

JOHN BURROUGHS

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THE WORLD



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Kendall Allen

Co-Executive-Editor-in-Chief



Dear Burroughs community and beyond-

On Wednesday, September 2nd, the day of the Class of 2021's senior assembly, I received

an orange envelope containing the materials I had left for my senior self during seventh-grade Drey Land. Upon examining the contents of the packet, I came across a list of goals I made for myself on October 8th, 2015- goals that I wanted to achieve by the end of senior year. Three rows down, I had written- in my most juvenile print- "become a member of The World." (This was ranked third after the objectives "take over the planet" and "ditch school sometime"- neither of which I have accomplished.) Before the senior assembly began, I envisioned the past five years of articles, photos, and page layouts I've created, and remembered with nostalgia the times that I revered the EICs as higher powers. This year, as my portrait sits on The World's website with the title "Co-Executive Editor-in-Chief" next to it, I find it hard to believe that I have made it to this moment. And, more importantly, I have been thinking about what I

Graham Brown

Co-Executive-Editor-in-Chief



"Weeping may endure for a night, but joy cometh in the morning," Scripture says. If that's true, it sure has been one long night. It is nearly impossible to look back to January

and see a world that bears any resemblance to the one we occupy today. And yet, penning this editorial today, I am still reminded of the joke I once heard about an optimist and pessimist.

"Things are just awful," the pessimistic man says, shaking his head. "They just can't possibly get any worse." Looking over at him, the optimist retorts, "oh yes they can!"

We are one month away from a contentious and divisive election that may sow confusion,

am going to do to make the most of it.

I could not feel more lucky to use this position to feature the recent social movements and the place that Burroughs students, as young members of society, have had in them. These two ideas drive this edition's theme, Youth and Activism, and are on the forefront of our minds during this time, especially with the upcoming election. [Register to vote online by Wednesday, October 7th!] Teens are organizing protests with attendance in the tens of thousands, creating nonprofits that address issues important to them, and are even designing diversity programming and curriculum that will be implemented in schools across the country. These are merely three examples, but they go to show just how powerful our generation is.

It is my sincerest hope that the school community puts their trust in us to report accurately and fairly on these topics, as well as all others, and that this edition is a catalyst for productive, respectful discussions to be conducted following its release. We will be a space for the amplification of the voices of marginalized or minority groups in our community that may have once been underrepresented in our newspaper- just as Burroughs students are often told, we hope you leave no part of yourself at the door, no piece of your identity left in the dark. Graham and I continuously want nothing more than to hear the thoughts, feelings, and experiences of all

violence, and lawlessness. We return to cold and flu season unable to control a controllable pandemic and a long, cold winter that can wreak havoc on students' mental health fast approaches. The sad truth is that, if this night has been long, it is still hard to imagine daybreak is in the near future.

Nevertheless, I remain inspired. I am inspired by social security-eligible teachers who dedicated their summers to refining their technological skills to better serve students. I am inspired by my peers who stitched, glued, and 3D printed protective equipment for the most vulnerable in our society. And lastly, I am inspired by families from all walks of life who marched for fundamental human rights this summer and everyone who bettered the lives of others in this season of despair.

Throughout this year, and in this issue especially, we will attempt to highlight those who

our JBS colleagues. As you will see throughout this edition, there is strength in the voices of young people, so if you have something you'd like to share, please consider publishing it in The World.

With my newly-acquired power of the press, I lastly implore the JBS student body to give 110% of themselves to this school year, as that is the amount of dedication we'll need to exert to make it successful. Embrace the opportunities you have to make history and push through the objects you perceive as obstacles, because now is the time to build grit. Hold on steadfastly to your passions, and, if necessary, adapt the way they may look. In essence, though I am aware that 2020 has not necessarily been what any of us dreamt or even assumed it would be, I beg you to not give up on this year- the time is too precious.

Finally, I will end this letter with a message of gratitude, especially towards Graham, The World staff, Ms. Z and Ms. Roberts, my classmates and friends, the greater John Burroughs community, and most importantly, my family and God. I am more than thankful for this position, and I hope you all enjoy our labor of love as much as we do. Here's to being resilient- it's truly going to be a great year to be a Bomber.

fought to, not only patch up, but expand the tapestry that is the United States of America.

But that cannot be all this paper does. We will have failed the student body if we do not fully and accurately capture its voice. However, we cannot do this alone. I truly hope that every student on this campus, from seventh graders to seniors, comes to me and asks to write an editorial about something their conviction tells them is truly wrong. For as President John Kennedy once said, paraphrasing the 14th-century Italian poet Dante, "the hottest places in hell are reserved for those who, in a period of moral crises maintain their neutrality." So I come to the Burroughs community that I have been a part of six years to ask today, what will we do? Will we camp out in wait for the first signs of the morning, or will we fight for it to come sooner? The choice is entirely up to us.

MUN Goes Virtual

*High schoolers' conferences continue
in a new format*

By **AYA HAMED** and **AVA TEASDALE**

In an ordinary year, members of the Burroughs THIMUN team travel to Qatar or The Hague for their international Model United Nations conference. This year, however, has been anything but normal, and JBS' Upper MUN Team has switched to online debates. Instead of one major conference at the end of January, the team will participate in several online debates hosted all across the world. On August 22nd, members of the debate team attended their first online conference, called KingsMUN, alongside other delegates from Kenya and Toronto. KingsMUN is an annual MUN conference hosted by King's Christian Collegiate, a private high school located in Oakville, Ontario. The school has hosted MUN events since 2011, and their first online conference was held during the summer of 2020.

Every MUN conference must choose a topic of debate for delegates to research and discuss. After the death of George Floyd in May, social justice was on the minds of everyone at King's, and the planning committee wanted to focus on Black, indigenous, and people of colors' (BIPOC) lives and communities. In light of this, they decided to make August's debate on the rights of indigenous peoples. The topic was appropriate for a debate that included delegates from the United States, Canada, and Kenya, as many nations across the world struggle to protect indigenous rights.

"We wanted to shed light on a worldwide perspective of this topic, in addition to that of our home

countries. So the idea was proposed and we went with it!" said Serwaa Sekyi-Otu, a rising junior at King's and the Under-Secretary-General of External Communications for their MUN program.

In addition to the novelty of online debating, Burroughs delegates had to debate in the North American format, a completely foreign style from that of THIMUN. In this format, delegates begin with a scripted opening speech where they present their stance on the issue. From there, delegates dive into unmoderated and moderated caucus, and typically do not have a speech pre-written. Unlike SLAMUN and THIMUN conferences, there are no resolutions written and selected ahead of time. "I can say the use of a speaker's list rather than coming in with a resolution and knowing you have a topic paper to give is very different...we're writing a resolution from scratch," says JBS MUN member Isa Rosario-Blake ('21), who agreed that the new format created a very different flow from the usual THIMUN conference.

With a Chair from King's guiding the conversation, the delegates dove into a discussion about the rights of indigenous people. The issue of mining on indigenous lands was a major topic, as many countries across the world struggle to balance economic growth with the ethics of destroying land that is sacred to those who have lived there for centuries. But because delegates researched in advance, they came prepared to propose solutions. Some delegates advocated for a national registry of indigenous lands or a quota of employment



Model UN delegates from around the world participate in a debate on Zoom over the summer.



While on the THIMUN trip to debate at the Hague in the Netherlands, AnnMarie O'Shea '21 advocates for the country she is representing.

Photos by TAMAR KREITMAN

for indigenous people. Of course, opponents of these policies brought up the environmental issues connected with mining-- does paying indigenous people to destroy their ancestral lands make mining more ethical? Different delegates, who are obligated to represent their nation authentically, had differing opinions.

After debate, delegates were split into two breakout rooms over Zoom, where they were tasked with writing a resolution together. Time was short, but delegates quickly typed out solutions. Many ideas written into the KingsMUN resolutions were based on policies that countries were implementing in the real world. The Delegate from Australia, for example, cited a program called the Indigenous Land Use Agreements and wrote a similar clause into his room's resolution.

Because MUN has switched online, delegates from all over are able to come together and discuss important global issues. Though virtual debate was not what the heads of the JBS MUN program envisioned for this year, delegates on the JBS Upper MUN team have a unique opportunity to safely connect with students all over the world.

