice, it felt unreal seeing everyone in person again, and I loved having all the support from my coaches, teammates, and parents,” said Madelyn Brouchoud, a member of the Junior Varsity cross country team. The start of football, girls' golf, girls' tennis, and boys'/girls' water polo all followed in late February and early March. On March 6th, the first ever Cross-Country meet held on campus took place with a smaller number of competitors that allowed the team to experience its first meet in over a year and a half.

On the 8th, the initial girls' golf match was held, and the first girls' tennis match took place the next day. Water polo and football contests followed later in the week. “I've been on campus

throughout the pandemic and what thrills me the most by far is having students present after nearly a year of our beautiful campus looking more like a ‘ghost town’ than an incredible institution of learning both inside and outside the classroom,” says Mr. Frank Rodriguez, the Assistant Principal of Athletics at SHP.

As the third week of being back on campus is in full swing, Mr. Rodriguez says that from his perspective, “it has gone very smoothly.” He attributes this success to “all the time and effort our athletic administration and SHP leadership team has put into bringing our students back to campus.” He adds, “The energy you can feel from the students participating in the programs they've desperately missed is palpable... I see lots of smiles even through the masks.”

Just like any other adjustment made during the time of COVID-19, each success has been met with an obstacle that the school must overcome. While many sports have returned to campus, there are still a large number of programs that have not yet picked back up. Baseball, boys' golf, boys' tennis, boys'/girls' soccer, boys'/girls' lacrosse, track & field and swimming are among the sports that haven't yet begun but will be starting up within the next several weeks. The school is also making sure to follow the CDPH's advice about COVID-19 testing cadence/protocol for indoor sports such as basketball and volleyball before they begin, but their seasons will be shortened and athletes will compete against fewer schools like the outdoor sports mentioned above.

Because of the cancellations in the first half of the school year, schools in the Bay Area are attempting to fit as many sports as possible into the time left in the 2021 school year. “We are essentially jamming a full year worth of athletics into a 12-week season which means students may need to make choices about playing one sport or another,” says Mr. Rodriguez. The overlap of seasons will diminish the ability of some students to transition from one sport to another as they have done in the past, which could have an impact on

the strength of some sports teams. Nevertheless, Mr. Rodriguez is confident that “we'll continue to compete at our best and highest level.” In general, changes are being made depending on the sport. This includes whether or not tryouts take place. If the overlap of sports leads to fewer students participating in each sport, that may lead to fewer tryouts to make a team. For example, this year's girls' tennis team did not require tryouts.

Students may also wonder how this new sports season timeline will affect college applications. This year, the National Collegiate Athletic Association (NCAA) will be granting another year of college eligibility to all current student athletes. Mr. Rodriguez explained that “the ‘trickle down’ of those students who chose a fifth year will certainly have an impact on those high school athletes in the class of 2021 who aspire to play at the next level. That being said, I know of several of our SHP seniors who will continue to pursue their athletic careers next year in college.”

Finally, big Prep sports traditions like the “Under the Lights” home football game will have to be adjusted to meet COVID restrictions. The game will be played on Palatella Field on a Saturday afternoon, instead of under the lights at night. Furthermore, COVID-19 restrictions won't allow spectators outside of immediate household members, so unfortunately, it will not be the raucous and spirited event enjoyed by the SHS community as in past years. Even so, Mr. Rodriguez assures that “it will still be a terrific day, and just ‘not as ‘big’ in the way that it is played.”

Even under current circumstances, “the SHP staff has worked every bit as hard (and in many cases, even harder) than we ever have without the benefit of seeing our students and coaches get a chance to compete with pride for our school,” says Mr. Rodriguez. With safety protocols in place and new creative solutions, the athletic department is providing opportunities for students to compete and have a season before the end of the school year.

## Vaccines Could Accelerate Reopening Process

*News - Eric Bollar '22*

With students returning to campus, many faculty members at SHP have received a COVID-19 vaccine for both their safety and their students'. There are lots of questions bouncing around campus concerning the effectiveness or safety of the different types of vaccines and whether the fact that teachers or students are receiving them will accelerate the return to normalcy at school.

We have currently reached Phase 1B, Tier 1 of the vaccine distribution process where teachers, but not students, are able to receive the vaccine. AP Physics teacher Mr. Riaz Abdulla says that “rapid distribution while continuing the four pillars that we emphasize at the school will help” in the journey back to traditional schooling. Furthermore, AP Environmental Science teacher Mr. Mike Judge explains, “We should think of the vaccine as another tool in our toolkit for getting back together at school and keeping everyone safe and healthy” in addition to “mask wearing, hand washing, social distancing, and other hygiene practices.” In terms of the effectiveness of the distribution process itself, Mr. Judge is “impressed” with the rollout despite “a challenging logistical setup and subsequent confusion over where and when vaccines may be available. Folks

have done their best to get vaccines to people as quickly as possible despite this challenging setup.”

Many teachers have already opted in to taking the vaccine. In fact, Head of the Science Department Ms. Diane Sweeney stated that “six of [the science teachers] got it right when they [were available],” including Mr. Abdulla, who has since “received both doses of the Pfizer vaccine.” Mr. Abdulla further advises that “barring any legitimate health concerns, all faculty members should take the vaccine.” Similarly, Mr. Judge comments that his motivation for receiving the vaccine is primarily “to protect both those who cannot receive it as well as our broader communities.” In other words, not only does receiving the vaccine help the recipient, it also helps those around them.

Another benefit of receiving the vaccine is that it can help you feel less worried. Ms. Sweeney says that “even though we should still wear a mask in public, there's less fear now in social situations.” Ms. Sweeney has studied what amino acids have been changed in the receptor binding domain of the spike protein of the virus variants. “In human trials, the vaccines all still provide protection from serious disease from the current

variants of the virus,” says Ms. Sweeney. She assures that she is “very comfortable with [their] safety—the vaccine is the doorway to being normal again” and those who are able should take it. Overall, teachers are taking advantage of their opportunity to receive the vaccine and strongly encourage others to do the same.

Students are not yet able to receive the vaccine, but when the time comes, they should consider it. Ms. Sweeney recommends for teens that “if you have a choice, consider getting the J&J vaccine because it has less reactogenicity. The younger you are, the worse the mRNA vaccine feels in terms of side effects. The exposure to the spike protein [in J&J] is a little longer, and less abrupt.” Plus, “it's one and done,” unlike the Pfizer vaccine which requires two doses. As the community begins to return to campus, it is important to continue practicing the safety measures in place while students have not yet received the vaccine. Ms. Sweeney states that “the school is doing a really good job with safety,” and everyone wants to keep the school a healthy environment. The further we progress through the different phases of the vaccine distribution process, the likelier it is that campus will gradually return to a pre-pandemic setting.