What has the Student Government been up to?

By OWEN FRONT and
AYOMIDE AJAKAIYE

Student Court

Student Court's Role at JBS: Valuing the student right to defend oneself and be heard, Student Court acts as a bridge between the administration and Student Body on issues relating to student misbehavior. "A lot of schools don't have a student court. If you skip a class you automatically get detention," Fern King ('21) mentioned in an interview. "We are a place where you can come in and explain to us what happened and if you have a valid reason, it all gets worked out." Assembling on Friday mornings through Zoom as of now, the Court will take in different cases sent from teachers, and decide on appropriate punishments per case.

Punishments and Court Meetings this Year:

Court meetings, which are available for all students to attend, will continue through a Zoom format similar to previous years: students are called into Court, they explain the situation. They are then questioned by Court members, and after stepping out of the room, Court members discuss the case, eventually bringing the student back in for the final verdict. Students are advised to attend court meetings, as it typically reduces detention time by an hour.

Naturally, punishments will be handled differently this year. "Our main methods of punishments are detentions, but we don't want to bring kids onto campus more than we have to," Fern King ('21) explained. Instead, academic study halls have been suggested as a replacement punishment for high schoolers instead of free periods, and middle school punishments are still open for debate. Typical court offenses like skipping classes and leaving campus will also have varied penalties depending now on other factors like student health and technology functions. This year, all students will be unable to leave campus due to health risks. However, overall the main goal of the Court this year is to be understanding of the varying situations of students.

Student Congress

Student Congress' Role at JBS: As Student Body President Eleanor Hohenberg ('21) puts it in an interview, Congress's job is to "organize the Student Body and [schoolwide] events." Additional responsibilities include approving new clubs and helping them succeed, as well as expressing the wishes of the Student Body to the administration. For now, congress is virtual, but that won't stop them from making the most out of this year.



Photo by MARGARET BAHE

The crowd cheers at Pep Rally 2019, an event planned by Student Congress

All students are allowed to attend any Student Government meetings. Congress meets on Wednesday and Court is held on Friday, both at 8:00am on Zoom for the time being.

Activities and Events for 2020-21:

Many classic traditions like the Pep Rally, Spirit Week, Activity Fair and Bonfire are going to look a lot different this year, and though nothing is finalized, Congress is adapting already. In regards to the Activity Fair, the SBP states, "We have to switch it to an online format, and clubs will be asked to create some sort of media to encourage people to join their club." For other events like Spirit Week, there will be ways to participate at home and in person. "Spirit Week is really about school spirit, [and] showing that we're together, especially in these times," Hohenberg ('21) explains. A virtual or live streamed Commons Cafe or a socially distanced movie night might be in our future. In the meantime, Congress is working hard to make this year as good as it can be.

With the commencement of the first hybrid classes, Student Body President Eleanor Hohenberg ('21) and Chief Justice Leyla Fern King ('21) wanted to update the school with Student Government's current plans for the semester.

JBS Congress Hopes to Rewrite Constitution

By BRICE SHEARBURN
and ALLIE DORNFELD

A great percentage of the student body at John Burroughs is either unaware or has very little knowledge of the John Burroughs Constitution and its 27-year-old contents. Many students at Burroughs did not know it existed until it was mentioned in an infamous sound-off that compared it to the North Korean constitution. There is a copy of the Constitution in the library but no online version. The document is fifteen pages long and contains eight articles: Student Congress, Student Court, The Classes, Student Rights, Powers Reserved to the Headmaster, Elections, Recall from Office, and Amendments. The language used in the Constitution is not up to present-day terms, and because it was last updated in June of 1993, there are many school policies that have changed since its last edition.

There are multiple changes that Burroughs has made that have not been edited into the Constitution. At the forefront of this lies the technological advances that the Burroughs community has undergone since 1993. The Constitution contains little to no code surrounding the use of any devices, as such rules were not necessary due to the absence of cellular phones and other portable electronics. Considering the strict phone and online integrity policies that Burroughs enforces, some acknowledgement or written rules might be expected.

Current readers of the Constitution cannot miss the outdated language. One glaring example is the solely masculine pronouns throughout the

writing, a choice of words that opposes the inclusive and progressive nature that Burroughs attempts to embody today. For example, Article I, Section 4, states: “...any individual may...voice his opinions at such meetings.” A possible solution to such an issue would be the simple rewording of the pronouns “he/him/his” to the “they/them/theirs” when needed.

Another misrepresentation of Burroughs’ current values is seen in the employment of the term “headmaster” in the constitution. The term is out of use within the wider JBS community, with most students referring to Mr. Abbott as the “head of school.”

Burroughs’ relatively new switch to instant run-off ballot for student elections is not reflected in the current constitution, which instead says that “Should no candidate for an office receive a majority (in the initial election), a runoff election shall be held within two school days after the principal election.” However, in the newly adopted system of voting, the voters rank the candidates, and if one candidate does not receive a majority, there is an instant runoff based on the rankings. Another source of controversy surrounding the rules of student elections has been the guidelines surrounding campaigns and the conduct of speeches. The rules surrounding conduct during a campaign speech are unclear, as Article 6, Section 1 states, “Formal campaigns, as defined by Statute, shall be conducted only during the week preceding an election.” This “Statute” is never

defined anywhere else within the article or the Constitution as a whole.

With recent criticism of the Constitution’s vague and outdated language, Burroughs students are curious about the process of rewriting. The Constitution states that it “may be amended upon the motion of Congress,” which Congress is currently working on.

The writing continues to describe the revisions process: “Or upon the petition, presented to Congress, of one-fourth of the Student Body, including one-fourth of each of three classes, and by the affirmative vote of two-thirds of the Student Body.” These steps describe Congress’ ability to begin editing, however, it does not go beyond these surface-level instructions. The actual adding and changing certain aspects of the document, as well as creating a more accessible online version, are never specified.

Many students want to have input on the Constitution’s rewriting, especially since the reworking process was initiated by Congress. When questioned about this, Student Body President Eleanor Hohenberg (*21) said “Although I wish I could get more specific...I do know that we plan to make the whole student body at least aware and hopefully involved in the changes.”

Despite the obscurity surrounding the plan to modify the Constitution, students are optimistic that this new editing process will be a promising time of change and reform within the JBS community. Mrs. Grantham explains, “We will need to keep the Constitution general enough that we aren’t having to amend it every year, but make it current and relevant enough to reflect our current practice.”



Photo by MARGARET BAHE

While Burroughs has evolved, its Constitution has remained the same since 1993

Summer Nights in the CWE Gone Awry

By NOAH CLARK

Making national headlines, a St. Louis couple threatened protesters with firearms, claiming that they were defending their home. Reactions were divided, and the last name McCloskey quickly became a familiar one across the nation. After receiving a letter urging her to defund the police, Mayor Lyda Krewson read the names and addresses of the people who sent her this letter on a live briefing, creating an uproar in the Saint Louis community. On Sunday, June 28th, 2020, hundreds of people in a group known as ‘Expect Us’ marched through the streets chanting that she should resign. These protesters came into Portland Place, a private street, where personal injury lawyers Mark McCloskey, 63, and Patricia McCloskey, 61, lived. As the protestors walked through Portland Place, the McCloskeys grabbed guns, came outside, and threatened the protesters, aiming their weapons at the crowd. A few minutes later, the protesters left. Mark McCloskey later said, “A mob of protesters descended on our neighborhood.” He continued, “It was a huge and frightening crowd. They broke down the gate and were coming at us.” Kate Smith, a John Burroughs senior and resident of the Central West End explained her thoughts on the matter, stating, “I was pretty taken aback when I saw the McCloskey news, even more so when it turned up in my own neighborhood. I thought it strange, because for the most part I feel like it’s a pretty liberal area, and to see someone



Mark and Patricia McCloskey of the Central West End address the Republican National Convention on August 24, 2020

proudly brandishing their weapon, pointing it at BLM protesters, was jarring. But it is worth noting that there is a wide range of wealth and political opinion in the area, so it’s not wholly unexpected that there are people with those beliefs.” About a week later on the next street over, Westmoreland Place, many of the street’s residents began emailing each other. They felt that they should do something in response to the McCloskeys’ actions. If they did nothing, it might seem like they were in favor of the McCloskeys, but if they chose to speak up, people might disagree and protest them. Eventually, it was decided that a letter should be written declaring their opposition to the McCloskeys’ actions on June 28th. Tim Noonan, a Westmoreland Place resident, started the draft, but found difficulty writing it because few could agree on the wording of the letter. Eventually, the residents came to a consensus and released the letter. When Tim Noonan was interviewed on the subject of the McCloskey’s actions, he explained, “Our country was founded on protesting. I believe that people should retain the right to peacefully protest, and not have to worry about being shot.” He also said that “By their logic, if a kid throws a frisbee in their yard, they could threaten that kid with a gun.” Anne Taussig, another Westmoreland Place resident who signed the letter, remarked, “The McCloskeys stepped outside the bounds

of moral decency.” The letter written by the McCloskeys’ neighbors reads, “We condemn the behavior of anyone who uses threats of violence, especially through the brandishing weapons, to disrupt peaceful protests, whether it be in this neighborhood or anywhere in the United States.” On the night of July 3rd, ‘Expect Us’ came again to protest the McCloskeys. In response to this, the McCloskeys had guards protecting their house. The police advised everyone in the neighborhood to be indoors by 6:00 P.M., due to fear that things might quickly escalate, causing major problems. The police secured the perimeter and sent a bus of police officers to wait in case anything violent occurred. Fortunately, no person nor property was harmed.

When interviewed, Kenley Satcher, a John Burroughs seventh-grader, said that “[Mark McCloskey] told protesters they should leave, but even though they didn’t listen, guns were uncalled for.” Nathaniel Doty, a senior, also stated, “They shouldn’t have taken the law into their own hands. They should’ve just gone inside and called the police if they were worried.” While the residents of Westmoreland are taking a stand, many believe their response is only a small step towards combating the issues of police brutality and unnecessary violence that our country faces.

Over Summer, Juniors Work to Highlight Arts

By AVA TEASDALE



After clicking a link on their website, readers of Issue I of Saint Louis Youth Arts Coalition are greeted with a bright blue cover with splashes of orange, yellow, and pink. The literary magazine is filled with student work of all kinds: poetry, memoirs, paintings, and photography.

The STL Youth Artists Coalition, STLYAC for short, is “a local youth organization that aims to create a community for artists to learn, make connections, and receive art and writing related opportunities in Saint Louis,” as stated on their website. The group publishes an art and writing journal biannually, and their first edition came out in August 2020. Their blog is also updated monthly and gives writers a chance to write on prompts that the editors announce.

The Coalition is run by three high school juniors, Jacquelyn Harris (‘22), Oviya Shrihari, and Kiran Khan, who met at Burroughs in seventh grade. Since Shrihari and Khan have departed to different high schools, the three have remained close friends as co-leaders of STLYAC. The idea was created by Shrihari, who has always been passionate about writing and the arts, but couldn’t find an organization that gathered artists from all across Saint Louis. Her aim was simple: “create a space for youth artists and writers to really be able to learn and actually connect with each other across schools.” After receiving a long paragraph over text explaining Shrihari’s vision, Harris (‘22) and Khan were on-boarded as co-leaders of STLYAC. Khan currently runs the monthly blog and Harris is the head activities coordinator.

The organization took off in mid-June and has had two major meetings since then. The first was an introductory vision meeting where members got to know each other as well as the organization. During the second meeting, members joined Netflix Party (a streaming service that allows multiple people to watch a film at the same time from different locations) and watched *Knock Down the House*, a documentary featuring Alexandria Ocasio-Cortez and Saint Louis’ Cori Bush. Following the documentary, Harris facilitated a workshop and discussion, where members discussed activism, advocacy, and how students can influence society and government without voting.

The fact that the three leaders attend different schools has become a huge advantage to spreading awareness about STLYAC. Between four and six different high schools are represented in their subscriber list, according to Shrihari. In the first issue of STLYAC’s literary journal, writers and artists from John Burroughs, Ladue Horton Watkins High School, Parkway West, and Desert Mountain High School all had work published.

Student work found in the journal and blog posts ranges from colorful paintings to poetry to photography. In response to a blog prompt, many students wrote powerful memoirs about their first experience with race in America. Indeed, many writers tackle heavy topics involving mental health, sexual orientation, and race. STLYAC is a platform for students to share their experiences in a very raw and authentic manner, and the leaders work very hard to empower their members. “Just reading everyone’s stories and seeing how vulnerable they are, it really does just touch my heart,” says Harris, who also published several pieces in the journal.

“I think that the whole STLYAC group does a really nice job of letting student voices be heard, and they’re all super inclusive. I’m really inspired by the creativity of everyone on the team,” says Sara Cao (‘22). Cao, a junior at Burroughs, wrote a piece entitled “My First Experience With Race”, and is grateful for all the support that the leadership team offered.

For the leaders of the Coalition, many writing journals can feel impersonal-- students simply submit their work anonymously and risk never getting published. But with frequent meetings and opportunities to bond with one another, STLYAC works hard to provide an encouraging environment for their artists inside and outside of the journal. Shrihari is proud of creating a space that “feels really inclusive and supportive [for students] to share this really vulnerable work.”

So what can we expect from STLYAC in the future? Right now, the leaders want to continue conversations virtually, especially with the 2020 election coming up. Harris is planning to continue their movies series and facilitate “conversations about different groups of people.” The blog will continue to be updated monthly, and the editors are always looking for new submissions. Additionally, the leadership team is focused on expanding membership to new students and schools, especially outside of the suburban private school bubble. Once the Covid-19 pandemic has abated, the team wants to go on art museum trips, watch poetry slams, and paint in the park. Until then, STLYAC will continue finding socially distanced ways to connect young artists and writers.

STLYAC is grounded in writing and art, but creating new relationships between creatives across the area is extremely important to the Coalition. “I really wish I had this kind of thing coming into high school,” said Shrihari, who has enjoyed keeping up with old friends and meeting new ones through the organization, “so maybe I can give that to somebody else.”

The Pandemic's Crippling Effects on Nonprofits

By ANDREW PADOUSIS

The COVID-19 pandemic has greatly altered life as we know it and forced us to adapt and overcome hurdles we never expected to face. With the country as a whole under economic strain, many individuals and families have found themselves in dire financial situations. It is now more important than ever for nonprofits to assist these individuals. However, some are finding it difficult to serve the clients that they have worked with in the past, especially charities that benefit school age children. Two local non-profits, KidSmart, which provides school supplies to underprivileged children, and Operation Food Search, a local food bank that has an extensive history of feeding children lacking a secure food source, have faced new challenges that have been met with passionate resolve.

While high-school students across the country enter the world of online school, many underprivileged children lack computing capability, access to WIFI, and

crucial school supplies and equipment -- all the while struggling in an unfamiliar learning environment. In order to effectively and safely distribute supplies to children, Jennifer Miller, CEO of KidSmart, shared that finding innovative ways to reach these children has been critical. Since many teachers are no longer seeing their students in school, KidSmart has begun filling teachers' cars with supplies, who then deliver these materials to their student's porches or drop them off at homeless shelters where some of these children reside. Similarly, Operation Food Search has pioneered a pickup program where food-insecure students can come pick up food, in addition to the staff delivering food to large school districts for distribution to the community. Despite the operational pivots successfully carried out by these nonprofits to meet the community's critical needs, both of these organizations have faced challenging circumstances during these uncertain



Artwork by KATIE XU

times. Struggling to keep up with soaring demand, Operation Food Search served 500,000 meals through their Summer Food Service Program when they normally only prepare 90,000 meals. This pressure to administer the output of such high quantities occurred simultaneously to Operation Food Search's decision to close its doors entirely to the large contingent of outside volunteers, while Kid Smart has limited their volunteers to eight at a time to ensure safety in their warehouse. Additionally, Kid Smart has fallen short of fundraising goals, as it is unable to hold its main fundraising event of the year, while Operation Food Search has actually experienced an increase in donations.