# Sister Act Connects Students, Faculty to Oakwood

News - Adrián de Vernou ‘22

With the shift to online learning which happened a little over a year ago, not many students have been able to engage with some of the most unique members on our campus: the RSCJ sisters. Without Oakwood to remind us of their presence, it has been difficult to keep them in our minds, as well as find opportunities to work with them. However, the Sister Act has sought to change this. Founded by Connor Fitzpatrick ‘21, the Sister Act is a weekly event that invites students and faculty to perform in front of the sisters, whether it be singing or reciting a poem, through a virtual format.

Connor says he started the program with the intention of bringing joy and liveliness to the nuns at Oakwood modeled by an experience he had with his family. “I live within a five block radius of almost my entire extended family and we have had dinner together every week for my entire life. When COVID hit we took to FaceTime and Zoom to stay connected and soon my brother Brennan ‘23 and sister Grace ‘25 began playing the piano or singing a song for my great grandmother.” Connor added that he was also inspired by the “viral video from Siena, Italy of a lonely man uniting his entire town by leaning out the window and singing a song all his neighbors knew. The song was an incantation against the isolation of COVID and was very inspiring. After I saw that video I figured that we could do something similar for our sisters who could not receive any visitors.”

After taking inspiration on ways to keep the sisters engaged with the community in a virtual format, Connor founded the Sister Act. “Our goal is simple—we just want to help entertain and connect with the Sisters and keep our Sacred Heart community together, having as much fun as can along the way.”

Mrs. Laura Beeson, the Director of Life Enrichment at Oakwood, attends the events alongside the sisters. She describes it as “a short ‘variety show’ comprised of different performances by students, teachers, and friends. This happens weekly on Wednesday afternoons at 3:30 pm.” Mrs. Beeson says that “the sisters are reconnecting to the school this way— they enjoy seeing the varied performances.” The way that the event connects the sisters with the community at large has been important for them. Sister Kathy Dolan, who attends the performances regularly, states, “The sisters and others love to have this connection with the students and faculty. It connects them with school life in a way that entertains and brings back memories of their own experience of working with students.”

The Sister Act’s emphasis on different forms of entertainment is cherished by the members of the Oakwood community. With new students and faculty coming to perform every week, Sister Dolan adds, “We have been entertained by students of all ages, as well as faculty. I don’t know if I have a preference for any one kind of performance since I have enjoyed all those who

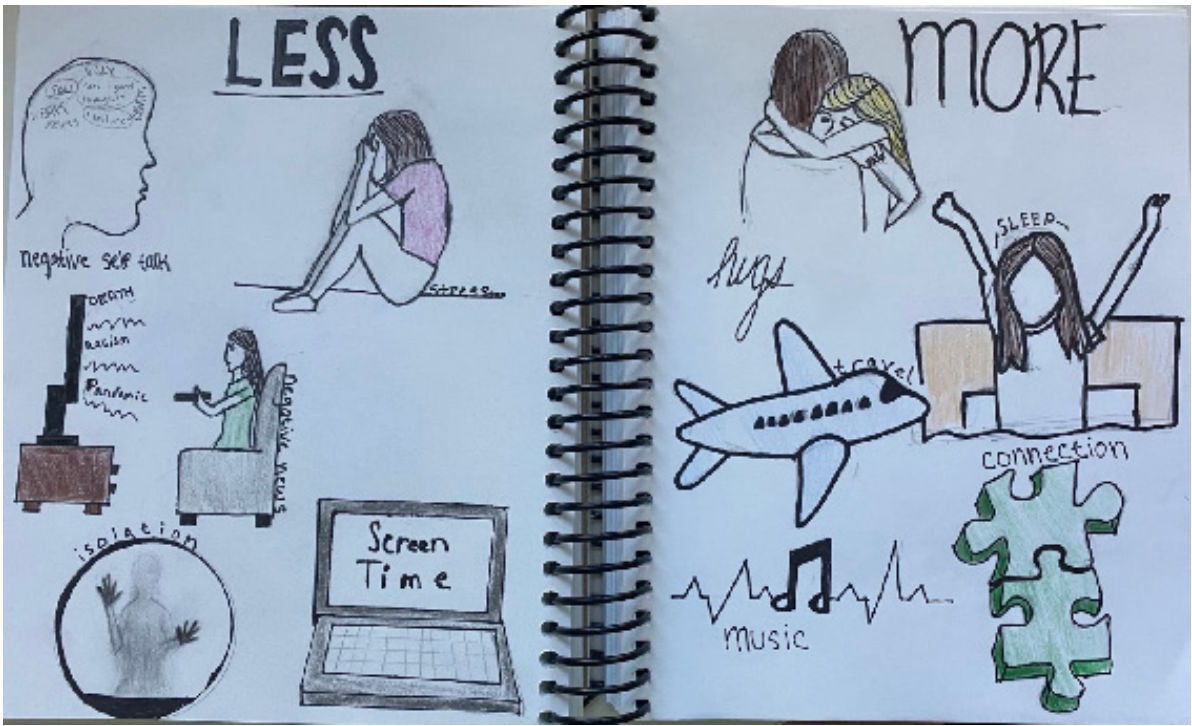
have contributed to Sister Act and applaud them for their willingness to perform for the sisters. I personally have enjoyed the variety!”

However, the Sister Act is not only designed for the entertainment and joy of the sisters since it is a communal exchange. “By bringing arts and entertainment to the Sisters we help them engage with the community but, let’s face it, we’re helping [ourselves] too. Ask the people who have performed. Ask someone who sang or read poems or played music as part of Sister Act — they’ll tell you they get more than they give,” says Connor. Axel de Vernou ‘21, who recited a poem in front of the sisters, agrees with Connor. “It was incredible to make a visual connection with the sisters while sharing my literary passion.”

Though the Sister Act had trouble getting up and running due to multiple quarantines which the Oakwood residents faced recently, the weekly performances are seeing tremendous support now. Since it is neither a club nor a performance, the Sister Act opens its doors to anybody who wants to perform. For students interested in participating, Connor says that to “help bring some joy to our sisters, students, faculty, and parents can email me at cfitzpatrick21@shschools.org.” This effort will help continue building community with members of SHP who will not probably not be able to interact with students before the end of the school year.



Artwork provided by Scarlett Lang ‘23



Artwork provided by Taylor Davis ‘23

## More/Less art collages

This artwork was created by Ms. O’Leary’s B period class. Part 2 is on page 11. The project was inspired by a New York Times prompt.