Both organizations shared that they have witnessed

tremendous displays of generosity in our community. Jennifer Miller of KidSmart remarked that an anonymous philanthropist donated a tractor trailer of high end Dixon-Ticonderoga school supplies just when they were needed most. Kirsten Wild of Operation Food Search said that she has seen all kinds of ingenuitive ways that the community has worked together to raise money, ranging from a 100 mile run in Forest Park bringing in \$20,000, to a man giving casual porch concerts for his neighborhood to aid in the support of helping to end hunger. In the bleak times of Covid, it turns out that despite widespread hardship and challenges in our community, there are always some surprising blessings to give us all a little hope.

You've All Heard "The Question," But What Does it Mean?

By EVA KAPPAS

At RISE STL, a youth-organized online event tackling education inequality within St. Louis, Ishmaiah Moore describes her experience with "the question." A 2019 graduate from Hazelwood West, she ponders the conclusions people may draw about her, solely from her school name:

"I think in the North County community, people think of it as the 'fancy one'. Then whenever I branch out to South County schools, or students who go to Ladue or a Parkway district, they kind of look down upon Hazelwood West; [they think] that it's like the 'ghetto school.'"

"Where did you go to high school?"

We've all asked "the question," heard "the question," and then said "Burroughs" with a degree of humble pride. But our feelings with it may be very different from someone who grew up just five miles North or South.

No matter the response to this question, religious, racial and socioeconomic associations flood our minds. Though we don't like to admit it, this classic



Photos by ELLA GALVIN



St. Louis question is popular because it provides context in which to see a new acquaintance, drawing what we think is a window into their life- but really just drawing them into a box.

"I think the truth is somewhere in the middle, and a lot of people will project the same kind of misconceptions they have about race and poverty onto Hazelwood West," Moore explains. "That goes for outsiders and even the students; if they see one inci-

dent, it will just affirm how they've been conditioned into believing students who come from minority and lower income backgrounds are and behave. That adds to the cycle of people being disinterested in investing into Hazelwood West and into North County schools in general." In St. Louis especially, the disparity in quality of education varies greatly among and within public and private institutions. And with COVID-19, the gaps between public and

private institutions will widen further. As reported by McKinsey & Company in a 2020 assessment of achievement gaps and COVID-19, "Lower-income students are less likely to have access to high-quality remote learning or to a conducive learning environment, such as a quiet space with minimal distractions, devices they do not need to share, high-speed internet, and parental academic supervision." Although it is well understood today that price determines quality, education wasn't always a commodity to be bought and sold--and the history of that shift is what the RISE summit attempted to explain.

White Flight and Segregation

In order to understand the origins of racially and economically segregated schools, we must go back to St. Louis in the 1900s. White people were worried that the influx Black residents arriving during the Great Migration would steal their jobs and lower their property value if

low-income Black families moved into White neighborhoods. In 1916, St. Louisans had a referendum where they passed an ordinance that prevented anyone from buying a home in a neighborhood more than 75% occupied by another race. After that was made illegal by a Supreme Court decision the following year, some neighborhoods employed racial covenants, asking every family on a block to sign a legal document promising never to sell to an African American.

When white families moved to the suburbs in “white flight,” residents in many historically Black neighborhoods in the city were evicted in order to build highways and “urban renewal” projects. “We removed so-called slum neighborhoods... We have spent enormous sums of public money to spatially reinforce human segregation patterns. And it’s been very frightening to see the result.” said Michael Allen, director of the Preservation Research Office, to STL Magazine.

STL Magazine relays that “Urban geographers describe St. Louis as a donut hole—empty in the middle and encircled by doughy counties.” And moving out of these now “empty,” low-income areas was made nearly impossible by redlining: the policy of federal lenders to refuse loans to people living in and near Black neighborhoods on the premise that the loans were a “poor financial risk.” Today, St. Louis remains one of the top ten most

segregated cities, emphasized with the literal dividing line of Delmar Boulevard.

The Property Tax Problem

On the Zoom screen of the RISE STL Virtual Training, a slide reads in all caps: “The funding of public schools by property taxes ensures economic segregation due to redlining.” Because school districts are funded by property

Graphic from RISE STL

MAPPING K-12 & HIGHER EDUCATION IN STL

CHARTER SCHOOLS

- Like public schools, they receive government funding but are independent of the districts themselves
- Grand Center Arts Academy, KIPP St. Louis High School, Confluence Preparatory Academy

ST. LOUIS COUNTY PUBLIC SCHOOLS

- 23 districts serving a population of 1,000,000
- Median Household Income: \$65,300
- Funding varies depending on district
- Well-funded examples include Ladue, Clayton, Kirkwood

ST. LOUIS PUBLIC SCHOOLS (SLPS)

- Population: 311,273
- Median Household Income: \$41,107
- 47% Black, 43% white, 4% Hispanic/Latinx, 3% Asian, 2% multiracial

MAGNET SCHOOLS

- District schools with specialized curricula
- Metro High School, Central VPA, Roosevelt High School
- Usually requires some form of standardized/skill-based testing

PRIVATE SCHOOLS

- Secular schools that charge tuition
- Application/interview process
- John Burroughs, MICDS, Whitfield
- Cost of attendance -\$30,000
- Located in/around Ladue, MO

PAROCHIAL SCHOOLS

- Schools with religious affiliations
- Some (Catholic) funded by Archdiocese of STL, others private
- Culturally significant but enrollment on decline
- Throughout STL city and county

COLLEGES & UNIVERSITIES

- Washington University in St. Louis / St. Louis University
- Branded as “in and of the city”
- Often expedite gentrification and purchase large swathes of land for development
- Proximity to city/county divide

taxes (the taxes you pay on your house), rich areas with higher property taxes will have more money for their school systems. In this way, schools are segregated economically. Rich people with the means to live in a wealthy area and pay higher property tax will have access to a “good” school district, while low-income families must send their children to less-funded school districts with fewer resources. While public schools also receive state and federal funding, RISE STL says, “that does not even begin to close the gap” caused by disparities in local property tax funding. Desegregation bussing programs have attempted to combat racial segregation between schools by bussing students to schools within or outside their school districts. In St. Louis, the Voluntary Interdistrict Choice Corporation (VICC) provides St. Louis City students transportation to suburban schools, allowing them to receive a better education than otherwise available to them.

The VICC bussing program has allowed over 70,000 Black students from St. Louis City to attend schools in St. Louis County since 1981, and yet the program has started to phase out and will entirely stop admitting new applicants

by 2024. Clayton school district already ended its bussing program this year. As to what will happen after the bussing program terminates, Eric Knost, Rockwood superintendent and VICC chairman for the 2017-2018 school year, tells the Riverfront Times: “We really haven't even scratched the surface yet on what's to come.” “We know that segregation in schools ended in 1964, however I'm sure we can tell that segregation in schools hasn't ended just by looking at the makeup of schools that [you all] went to,” Sunny Lu, a Ladue senior and speaker at RISE STL, explains. “This has a lot to do with discriminatory housing policies. If you live in an area that's predominately white and predominantly wealthy, then that's what your school is going to look like.”

Brown v. Board, Backlash, and Present Day Struggles

And that's not even taking private schools into consideration. After *Brown v. Board of Education*, the 1954 landmark Supreme Court ruling that ended school segregation, many white families that opposed integration pulled their children from the public school system. They enrolled in newly creat-

ed segregation academies, private schools with fees that effectively made the school only accessible to rich white students. These schools received public funding to increase the quality of education for white students, while many Southern public schools were shut down for a period of time rather than integrating. John Burroughs School was not a segregation academy, but private schools themselves provide students with an advantage over public school students through resources, smaller class sizes, and college counseling services not available in lower-income public school districts.

Nevertheless, some think that it is impossible to achieve true education equality with the existence of private schools.

“While not all private schools have explicitly racist or exclusionary foundations, the highest quality of public education simply cannot exist with rich parents being able to simply opt out of public education via private schools,” Lu says.

“Education equality can be achieved within our lifetimes, it's just going to take a lot of effort to get there and de-normalizing the idea that it's okay for some people to receive a better education than others.” Brianna Chandler, a RISE STL Organizer and WashU student, thinks

“Education equality definitely relies on dismantling capitalism and getting rid of private schools.”

On the opposite side, Secretary of Education Betsy DeVos consistently supports school choice and privatization, increasing the quality of education for some through charter schools and school vouchers.

Smaller steps to improving public education could take the form of reallocating state funds to low-income school districts. By rearranging already collected money from state income taxes, families would have no tax increase, and students in low-income districts would benefit from more resources.

Even without systemic changes, Chandler still believes there are ways to break down stereotypes and engage with their peers.

“Get involved with initiatives that bring students from different schools together...[such as] a program called Youth Leadership St. Louis, which is composed of a lot of students from a variety of schools,” she says. It is also helpful in getting involved in your community, as well as social media... especially as people are talking more about politics now on social media, that can expose someone to views they wouldn't have encountered before.”

Social Media Activism: Performance or Informative?

By LIV ACREE and CECE FERNANDEZ

Considering teens are on social media every day, the recent activism seen on social media has dramatic influence on their everyday lives, but while some activism comes from genuine concern, others have seen their feeds flooding with advocacy, and feel the need to post as well--not necessarily for the cause, but because everyone else is. If you have been on social media in the past couple of months, you

type in the search bar. Recently, this has brought us the opportunity to easily get involved in peaceful protests and political activism. You can quickly find out if there are protests for a cause you care about nearby, or how to get involved with a cause you believe in. The recent killing of George Floyd caused a massive movement all across America, leading to thousands of protests with the intentions to defund the police system. Many members of the JBS community attended these protests, showing their support from the Black Lives Matter movement.

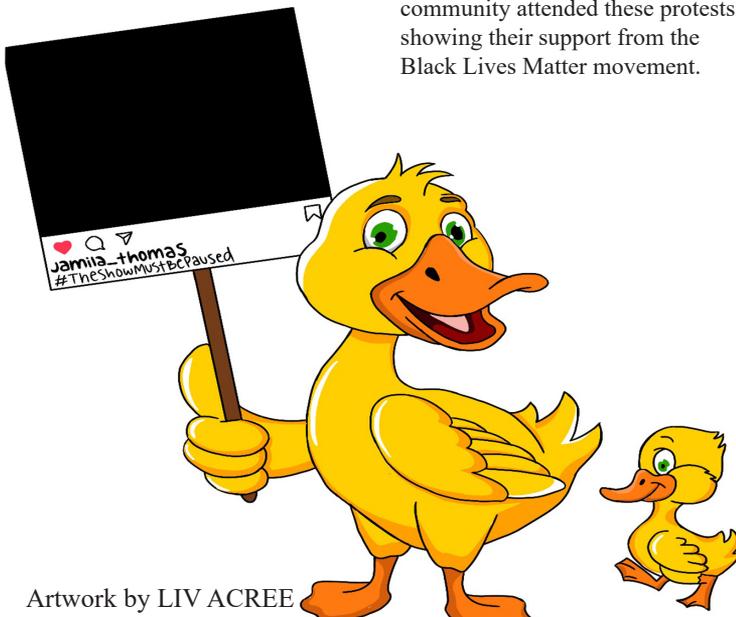
ter, and over 4 million Instagram followers.

It has also led to the increase of "Instagram Threads"; aesthetically pleasing slideshows that give information and other viewpoints on different topics. These brightly colored Instagram posts appeal to a younger demographic because they are easy to understand. The ability to easily post information on your story or TikTok is quite enticing, because it is an easy way to show your support and spread information around quickly. However, blindly believing whatever we see on the internet can also be quite harmful. Often, Instagram threads do not cite their sources, leading to the potential of misinformation. Ideas often lean to one side of the political spectrum, leading to a somewhat false sense of knowledge. While social media can potentially be harmful in some ways, it is very helpful in other

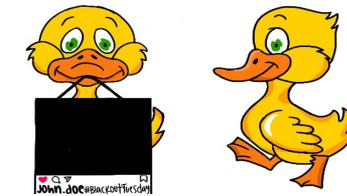
Tik Tok and Twitter reserving multiple tickets under fake names with no intention to go, quickly gained popularity, many videos receiving millions of views and hundreds of thousands of likes.

Their frustration with Mr. Trump's rally stems not just from the ongoing COVID-19 pandemic that led local health officials to deem it to be unsafe, but also because it was being hosted on Juneteenth, a holiday celebrating the emancipation of slaves, and that it was held in Tulsa--the site of the 1921 Tulsa race massacre, where a white mob torched one of the most affluent and vibrant Black communities of the time.

The event was eventually pushed back to June 20th, but that did not stop people from continuing to reserve seats. Trump had rented out the BOK's center in Tulsa for his rally, which can hold up to 19,200 people, but on the night of his rally, it only held 6,200, according to forbes.com, despite his team announcing they had received more than a million ticket requests. Then-Trump Campaign Manager and Senior Advisor Brad Parscale denied that teen TikTokers had anything to do with the low attendance numbers, telling CNN: "Leftists and online trolls doing a victory lap, thinking they somehow impacted rally attendance, don't know what they're talking about or how our rallies work." However, some politicians seemed to think differently. Congresswoman Alexandria Ocasio-Cortez, a Democrat from New York, responded to a tweet by Parscale saying "Actually you just got ROCKED by teens on TikTok who flooded the Trump campaign w/ fake ticket reservations & tricked you into believing a million people wanted your white supremacist open mic enough to pack an arena during



Artwork by LIV ACREE



may have noticed far more content than usual. There have been an abundance of posts circulating with information about the Black Lives Matter movement and other political movements, what you can do to get involved, and how you can help. Apps like Instagram and Tik Tok have seen an increase in political activism over the summer since the death of George Floyd, and President Donald J. Trump's rally in Tulsa, Oklahoma.

Generation Z has the unique privilege and advantage of social media, which other generations did not grow up with or use until later in life. We are able to access any information we need with a quick

The Black Lives Matter movement officially began in 2013, when George Zimmerman, the Sanford, FL man who killed African-American teen Trayvon Martin, was acquitted. It grew following the 2014 deaths of Eric Garner, Freddie Gray, and Michael Brown and, after several years out of the national spotlight, again in 2020 with the killings of George Floyd, Breonna Taylor, and Ahmaud Aubry. Their mission is to "eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes." Since their start, BLM has grown an enormous platform, with over 24.6 million posts under #blacklivesmat-

ter. Social media has helped platforms like Black Lives Matter organize protests in real time, relay live information, and push back against false narratives. Social media allows for organizations like BLM to establish themselves in the mainstream without needing an actual place of business. Another example of social media's effect on political affairs happened last June, when President Donald Trump announced he would be hosting a rally in Tulsa, Oklahoma. On June 11th, Trump's campaign twitter, @TeamTrump, announced that you could register for free tickets to the rally using your phone. Shortly after, an surge of teens on

COVID.” This win for liberal teens and TikTok users shows that social media gives a great platform to young teen activists who cannot yet vote.

As soon as the clock struck midnight on June 2, 2020, the #BlackLivesMatter hashtag, once filled with information and resources, was flooded with a sea of black squares. This movement of solidarity was led by Jamila Thomas and Brianna Agyemang--two black women in the music industry who, in an attempt to hold the industry responsible for what they believed to be performative activism, advocated for real action to be taken instead of only posts with #BLM and started #TheShowMustBePaused. They did this by posting only a black square on Instagram, thus showing the impact Black Americans and their allies have on day-to-day life. People caught wind of the movement fast, and it quickly took a life

took seven years to get 11.9 million posts, and within seven hours, there were already a million more of them, mostly black boxes,” Feminista Jones says. Jones is an author, speaker, and longtime activist. “This performative ally stuff is not helping, and this really catered to the people who want to show they care,” she commented. This is not the first time we have seen performative activism on social media though. In previous years, posts have circulated where you “tag 10 friends to support ____.” While this may be raising awareness, some say that it perpetuates the idea that activism is a trend. Videos and pictures have surfaced of popular influencers staging photoshoots at protests, or in front of looted buildings, to make themselves appear relevant. “Right now the biggest thing is not necessarily making a watercolor Black Lives Matter sign

With the influence of social media, political activism is involved in everyday life, with posts constantly circulating. This can provide insight and education, but also give someone a way to act as though they care without having to do anything more.