# The Reality of the American Dream

*Op-Ed - Alexander Lourdes Medel '23*

The Statue of Liberty, ever since it was dedicated on Liberty Island in 1886, has been an iconic symbol of the United States and of American ideals. While Lady Liberty itself has captivated the attention of millions for more than a century, there is a detail on the statue that is all the more important. Inscribed on a plaque on the statue's pedestal is a poem written by American poet Emma Lazarus in 1883 known as "The New Colossus." Its words have forever been enshrined in national memory: "Give me your tired, your poor, / Your huddled masses yearning to breathe free." This message has welcomed immigrants from all corners of the world and all walks of life hoping to achieve the American Dream.

The American Dream, a term coined in 1931 by James Truslow Adams, is the belief that anyone, regardless of their previous socioeconomic status, can achieve success in the United States through opportunities and hard work. However, as time progressed, this notion has started to become unrealistic for many Americans, especially those with lower incomes. According to a statistic from NPR, only 20% of lower income adults believed that they have achieved the American Dream in comparison to the forty percent who believe that it is "out of reach." This belief in the unattainability of the American Dream from lower income Americans stems from the growth of income inequality in the United States in the past decades. It has consistently presented the growing disparity be-

tween the top one percent of Americans and the bottom ninety percent. In fact, a 2018 study by UC Berkeley economist Emmanuel Saez shows that the top 1% of Americans have nine times the average income than the bottom 90%, with the former earning roughly \$1,457,000 in comparison to the latter earning roughly \$36,000 annually.

Poverty in America has also had a widespread impact on many with a noticeable effect on immigrants. In fact, a study by the Pew Research Center found that 14.6% of immigrants in the United States are living in poverty. Immigrants from around the world move to America to live better lives. As a nation, the United States must not be preoccupied with striving towards the fulfillment of the American Dream that it ignores the plight of others, such as immigrants, who wish to do the same. Even though these economic hardships remain evident in American society, many people from all parts of the socioeconomic spectrum—along with Americans from different generations—still believe in the American Dream, even though modern times have begun to depict some degree of its infeasibility and obsolescence.

While it is true that the American Dream has not been accessible to many, and in fact has even been denied to some, throughout the course of American history, it has always captivated the attention of our nation and has served as the central aspiration of millions both here and abroad

seeking the right to the pursuit of happiness. It is important, therefore, that we live up to our calling as a "land of opportunity" by tackling issues of poverty and income inequality either at the local, state, or federal level. The definition of the American Dream has shifted and evolved over time, but one of its grounding tenets is that of success. Thus, in the effort to revitalize the American Dream, we must devote ourselves not only to our individual successes and achievements but work towards the success of others. In the same way that the Statue of Liberty has been a beacon of hope, freedom, and call to those "yearning to breathe free," our society must also become symbols of the united, collective effort to improve the lives of Americans and make that which was an unattainable dream an attainable reality.

Sources:

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# The New English Grading Scale Doesn't Remove Our Stress

*Op-Ed - Jack Frauenhofer '22*

At SHP, everyone is required to take an AP English course when they become juniors. Thus, a large portion of the student body had to experience the grueling pain of the new English grading scale system being implemented last semester.

The idea was that by changing the system of grading from a 100-point scale down to a simpler scale of only 6, students would be less worried about grades and more about their improvement and education as a writer, reader, and scholar. At the end of term 1, I greatly disliked the new system; however, I initially thought that it was only because it was new and different than what I was accustomed to. After completing my semester 2 English requirement in Junior year with AP English Language and Composition, though, I have come to realize that the new grading system is ineffective in its goals to promote a positive learning environment and a growth mindset in the students compared to the usual 100-point scale.

Although I applaud the English department for attempting to improve on the flawed grading system that students are familiar with, I believe the new grading system actually produces the opposite effect of what teachers expected. The supposedly "simpler" grading scale only results in students panicking about their grades more, as it is harder to perform well compared to before. At Sacred Heart, a letter grade "A" can be achieved with a grade point average of 93 or higher on the 100-point scale. However, with the 6-point scale, it seems much harder to get an A. This difference forces students to only worry about getting that "6" or "5" to bump their grade up, rather than promoting a learning environment not centered around grades, which was the

goal.

The new grading system is also based on a rubric that seems relatively similar to previous years, making it so that the effort to destress students isn't entirely clear. No matter how good one's paper or essay is at the beginning of the semester, it will most likely only achieve a 3 or 4 because each grading system is unique to the individual, and to bump up one's grades, one must show improvement. This promotes a sense of laziness amongst the students because it creates the impression that they don't have to work as hard for their grade because as long as they do as the teacher says over the semester, they will achieve an A because they showed the teacher improvement based on feedback.

Another flaw in this new grading system is that it is primarily based on the AP exams to prepare students for the test. This is ironic because this new grading system was implemented to change the students' focus from grades to growth and development as a student, but it is based on a standardized test that examines the students' abilities with a grade. This new grading system is not promoting student growth in learning; it is preparing students only to get a better grade on a test, which should definitely not be the goal of the English Department at SHP.

Grading written work is definitely tricky

since there is no right or wrong answer with the exception of grammar and punctuation, which allows for flexibility with regards to how teachers grade their students. The essay or paper does need to read and flow well, but a large part of the grade is the grader's view and takes on it. English is not like math, where it doesn't matter what your teacher thinks— you either put the right answer down and solved the function, or didn't.

This difference often creates stress around grades, which is what the department has sought to address. In English, anything can be a right answer or a wrong answer depending on the grader's view, and with teachers now having to not only assess quality on such a rigid 6 point scale, the grades are less stable and more viable to negatively influencing a student's studies.



An outdoor classroom situated on the Quad.  
Photo provided by Axel de Vernou '21



# Vaccination Beyond Borders

Op-Ed - Anika Goyal '23

Many of us assume that once the majority of United States citizens are vaccinated, then the COVID-19 pandemic will slowly terminate. The idea of herd immunity through vaccination and contraction of the disease “is when a large part of the population of an area is immune to a specific disease. If enough people are resistant to the cause of a disease, such as a virus or bacteria, it has nowhere to go” (Web Med: What is herd immunity?).

However, herd immunity will not be completely possible if only the United States is vaccinated. As COVID-19 spreads globally, it creates a breeding ground for the virus to mutate into various strains and variants. Variants of diseases have different genetic codes than the original strain. This means that even individuals that are vaccinated can contract and become infected by new variants. No single region is in total seclusion-- the entire world is interconnected. This means that even though one population might be vaccinated, the others that are not vaccinated will result in the development of new strains. Therefore, infecting already vaccinated populations. “No particular population is

safe unless all populations are safe.” The United States continues to be proactive and is effectively vaccinating its population. However, new variants are on the rise in foreign countries that do not have the money or resources to vaccinate their populations. Third-world countries especially are being impacted by both the pre-existing COVID-19 virus and possibly new variants.