of its own with people using the hashtag #BlackOutTuesday instead #TheShowMustBePaused. The impact spread far past just the music industry and into mainstream media. What’s the problem here? Kehllani describes it as, “a bunch of suits on Instagram saying black out Tuesday for the industry. With no context. No nod to the original organizers or the original flyer.” Despite the problem of police brutality existing for centuries, new advocates came out of the woodwork seemingly overnight. On the Monday before #BlackOutTuesday, there were roughly 11.9 million posts under the hashtag #BlackLivesMatter. “It

or doing an interpretive dance,” says Anthony James Williams, a sociology PhD candidate. “But if that’s all you are contributing to the struggle right now, there’s a lot more you can do.” Activism on social media has both positive and negative impacts. One day on Twitter, the #white-lives trending because Kpop (the music genre) fans were flooding the hashtag with videos and pictures of their favorite celebrities, distracting from the people using that hashtag to say something destructive and divisive about the Black Lives Matter movement. In other instances, though people are not as



Photo from U-DON WEBSITE

compassionate. “Troll” accounts are accounts made on a social media platform with no indication of the user’s identity, so they can say things they would likely never say if their name was displayed. With the influence of social media, political activism is involved in everyday life, with posts constantly circulating. This can provide insight and education, but also give someone a way to act as though they care without having to do anything more. There are many things you can do to help without even leaving your bed--texting “FLOYD” to 55156 and “JUSTICE” to 688366 to only name a few text lines where you can show your support. Signing petitions, sending pre-written emails, eating at black-owned restaurants, even downloading the app UDON where donations are made as you play a game, are all ways to advocate.

U-DON
“Our mission is to revolutionize the methods in which other non-profit organisations raise funds and pave a completely new system through an innovative digital platform that allows users, volunteers, and patrons to communicate with the respective organisations with ease.”- U-Don's Mission Statement

Students Organize, Take To Streets

By KATIE HOLEKAMP

Shouts of “Black Lives Matter”, “No Justice, No Peace”, and “Say His Name: George Floyd” could be heard around the world this past summer. Thousands of masked protesters gathered in the streets to fight for racial equality and an end to systemic racism. At the forefront of this fight were students and teachers dedicated to educating their peers, leading discussions, and creating a new generation of activists to bring about substantial and sustainable change.

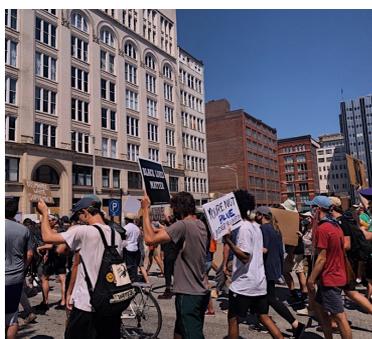
George Floyd’s death at the hands of police on May 25, 2020 reminded the world of the continued racism and prejudice black people face in America. It sparked an international outcry for justice. This came in the form

of thousands of protests around the world, including 60 countries outside of the United States, all 50 states, and all 5 permanently inhabited territories. As of July 3, there had been over 4,700 demonstrations. This adds up to approximately 140 per day since the first protest in Minneapolis on May 26. And

over 15-26 million Americans had participated in at least one protest, according to four polls done in early June. While precise turnout is difficult to gauge due to the nature of protests, these numbers

show the widespread desire to bring about awareness and change.

This eagerness to St. Louisans as well, prompting hundreds of protests in our city this past summer. These were organized by groups such as ExpectUs, RespectUs,



"THE CALL TO END SYSTEMIC RACISM IN AMERICA WAS NOW DISTINCTLY PRESENT IN LADUE AND COULD NO LONGER BE



Photos by AUDREY PINSON

Tent Mission STL, Occupy City Hall STL, Protest THAT, Action St. Louis and ClosureWorkhouse. However, some of the largest protests this summer were led and attended by students, and it is these that have raised significant awareness in our age demographic.

On June 6, hundreds of students and teachers gathered at North Kirkwood Middle School to show their support for the Black Lives Matter movement. Organized by the Kirkwood School District Teachers of Color, this peace walk strove to bring people together from all ages. Assistant High School Principal, Romona Miller,

stated, “These are things that are not necessarily taught to our children, so to be a part of living history is huge for them and so it’s important for them to be involved in this,” as reported by 5 On Your Side. The event lasted for about two hours, leading protestors on a one mile walk from the middle school to Kirkwood High School. Chanting could be heard throughout the whole event, only stopping for a moment of silence in the middle of the march to remember the lives lost to police brutality. Driven by a desire to do anything to help the situation, Victoria Neal, an eighteen-year-old Ladue High School

graduate, began the organization “Speak Truth to Power” with a few of her friends in early June. This organization led protests throughout this past summer, most notably a march down Lindbergh. The goal of this march was to focus attention on an area of St. Louis that is not often talked about when discussing the racial and economic divide. As Victoria stated, “If you go all the way up Lindbergh or all the way down Lindbergh, you can see all the diversity that we have in St. Louis and the economic gap that is there, and it is something that isn’t discussed and needs to be changed,” as reported by 5 On Your Side. As with the Kirkwood peace walk, the protests organized by Speak Truth to Power remained peaceful, with leaders focusing mainly on educating their peers and others within their community.

Additionally, members of the Burroughs community have played large roles in the local social engagement that was seen this past summer. On Friday, June 5, hundreds of Burroughs, MICDS, and Ladue students gathered at the St. Louis Public Library on Lindbergh to march down Clayton Road. Leading the efforts, along with Speak Truth to Power, were seniors Delaney Frank, Leyla Fern King, Jillian Mays, Kylie Goldfarb, Alexis Spittal, and Udonne Eke-Okoro, who came together over a shared interest in figuring out some way to support the movement.

In asking Delaney Frank, one of the protest organizers, how their movement came to be, she explained that they simply made a group chat to begin brainstorm-

ing ideas. Soon, they were reaching out to people from every grade and recent graduates located in the St. Louis area to gain input and support. The majority of people they heard from wanted to support Black Lives Matter, but felt wary about attending protests in the city after hearing reports of violence on the news. Because of this, the organizers wanted to ensure people from the community would feel comfortable coming out to show support. With this in mind, the idea of a protest focused on awareness in Ladue arose. While holding the march in Ladue encouraged increased attendance, it also served a greater purpose: “The driving factor of holding the protest on Clayton Road was raising awareness and involving those who have the means to enact change, but also the privilege to distance themselves from the issue,” Frank said. The goal was to walk in view of homes that may be separated from current events by wealth, ensuring that the Black Lives Matter movement could no longer be ignored. The organizers also realized it was important to keep the protest completely peaceful, not only to guarantee the safety of those present but also to prove that there are other aspects of the movement that the media often does not show. In order to do this, they coordinated with the mayor and the police, alerting them of their plans for the march.

Frank also noted that they had to consider how comfortable people would be protesting during a global pandemic. While they hoped for a large attendance, the organizers also understood that many people prioritized protecting themselves and their family from COVID-19. In order to provide multiple ways to be involved, Frank and her fellow coordinators encouraged those who could not attend in person to gather and donate supplies. Such donations included packages of water bottles or cardboard or poster board signs with slogans in support of the movement. With multiple levels of engagement, there were ways for anyone to get involved.

Finally, after weeks of planning the march, getting the word out through social media, and coordinating with other schools and

organizations, hundreds of students and adults from across St. Louis gathered at the St. Louis public library. Masked and socially-distanced, the protesters began their walk down Lindbergh Boulevard to the town of Clayton. Signs with “Black Lives Matter”, “Silence is Violence”, and “We Need Justice” were raised into the sky. Shouts could be heard throughout the streets and neighborhoods surrounding the protesters. The call to end systemic racism in America was now distinctly present in Ladue and could no longer be ignored. People previously oblivious were forced to confront the issue head on and listen to what students had to say.

The protest was an overall success, hav-



ing completed its main goal of raising awareness and educating the community. It was a powerful example of the power and influence of our peers here at Burroughs, and because of protests like these across the United States, police reforms have been proposed on the federal level and in jurisdictions in over 20 states.