According to the New York Times, the U.S. has administered 28.2 vaccinations per 100 people. The United Kingdom has administered 35.8 vaccinations per 100 people, whereas third world countries, such as Cambodia, have administered 0.6 vaccinations per 100 people. In South Africa, the source of a major variant, 0.2 vaccinations have been administered to every 100 people. This shows the significantly large disparity between vaccination administration in wealthier countries compared to third world countries that lack resources to do so. In these countries, the virus is spreading and variants are being created. As these populations worsen, vaccinated populations are not safe either. This is decreasing the possibility of herd immunity being accomplished and worsening the situa-

tion. In order to prevent the spread of new variants and slowly terminate the pandemic, we have to push to increase vaccination rates in third-world countries. As of now, wealthier Western countries tend to have the highest vaccination rates. However, in order to create herd immunity leaders around the globe need to work together to effectively vaccinate in all countries.

Organizations such as the Vaccine Alliance, the World Health Organization, and the Coalition for Epidemic Preparedness Innovations are fighting for global vaccination efforts. President Joe Biden has also planned to donate 4 billion dollars to increase vaccine productions to distribute internationally. Russia sent vaccines for 10,000 people in Bolivia. (Russia Is Offering to Export Hundreds of Millions of Vaccine Doses). To increase vaccinations and decrease the spread of variants we have to increase funding and support for global vaccination, especially in undeveloped and underserved countries. Nobody is safe from the pandemic until everyone is safe globally.



Top Art collage: Andres Perez '22. Bottom Art collage: Christina Lee '22

# Items You Might Be Forgetting as You Return to Campus

Lifestyle - Ava Shenk '22

While we might all be very excited to be heading back to campus in these upcoming months, it is a little weird getting back into the swing of things and remembering what items we should bring to school. Because of this, I have curated a list of five potential items that you may be forgetting about bringing to school that will help you adjust to the outdoor learning environment.

- 1. Blankets! Classes being outside, sometimes on turf fields, can result in chilliness and being uncomfortable sitting in a cold chair. Instead, consider bringing with you a thick blanket to either wrap up with at your desk or, with permission from your teacher, to spread out on the ground.
- 2. A Water Bottle! Make sure that you are bringing with you a water bottle to classes/activities on campus. Because the water fountains are shut down, it's important to bring a water bottle (with your name on it) so you can stay hydrated throughout the day.
- 3. Layers of clothing! As we progress into the spring and warmer weather, the temperature is

known for its drastic changes from morning to afternoon so make sure you are layering up your clothes to stay comfortable. Consider wearing a shirt with a jacket and maybe an extra jacket. Be sure to check the weather every morning!

- 4. A computer/iPad charger! Since many of us have battery draining Zoom calls in the morning, make sure you bring a charger with you to school so that your device is usable all day.



Some of the items which students should bring. Photo provided by Katie Sandhu '21

- 5. A snack! Depending on the time of your class and whether or not you had time to eat or are hungry, you should make sure to toss a snack into your backpack before you leave home just in case you get hungry during class time.

Remember to enjoy and take advantage of the time we have on campus– don't take it for granted!



A sanitizing station before entering a building. Photo provided by Katie Sandhu '21



# Girls’ Golf is Back!

*Arts & Athletics - Alexandra Hull ‘22*

Returning to school has been an exciting endeavor for all gators throughout these last few weeks. Being back in the classroom with face-to-face interaction with students and teachers alike has been a highly anticipated and appreciated experience. However, perhaps the most thrilling encounter thus far has been the opportunity for SHP athletes to return to the fields, courts, and pool to resume their sports. Of these new athletic seasons, the girl’s varsity golf team is off to a great start and is very optimistic about the season to come.

While the 2019 golf team heavily consisted of seniors, the current team has been rejuvenated with a variety of new players spanning from all different age groups and skill levels. Many of the new members decided to take up golf during quarantine and over summer as a way to stay active and social in a COVID safe environment. This quality is definitely a leading appeal and factor in the increased team in-

volvement for the 2021 season. While other sports are struggling to remain competitive while simultaneously staying within COVID guidelines, golf is balancing the two with ease as the sport requires little necessity for close interaction. Additionally, since the sport can be played outside and socially distanced, masks are not required when out on the course. This characteristic is yet another bonus to the game as the limited COVID restrictions involved offer players a sense of normalcy among this hectic time.

Although the game itself has been a pretty easy way to escape reality and relax outside of an academic setting, finding opportunities to play has been much more of a challenge. In a regular season there would be about two matches a week for the team at a variety of golf courses around the Peninsula including Sharon Heights Golf and Country Club, Menlo Country Club, Baylands Golf Links, San Jose Muni, Palo Alto Golf and Country Club, and Crystal Springs Golf

Course. But with many courses limiting tee times and availability, the SHP golf head coach, Mark Dowdy, has been struggling to diversify the playing locations. Currently, the team is scheduled for matches every Monday afternoon at Sharon Heights and the rest of the week practices at Stanford Driving Range. Despite these limited practice spots, the team is continuing to stay in high spirits and focusing on the positives. Kaitlyn Smith ‘22 says, “I look forward to golf every-day! The sport is so fun but spending time with my teammates is the best part!”

Regardless of scorecards, course availability, and varying schedules, the girls’ varsity golf team is very enthusiastic about the season to come and can’t wait to continue developing their golf skills and swings in the upcoming term. As always, the group is focused on the experience more than any final score. This mentality consistently contributes to the good vibes and inclusive attitude of the team.

# The Resurgence of Vinyls

*Lifestyle - Michelle Hernandez-Garduza ‘22*

In the past decade, vinyl records have made their way back into pop culture. Following the invention of CD’s in the 80s, vinyl records were replaced by CD’s because they were much more efficient and allowed users to listen to their favorite songs in higher quality. While vinyl sales still don’t make up a huge percentage of total music sales, they’re once again captivating music fanatics.

What makes vinyl records so special? Technology has evolved and made it easy for people to listen to their favorite songs with the touch of a button. So what makes vinyls so special? Something about being able to sit down, and really listen to a record all the way through is a satisfying and one-of-a-kind experience. Sure you can do the same thing on any music player, but listening to a record player is a fully engaging and fascinating experience. When you listen to your music out loud and not through headphones, you get the opportunity to listen closely to the music because

the song isn’t playing directly in your ears. It allows for the listener to appreciate the sound of the instruments and of the singer’s voice. The listener can also listen in the order that the artist intended an album to be played.

Having a physical copy of your favorite

album is more meaningful than having a digital copy of it. While a digital music file is easy to download and manage, a physical copy allows you to admire everything about the music, including the visuals. Vinyls display the front and back cover of an album, and sometimes even an alternative cover. Inside, vinyls may also include exclusive photos or booklets related to the album. These visual aspects bring the album to life, and enhances the connection between the listener and the music. It’s also just satisfying to have a physical copy of your favorite music that can also be used as decor.

Amidst the boom in podcasts and easily accessible auditory platforms, vinyl has emerged as a physical medium that allows the listener to have a powerful experience with the music of their choice while serving a variety of purposes. It is sure to make a comeback in the near future as people explore new music media.



The musical and decorative aspect of vinyls is leading to their resurgence.  
Photo by Michelle Hernandez-Garduza ‘22

# Dallas Mavericks Forced to Resume Playing the National Anthem Before Games

*Arts & Athletics - Sophia Torres ‘22*

The Dallas Mavericks, an NBA team owned by Mark Cuban, were recently the target of a policy reiteration by the NBA. During the pre-season, Mark Cuban and the team decided to stop playing the national anthem before home games.

Cuban and Cynthia Marshall (CEO of the Mavericks) explained that this decision was meant to be a sign of solidarity with those in the community who believed the anthem did not properly represent them. This motion was not ill-received, and lasted for 13 total games (both pre-season and season). Even though there was little public dispute, the NBA released a statement reiterating a policy that all NBA teams must play the anthem. Cuban reassured that he meant no disrespect, and omitting the anthem was never a final decision, just something he wanted to try out. Mavericks players and coaches expressed their support for Cuban, explaining that it was the right thing to do and promoted inclusivity. Despite an outpour of support from those connected to the team, certain Texas lawmakers were outraged, and suggested someone else buy the team or that the stadium be heavily fined. For the time being, the Maver-

icks and all other NBA teams will be required to play the national anthem.

The use of the national anthem before sports games has been a controversial subject for a long time now. One of the most popular cases was in 2016 with SF 49ers quarterback, Colin Kaepernick. During a pre-season game, Kaepernick chose to sit during the anthem, rather than standing, as a way to protest the blatant oppression of minorities in the United States. Kaepernick was met with severe backlash, despite this being his right as a citizen. Following his refusal to stand, the 49ers and the NFL released statements explaining that a player has the right to either participate or abstain from engaging in the anthem. Later on, more players decided to protest the anthem by kneeling.

The movement was met with rage from multiple privileged politicians who failed to understand the reason behind the movement. Once Kaepernick left the 49ers and became a free-agent, NFL teams showed zero interest in him and he got no offers. As a response, Kaepernick’s team filed a grievance against the NFL, stating that team owners conspired to keep

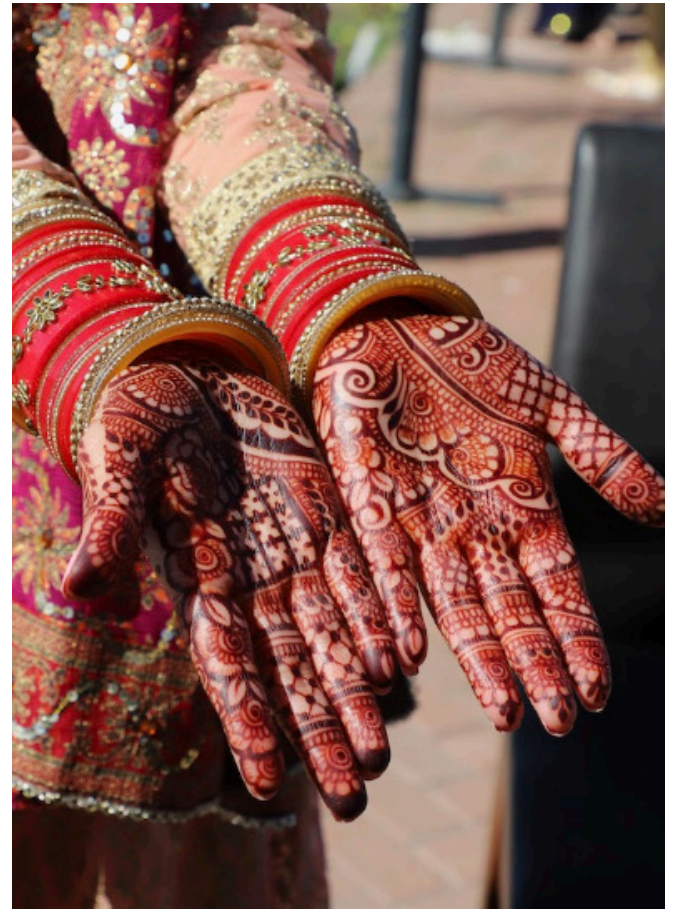
Kaepernick from being signed. The NFL followed by declaring that all players on the field must stand for the anthem, and all those who choose not to are to stay inside the locker room while the anthem plays. This policy still stands today. Policies regarding behavior during the national anthem vary throughout different leagues, but it’s clear that Kaepernick’s cause has caught on and inspired hundreds of other professional players.

In the wake of the Black Lives Matter movement, NFL commissioner, Roger Goodell, was asked whether he would support players who protested the anthem. Roger answered that yes, he would completely support the players, and that the NFL has never disciplined a player for doing so. This statement is debatable, especially when we look back at the case of Colin Kaepernick who was essentially blackballed from the NFL. Mark Cuban and the Mavericks have yet to be met with any serious consequences for their brief omission of the national anthem, however, the NBA’s response has set the standard for any anthem-related protest in the future.



# Viewfinder: A Covid-Style Sikh Wedding

Katie Sandhu '21 captures the culture and vivid colors of a small, family-only wedding in a Sikh gurdwara, including rituals of the bride's mehndi (henna), gifts of choora bangles, and the couple uniting by circling the book of scriptures four times.





# Samaritan House: A Service Opportunity Rooted in Kinship

*Lifestyle - Emily Leschin '23*

Amidst the challenges of a recent economic crisis and the ever present pandemic, millions of families in the US are struggling to make ends meet. Many working families are taking on 2 or even 3 jobs just to put food on the table—a bare necessity that we often take for granted. When I found out that Samaritan House was in dire need of volunteers to support the thousands of people it feeds every week, I knew I found the organization to partner with for my sophomore community service project.

Samaritan House began in 1991 with the goal of providing housing for people living with HIV or AIDS, but has now expanded to serving impoverished people of all backgrounds. The organization provides permanent housing for people coming from homelessness, those recovering from mental or medical challenges, and feeds thousands of people every week through meal delivery and pickup locations. The Samaritan House in my home town of San Mateo has expanded from a tiny storefront in the '90s to now having a large building with office space, a “Kids Closet” to help underprivileged families with clothing, and provides meals every day of the week.