These young activists feel they have an obligation to continue the fight for equality. This starts with talking about the issue, and, as we often say here at Burroughs, bursting the bubble that surrounds our community. Frank points out that this includes talking about St. Louis as a whole, acknowledging both the city and other

counties outside of Ladue. Additionally, if one wishes to go beyond just discussing the issue with friends and family, they can work to advocate for its remedy by speaking to local and national representatives. With the work being done by Frank and others, it

is clear that people of all ages are able to engage in political activism, and that voting is not the only way to spark change. It is the hope of many that Burroughs and other similar institutions continue to focus efforts on educating people about these movements and

their history. Many students, including Frank and the other organizers, also hope to see an Activism Club created in the next few years. This club would work to educate people about various issues and foster a united front to deal with them. However, these

are just beginning steps, and there is more that can be done by the community, especially if we follow the lead of these passionate students who came together in an impactful way this past summer.



Sisters Work with Advocacy Group for Change

By SAHANA MADALA

Burroughs is home to many young leaders who are fighting for change and equality. As the world is struggling with the current pandemic, we need more leaders like Summer ('24) and Yara Levin ('22). During quarantine, Summer says she has become more involved in advocacy and improved her taekwondo and baking skills. On the other hand, Yara says she has been busy with advocacy and has become more involved in the community. Summer and Yara work with an advocacy group called RESULTS, an organization that "influences the policies that impact your life and the lives of millions of people around the world." One of the best things about RESULTS, Yara explains, is "It's everyday people. Anyone of any age can join." Some volunteers

results

work domestically and others internationally, meaning there are a wide variety of issues that are addressed. Members write letters, make calls to Congress, and bring attention to important ideas in the media. RESULTS usually focuses on global health and education; however, helping countries with COVID-19 relief funding and delivering future vaccines are the biggest priorities as of now. Other current, important issues are helping to halt eviction rates and aiding in rental assistance. Before the pandemic, RESULTS had

"It's everyday people. Anyone of any age can join."

—Yara Levin ('22)

worked on a variety of issues such as maternal-child health, global education/nutrition, and tuberculosis. Yara reveals, "we were practically raised in RESULTS because our mom was super involved and joined when we were toddlers. Me and Summer were brought along to Congress meetings." She adds, "Our mom would be making calls to members of Congress while we were eating breakfast and that would be a very normal thing." During free periods, Yara would bring call scripts and ask people to call Congress.

Summer states, "I was working on the READ act for most of my time with RESULTS which was passed after 10 years." The READ act is a bill that promotes basic education and responds to the needs and capacities of developing countries to improve literacy as well as other basic skills. Summer also says, "RESULTS always give you all the support and tools you need to dive down into high powered actions." Any student or parent can take action. Several Burroughs students are already involved with RESULTS. If you would like to join, contact Yara or Summer at 2022.ylevin@jburroughs.org or 2024.slevin@jburroughs.org. You can also check out their facebook page or results.org to stay informed and take action. RESULTS is a great way to be involved within the community and become a leader.

Pushing for Political Action--On the Phone

How Three Students Helped Phone-Bank to Progressive Upsets

With the recent COVID-19 pandemic and the Black Lives Matter protests, multiple JBS students have found themselves wondering how they can stand up for what they believe in and push to combat the issues plaguing the USA as racial and socio-economic barriers are becoming more and more visible. Over the summer, three students were especially passionate about making a difference in the world- even from home. Eva Kappas ('22), Maddy Pass ('23), and Yara Levin ('22), in a bid to elect certain candidates to the US Congress, dedicated hours to phone-banking with the Sunrise Movement, a youth-led political movement for climate justice. In a nutshell, phone-banking is making calls to people in order to persuade them to join a campaign or vote for a certain candidate. Pass, Kappas, and Levin all agree that it is the most effective way to get votes, since the pandemic has halted many other traditional ways such as door-to-door canvassing. All three of them phone-banked for proponents of the Green New Deal over the summer for the July and August primaries. Pass outlines the process of phone-banking, by saying "When you phonebank for a Democratic political candidate, you're calling registered Democratic and swing voters in the area they are running in.

By SARA CAO



Artwork by SARA CAO

You use a script provided by the candidate, and your main goals are introducing the candidate to voters who haven't heard of them yet and helping supporters make a plan to vote on primary day, whether they are planning on voting in person or by mail. The script is interactive and connected with the automatic dialer, so when you click through it, you're also giving the campaign important data about which votes they can count on and which issues voters are especially concerned about this election cycle." Though it can be a nerve-wracking experience at first, phone-banking has proven to make a difference in electoral

politics as it fuels campaigns that are 100% people-organized. Pass, Levin, and Kappas all volunteered for grassroots campaigns that were fully people-organized with no corporate funding, a major reason why they phone-banked for candidates such as Jamaal Bowman and Cori Bush. Kappas and Pass both started their phone-banking journey with Jamaal Bowman, a Democrat from the NY-16, in June while Levin started making calls in March with Marie Newman, a Democrat from the IL-3. However, as the movement gained momentum closer to primary day, all three of them spent hours phone-banking for St. Louis's own Cori Bush, a Democrat from the MO-1. Bush, a registered nurse, activist, and pastor, is currently the Democratic nominee for Missouri's first congressional district. Kappas states that she was immediately drawn to her campaign because "Cori was an activist before she ran for Congress, and she said before the primary that even if she lost, she would continue doing as much as she could for her community. That really speaks to me and I'm sure a lot of other voters because when we want to elect our representatives, we don't want someone who's just running so that they can be in Congress and have that seat. We want someone who's running

so that their community can be represented in Congress and their community can have that seat, that outlet, to voice their needs.” Like Kappas, Levin and Pass recognized Bush’s working-class origins and innate ability to lead and inspire others as well as her support for the climate movement. All three of them decided that those traits were exactly what they wanted to see in a representative, thus prompting them to advocate for her through hundreds of phone calls.

Cori Bush is now the official Democratic nominee for MO-1, beating incumbent Lacy Clay who held the seat for over 20 years, signifying that all three of their phone-banking efforts paid off. Kappas describes her feeling after the primary results came in, saying that “It was the first campaign that I’ve worked on, but they were organized and so caring about every constituent, about volunteers. Every voter we called, we would ask like, how are you doing? Do you need any COVID resources? And that was really the primary ask of the conversation, even before asking if they would vote for Cori when we were making these calls. I was super surprised and I was definitely disbelieving that she could lose just because she’s done so much, and in the morning seeing that she won was just amazing because she really deserves to be there.” Levin also expressed her appreciation for Bush and adds that phone-banking truly brings power to grassroots

campaigns, stating: “Now that she has the nomination, I feel energized and empowered. I know the presidential election is incredibly draining for many of us, but there are so many contests this November besides the one that decides who gets the White House. Somewhere in the country, there’s a down-ballot candidate you can get really excited about-- a place where you can make a difference through people power.” Above all else, the three of them were surprised by the efficacy of phone-banking. Bush won by a field margin of 4,000 votes, which means that it really came down to the last hours of phone-banking calls. According to Kappas, the Bush campaign made around 4,000 calls in the last day, meaning that each and every volunteer call was crucial. Levin reinforces the fact that every call is important, adding “The margin of victory was a few thousand votes, which shows this race was on the streets and on the phones-- every hour of volunteering made it happen. I feel so, so grateful for everyone who took the leap and made calls for the first time even though it can be scary and awkward.”

As with anything, doing something for the first time can feel extremely stressful, and phone-banking is not an exception as talking to strangers can be well out of someone’s comfort zone. However, Pass voices her advice for phone-banking in two words: “Do it!” She then adds that “Most people, after realizing you’re not a telemarketer and actually care

about what they have to say, are willing to listen to you. If you’re able to get the voter talking about what they care about it’s a lot less stressful than having to fuel the conversation. Finally, it’s no big deal if you don’t know the answer to a question. You can just explain that you’re a volunteer and they will usually understand.”

Ultimately, Eva Kappas, Maddy Pass, and Yara Levin have been spearheading youth activism in the community, motivated by their passion to enact change at a personal level. But they’re not done yet. Levin is translating her phone-banking experience into co-leading Sunrise’s national phone-bank team and supporting hubs across the country in preparation for the general election. Pass, a hub-coordinator for Sunrise JBS, wants to incorporate phone-banking into part of the JBS Hub’s strategy, as she recognizes the difficulties of starting out phone-banking all alone. Finally, Kappas hopes that her experience will inspire others to take action. She concludes: “Take your hours on Tik Tok and instead make some calls because it feels great to help. You have an impact, and the calls you’re making, the work you’re doing can have a direct impact, can turn that one vote of 4,000 in the close margin of Bush’s election. That’s a direct influence we’re having on our government, and phone-banking is a great way to start getting involved.”