Once I learned about the need at Samaritan House, I wanted to help serve my community,

especially in my own town of San Mateo, and began volunteering there every week. I soon found a community rooted in kinship and was met with a warm welcome and put straight to work! The opportunities for service at Samaritan House are endless, whether you're assembling grocery bags of canned goods in the pantry or packaging meal deliveries. You can even directly deliver the food to the cars of those in need. In the 6 weeks I've been working there, I have encountered incredibly hardworking and compassionate people who represent every aspect of Sacred Heart's values by devoting themselves to others, creating kinship through collaboration, and finding ways to bring joy to others.

I have formed close bonds with the strong men and women with whom I am working, and the work of sorting fruits and vegetables into produce bags or breaking down cardboard boxes carries a new sense of purpose when I am surrounded by inspiring people. An amazing aspect of volunteering at Samaritan House has been interacting with the community we are serving, seeing the smiles on their faces when we offer them flowers for Valentine's Day or extra pastries for their kids. The immense gratitude that people have for simple necessities like produce, eggs, and canned goods put my own life into perspective. I

continue to form stronger bonds each week with the wonderful people volunteering and working at Samaritan House, and am humbled to directly serve my community.

If anyone is looking for a place to volunteer, the Samaritan Houses in San Mateo or San Jose offer times to work from 9am-12pm and 1pm to 4pm Monday through Friday to volunteer in the pantry and distribute food outside, depending on what they need most. You can also volunteer to serve meals on the weekend and find exact information about how and where to volunteer at [samaritanhousesanmateo.org/volunteer/](http://samaritanhousesanmateo.org/volunteer/). Samaritan House is a wonderful organization changing thousands of lives every day, and this is their current urgent message:

*“We are urgently in need of kitchen and pantry volunteers to meet the need facing our impacted neighbors. If you are able to commit weekly for at least 4 weeks, please email [volunteering@samaritanhousesanmateo.org](mailto:volunteering@samaritanhousesanmateo.org) today.”*

If you are interested in volunteering at this inspiring organization, please email them and help serve thousands of people in your local community!



Art collage provided by Advanced Art student Stella Parker '22

# Books, Magazines, and Websites: Sources for Your Fashion Reading

*Fashion - Ilaria Freccia '22*

When researching future and current fashion trends or looking for outfit inspiration or advice, there are several hidden gems that I go to everytime.

Probably my favorite and most used fashion resource is the digital magazine *Who What Wear*. I have subscribed to them through Apple News, but they are also easily accessible through their self titled website. I love this site because their articles are clear and specific whether about what to buy or what the biggest trends will be. In addition, every article has recommended clothing items with links inserted. This not only makes it easy to directly shop but has also introduced me to many new brands such as Paris Texas, Jaquemus, Ganni, and Nanushka. To stay on top of all current and future trends, *Who What Wear* is the place for you.

For everyday looks and styling advice, my go-to book is *How to Accessorize* by Micaela Erlanger. Micaela is a celebrity stylist with clients including Meryl Streep, Lupita Nyong'o, Common, Lucy Hale, and Diane Kruger, to name a few. I bought her book a few years ago in Paris and reference it frequently. Besides serving as a dictionary of clothing items, this book also details how to style them in the most flattering and fashionable way as well as providing tips for optimal storage. The best part of this book however is how timeless it is. The advice is very basic and therefore works for everybody regardless of age, current trends, style, or body type.

Last but certainly not least, for more advanced fashion scholars, fashion magazines like *Vogue* are great resources. What makes *Vogue* a little bit more challenging however, is that fashion

trends and predictions aren't explicitly written down - you have to look for them in the clothes that are being modeled. In addition, because of how fashion seasons work, much of what you will see won't be “trendy” for a few more seasons. For example, sometime last summer, patchwork and corduroy were styles heavily featured. However, only in the last few months has there been a large increase in their popularity. If you enjoy the challenge of searching for and predicting trends, or just appreciate the art of fashion, *vogue* is the magazine for you.

There are many great fashion resources available - whether to get ahead on the next big trend, or to just educate yourself on the industry - but, overall, anything you are interested in can be found online, in a magazine, or simply, in a book.



# The History of Fashion Through Each Decade

*Fashion - Makena Taylor '22*

Instead of discussing a specific trend in this article, we're going to be taking a historical approach to fashion by looking at the changes in each decade. Here is an overview of how different styles and outfits evolved over the years.

1950's

The 1950's brought the term "teenagers" to light, adding a culture which would be expressed through unique apparel throughout the decades. The primary style which emerged during the 50's was Rock n' Roll. Girls had many dress restrictions at school which prevented them wearing pants, skirts above the knee in length, or wearing tops which showed their shoulders. Therefore, during weekends, trousers and sleeveless shirts were commonplace. Poodle shirts and large dresses also emerged as a popular choice among girls in the 50's. The silhouette style dress shaped the decade with its tight waist, structured bust, and voluminous layered skirt. For men, the 50's brought the greasers style consisting of denim jeans with a leather jacket and greased back hair. This style was often paired with a bad boy persona linked with the term teenager.

1960's

The 1960's brought the hippie movement to fashion. Boys' school style shifted from business attire to casual; consisting of jeans, t-shirts, sweatshirts, and short sleeved button down shirts instead of trousers and cardigans. For girls, the school clothing restrictions were loosened, allowing girls to wear pants to class. This led to new designs of pants such as hip-huggers and bell-bottoms. The mini-skirt was the primary new development of the 60's with its updated length and shorter style— a controversial idea that eventually won over. These trends became a popular staple of the 60's style.

1970's

The 1970's were a time of wild trends and flamboyant styles. The hippie style shifted into the disco era with bright colors, flashy prints, and tie-dye. Girls' style changed into shorter skirts and shorts as well as crop tops and tighter tank tops. The disco style was developed with the introduction of halter neck catsuits.

Tropical exotic prints were commonly seen in outfits and jeans were worn everywhere. Platform heels also came into style during this era. Boys started the punk movement with bell bottoms paired with platform shoes or sneakers. The leisure suit emerged during the 70's with its signature wide collar and matching top and bottom. Ruffle shirts were often paired with the leisure suits keeping the guys dressed and ready for the dance floor! As can be seen, fashion during this time evolved alongside the cultural movements of the time.

1980's

The 1980's shifted to a more casual focus, although it still carried the influence of the 70's through the flaunting of bright colors, bold silhouettes, and of course, big hair. The major styles that surfaced during this period were: preppy, athleisure, punk and rock. Fashion ideals shifted to focus more on name brands and showing off materialistic values through your clothes.

Girls adopted the three bigs: big shoulders, big hair, and big attitude. The power suit emerged with its big padded shoulders and business look. Athleisure became more popular and people were often seen sporting their leg-warmers, scrunchies, leggings, and stir-up pants which were often paired with a big oversized sweater. Men developed a more casual style as well, usually consisting of jeans and a plain t-shirt. Outerwear ranged from leather and denim jackets to preppy cardigans. White shoes were another trademark of this era. The preppy trend consisted of pastel colored sweaters and slacks with polo-shirts. The 1980's brought an edgy trend for the guys along with the combination of leather, hardware, and crazy hair-dos.

1990's

During the 1990's the focus on excess from the 80's was abandoned and replaced with laid back casual wear. The "grunge look" emerged during this era with bigger and baggier apparel rising in popularity. The major color palettes shifted from bright statement hues to solid and subdued tones. Minimalism was adapted into the clothing industry to create a simple but put-together look. Common fashion items among girls included: black leggings, denim everything, turtlenecks, silk shirts, skirts, and oversized outerwear, t-shirts, and flannels.

Fancier outfits consisted of mini slip dresses (inspired by the spice girls), spaghetti strap tops, and maxi skirts. For a more tomboy look girls would dress with baggy jeans and a casual tank top. Guy's attire was dominated by snapback hats (inspired by rappers of that time) and overalls with one strap down. Baggy jeans were a staple in guys closets as well as the girls. For a grunge look guys would pair baggy jeans with a graphic tee, a flannel top, and combat boots for footwear. Windbreakers also gained major popularity during this era and were soon being worn by everyone.

2000's

The 2000's were the decade of denim, halter tops, and butterfly clips. Low rise jeans and trucker hats emerged during this era as well as the famous velour tracksuits seen on frequently on celebs. Girls adopted a much flashier look with an emphasis on shinier and more satiny tops the better. The bottoms of choice were either pocketless jeans or jeans that had been aggressively

bedazzled. Lip gloss and choker necklaces were all the rage during the 2000's and kept their immense popularity throughout the decade. Guy's fashion was pretty consistent with girls' at that time. Both genders relied heavily on denim and jean industries for every occasion. Open collars were an increasingly popular style among guys fashion. Preppy gents were commonly seen layering different colored collared shirts (with collars up), cardigans, bootcut jeans, and studded belts.

2010-2020

From 2010 to the present, the fashion has been considered a blast from the past because of its combination of multiple trends from past decades. The focus of the decade was athleisure wear: a new emphasis was placed on stylish everyday comfort clothing. The fashion industry started developing new styles of sneakers and outfits that prioritized comfort to support people in their everyday lives and tasks. The most common choice of denim was a shift from flowy bootcut jeans to skinny jeans.

New patterns were introduced into the clothing industry including: mustaches, galaxy prints, aztec prints, and anything else you could think of. The 2010-present era consisted of a major cultural shift in clothing because people focused more predominantly on retro and vintage clothing instead of pairing random articles of clothing together. Thrift shopping gained momentum which had previously been frowned upon due to the cheapness of the shopping and the lack of a brand name. A rise in social media has led to an increase in the popularity of dressing according to an "aesthetic" as well as wearing an outfit that is "instagrammable." TikTok and Instagram introduced a new culture of teens online who wore a range of 90's grunge fashion, hot topic goth, and the 2000s scene. These styles have been adapted and copied throughout the 2010's and are still popular today in the beginning of the 2020's.

We can see a major cultural evolution within the fashion industry with the manifestation of technology and social media into our everyday lives. The current decade we are living in as well as the 2010's has emphasized the piecing together of all past trends to create a new more individual style of apparel. So this prompts the question: how is our apparel and fashion culture going to shift in the coming decades?

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Art collage provided by Advanced Art student Ava Reinstein '21



# Best Color Combos for 2021

*Fashion - Rachel Cheng '24*

After spending a year doing remote learning and staying at home, you may be behind on the most fashionable colors to wear and how to best them. In 2021, there are certain hues that you should keep your eye on and attempt to incorporate into your outfits. Here are those trendy colors as well as how to best style them.

Although traditionally considered one of the ugliest colors to wear, brown has reasserted its place in fashion. Brown clothing items have been splashed across Pinterest boards because of its earthy tones and warm feel. However, it can be a difficult color to style and pair. One color that you can't go wrong pairing with brown is cream or off-white. As they are both warm neutrals, brown and cream is a tasteful color combo reminiscent of coffee and European countryside. Try pairing brown corduroy pants with an off-white sweater or cardigan. Or, to reverse the roles, cream pants would work well with a brown crop top or sweater vest. To incorporate this color combo into your Zoom classes, brown sweatpants and hoodies have been gaining in popularity, and these can be easily paired with cream tops and bottoms.

Featured in countless "color aesthetic" TikTok videos, sage green is an airy, opulent pastel that has captured the eye of many in recent times. To style this cottagecore-esque color, one easy choice would be to pair it with plain white. Wearing a sage green top with white bottoms ensures that the distinct shade of green is the star of the show. Try layering a sage green sweater or sweater vest over a white collared shirt to enhance the polished, high-class feel of your outfit.

For a more casual look, layer a sage green button-up cardigan over a plain white top and couple that with your favorite pair of jeans. Another



A trendy color combination for 2021.  
Photo provided by Rachel Cheng '24

color that works well with sage green is lavender. Another pretty pastel, lavender adds more color to your sage green outfit while still maintain-

ing subtlety and elegance. Try pairing a chunky sage green sweater with a lavender skirt or mom pants. Pick up a lavender or sage green blazer if you're feeling confident and pair that with a tank of the other color. If you don't want to be too colorful but still want that splash of lavender or sage green in your outfit, accessories like bucket hats and totes are the way to go.

However, you might be fond of more bold colors rather than the subtle, neutral colors mentioned above. One good color option for those of you is neon green. A color famously representative of singer-songwriter Billie Eilish, neon green is eye-catching and cosmopolitan. Red is also an iconic color for whenever you want to feel bold and confident. As a matter of fact, studies found that red is the most attractive color to both men and women! Because of the vividness of these hues, it can be hard to find colors that match. One color that never fails to work well with these bright colors is black. Although it sounds dull, black contrasts well with neon green and bright red, and maintains the same "cool" vibe of those colors. A contrast can be struck with white as well, but the outfit might have a "softer" feel to it and be less bold. Try pairing black straight-leg jeans with a red or green hoodie or crewneck for a more urban look. If you want the bright colors to be a side dish, add a bright red or green beanie or shoes to your outfit.

With on-campus classes finally coming back after a year, it'll be valuable to know the best color combos and the recent trendy colors to wear so that you can look in-style!



Artwork provided by Taylor Davis '23

**More/Less art collages Part 2**



Artwork provided by Christina Long '23



# Convo Starters for School

Back Page - Ellie Noto ‘22

Okay, so if you have gone back to school at all within the past couple of weeks you have likely noticed that the social interactions are, for the lack of a better word, weird. Any grade, any teacher, any admin, any staff, maybe even any goat, knows that the lack of communication in the classroom, or tent, is abnormal. To solve this issue I have decided to make a list of conversation starters so that you don’t have to.

Trying to make new friends? Maybe ask some of these questions:

- Wow inperson school is so different, have you ever seen a leprechaun?
- Do you know why people told us as kids to not look up blue waffles online?
- I don't know about you man but these allergies are getting to me.
- Oh I like your mask. Can I touch it?

You see a teacher or friend you don’t have class with and what to get their attention:

- \*screams “what’s nine plus ten?” at them\*
  - Woah there don’t let our friendship get closer than 6 feet
  - I haven’t seen you in so long...have you ever thought about the fact that time does not truly exist; we just made it up. And that we are floating on a rock in space hoping that one day when we die like everything else we join some dude in the sky that we also think we made up but don’t really know so there are massacres of people because some of us think the dude is real and others don’t then we put the dead bodies back into the rock we are floating on?
  - Unicorns am I right?
  - Blast “Mask Off” by Future in your car with the windows and sunroof open after security writes down your license plate for going too fast in the parking lot.
- Note: If you are unable to drive, get a scooter

Most commonly, you want to fill the “awkward-silence-void”:

- Woah is that the Robert Downey Jr., the 3 time Golden Globe and MTV winning actor who starred as Tony Stark, also known as Iron Man, in 9, yes 9, Marvel Studio Films all consisting of the dynamic character growth from the playboy genius to the selfless hero due to his (SPOILERS - okay just watch Endgame already what have you been doing for the past year) momentous death at the end of Avengers: Endgame.
- Does anyone want Lulus? I am doordashing
- Has anyone tried the Charli Cold Foam drink from Dunkin yet?
- \*raises hand and is called on\* I will give you the rest of class to convince me the Earth is round.

# Rethinking my Childhood

Back Page - Katie O’Gorman ‘24

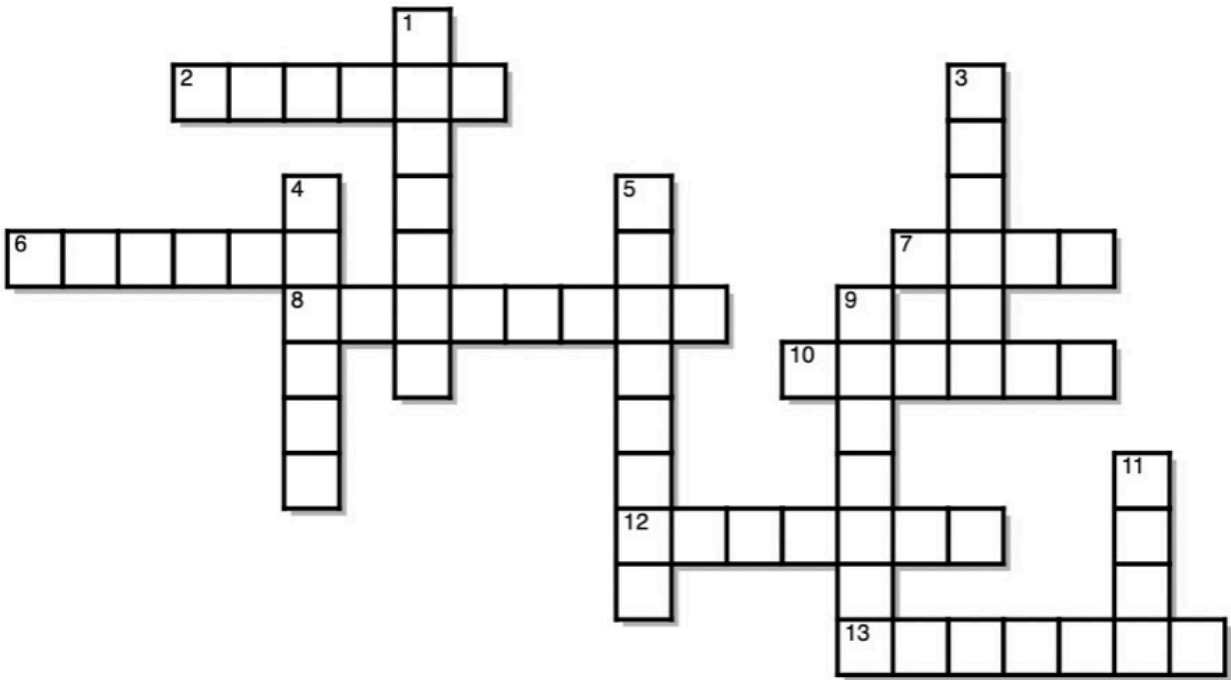
Things that I thought would matter more at this point as a kid (inspired by the Tik Tok trend):

1. Quicksand. Growing up I always thought that one day, I would miraculously fall into a sea of quicksand. I don’t even know where this idea came from. I think it could be from the Wreck it Ralph movie or Wizards of Waverly Place? Next.
2. Skunks. To this day I’ve never seen a skunk in my life so it’s quite possible they are myths (Maybe that’s a me

- problem) though, I do know that if I ever get sprayed by a skunk, if they even exist, I should take a bath in tomato soup.
3. The Bermuda Triangle. I have no idea where it is but I do remember that Scooby Doo and his friends had to fight pirates around that area so obviously, I will not be going near there anytime soon.
  4. Winning a Disney Sweepstakes. Even though I never entered these giveaways or anything as a kid, I was somehow convinced that I would eventually win one and be able to

- go on a cruise with the cast of The Suite Life of Zack and Cody just by asking my mom to buy me danimals yogurt.
5. High School Lockers. The idea of being shoved into a locker when I got to high school is probably where my fear of growing up came from. I also thought that I would make it overly decorated like Sharpay in High School Musical but, I can confidently say that the only time I was ever near my locker was to throw my backpack in for Student Life.

## Saint Patrick's Day Crossword



### ACROSS

- 2 Leprechauns are based off of \_\_\_\_\_ fairies.
- 6 St. Patrick’s name is actually \_\_\_\_\_
- 7 \_\_\_\_\_ was the original color associated with St. Patrick
- 8 St. Patrick’s Day as a holiday is more \_\_\_\_\_ than Irish.
- 10 Green, white, and \_\_\_\_\_ are colors on the Irish flag
- 12 The city of \_\_\_\_\_ dyes their river green for this holiday
- 13 The first St. Patrick’s Day parade was in \_\_\_\_\_

### DOWN

- 1 Wear green on St. Patrick’s Day to avoid getting \_\_\_\_\_
- 3 This Irish city has a festival four days long
- 4 Saint Patrick drove \_\_\_\_\_ out of Ireland according to Irish Lore
- 5 The unofficial plant of this holiday
- 9 The real St. Patrick was born in \_\_\_\_\_
- 11 Find a clover with \_\_\_\_\_ leaves for good luck

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