New Freshman Arrive, Kind Of

By: NICOLE MURPHY and KATE TEASDALE

Every year, Burroughs accepts around fifteen new students into the freshman class, and welcomes them into the JBS community through various introductory activities. However, due to the current circumstances, the nineteen incoming ninth-graders' experience has been unusual. In previous years, the new freshmen were given a chance to connect with one another as well as the returning students at Drey Land Plus. This trip to the Burroughs' owned camping grounds is an opportunity to familiarize the brand new students to others within the school before the educational year officially begins. Returning students are paired with incoming freshmen, with whom they do various activities in an effort to ease their transition into the new environment. As a result of the pandemic however, Drey Land Plus has been canceled, taking away new students' chances to bond and truly immerse themselves in the JBS environment.

In replacement, the administration has attempted to make up for this loss and welcome the new freshman while still maintaining social distance. One such example is a small orientation with each advisory and another introductory meeting with other new students and their buddies. There were many lengths taken to

welcome incoming freshmen into the school. "They have done their best," said four of the new freshmen; however, making new connections in this current state is a challenge.

This struggle is exacerbated when starting high school online; oftentimes, there are only one or two new students in each Zoom class. Caroline Novak ('24), a new student who transferred from Visitation Academy, commented on this aspect of online learning, "It would be nice to meet with other new people instead of being the only new person in each class." It's especially hard to make connections with teachers and classmates over Zoom, as it's nothing like the interactive classroom environment. However, many students stated that their teachers have done their best to duplicate a normal classroom setting. Sahara Jordan ('24) and Isabel Cepeda ('24) both noted Mr. Salomon, one of the ninth grade geometry teachers, has been entertaining and extremely helpful. The kindness and generosity of Ms. Shimabukoro, the 9th and 10th-grade principal, was frequently mentioned. "She was super nice and understanding, especially when figuring out my schedule," said Novak.

Although this situation is not ideal, the new freshmen have expressed their enthusiasm towards returning to campus under the hybrid model. They appreciate the administration's concern for students and faculty, and are grateful for the efforts made to welcome them and their families into the Burroughs environment.

Club Feature: RISE

Race and its Intersectionality with Socioeconomics

Club Commitments:

- Inspire conversation about socioeconomic status and race both within the private school community and in the larger local setting
- Discuss the effects of Covid in various communities (in regards to education, jobs, healthcare, etc.)
- Explore different parts of the media (documentaries, books, etc.) to spark further conversation

R.I.S.E. is a club surrounding the importance of intersectionality in race and socioeconomic status -- this being a combination of economic and sociological status determined by factors such as education, income, and place of residence, along with many others. We hope to inspire important, but difficult conversations within our JBS community. Race and socioeconomics, while sometimes uncomfortable to discuss, are very present and influential in various levels of our country. While we hope that we can grow and build an environment in which everyone regardless of race, socioeconomics, or any other identifier is treated equally, we recognize that this cannot happen unless we hold ourselves accountable. To do this, we would like to inspire our peers here at JBS to be willing to learn and discuss these topics that may seem uncomfortable so that we can create a better, more inclusive school society that can then be applied elsewhere. If any of these ideas are striking to you feel free to email any of the leaders.

Our Leaders: Jillian Mays ('21), Jacquelyn Harris ('22), Molly O'Brien ('22), Evan Harris ('22)

Our Sponsor: Andranique Harrison

Blazing a Path Back to Tradition?

A star basketball player's surprising commitment leaves some to wonder if he will become a trendsetter

By XAVIER SILVA

This past July, elite high school basketball recruit Makur Maker committed to Howard University, a historically Black university. Maker chose Howard over many predominantly white, powerhouse basketball programs such as Kentucky, UCLA, and Memphis, a very uncommon occurrence. In his commitment announcement, Maker stated that, "I need to make the HBCU movement real so that others will follow." Many wonder if other elite Black student-athletes will choose HBCUs, and I asked student athletes at John Burroughs School how Maker has influenced their recruitment process.

Before school integration, the best Black athletes in the country played at HBCUs. Post-integration, predominantly white institutions (PWIs) began aggressively recruiting Black athletes, drawing them away from HBCUs. Since then, the financial gap between HBCU and PWI athletics has widened significantly. Today, NCAA sports bring in

billions of dollars a year on the backs of Black athletes attending PWIs. Black men make up only 2.4% of the total student population of schools in the Power 5 athletic conferences, but make up 55% of the football players and 56% of the basketball players. In 2017, The University of Alabama's athletic program took in \$174 million, and in the same year the top earning HBCU athletic program made under \$18 million dollars.

An increase in top student-athletes committing to HBCUs would be more than a symbolic example of Black empowerment. 80% of Black judges, 50% of Black lawyers, 50% of Black doctors, 40% of Black engineers, 40% of Black members of congress, and 13% of Black CEOs in America graduate from HBCUs and, this past summer, Senator Kamala Harris, who attended Howard, became the first HBCU graduate to be put on a major political party's ticket when she became the Democratic nominee for Vice President.

If HBCUs could attract more top tier athletes, then their

athletic programs could see greater profits, which could be funneled into a large percentage of the Black professional class. This change, as a whole, would not only affect athletics, but could eventually lead to significant change in the economic standing of African Americans. If HBCUs made even half of what Power 5 schools do, it could have an immense impact on the Black community as a whole.

When asked if he ever considered attending an HBCU, highly recruited football star Tyson Ford ('22) replied, "I want to go somewhere that maximizes my chances of playing at the next level, and an HBCU would not be what's best for me." However, Ford did note the importance of elite athletes attending HBCUs. "Of course, I feel like, at some point, Black athletes will be able to change the stigma of HBCUs in sports and will be able to turn the whole system around." I asked him when could be the time to "turn the system around." He answered, "I believe that now is a perfect time, but it will take a group of high-profile people... frankly, not a lot of people are willing to sacrifice for a movement."

Caleb Merritt ('22), another top football recruit, also

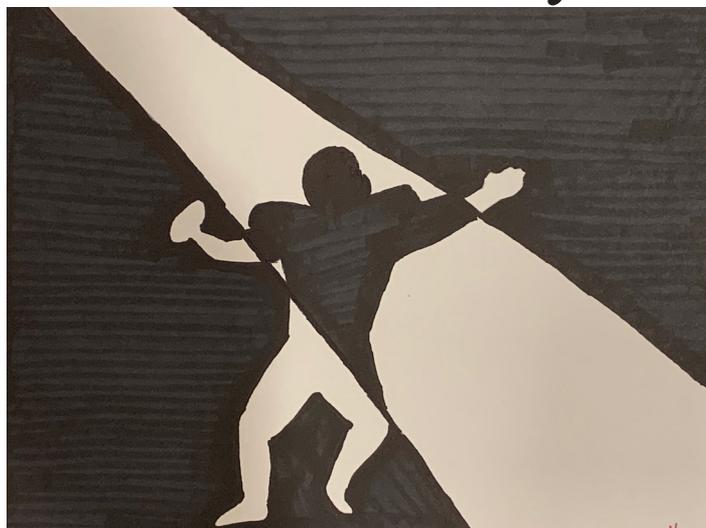
weighed in. When asked about HBCUs, Merritt stated, "Yea, I've been thinking a lot about them," and that he could "for sure" see himself attending one. "I have always thought of HBCUs to be the Black Ivy League. It's for sure something every athlete of color should consider!" When asked if he could foresee a movement of top tier Black athletes attending HBCUs, he said, "As much as I would like for that to happen, I don't know how many athletes would do it. It would be very difficult... but I think a movement like this would be groundbreaking for the Black community as a whole. I believe that bringing attention to HBCUs is important for us going forward." Ford and Merritt both agreed that a rise in HBCU athletics would be huge for the Black community, but they recognize that it would also be extremely difficult to pull off. Makur Maker's commitment to Howard University has the potential to make him a pioneer for Black empowerment in sports. However, the question remains if Black student-athletes will follow in his footsteps, and create the movement Maker is trying to create.

Justifiable? Bomber Athletes Weigh in on Sports Protests and Boycotts

By MICHAEL TURZA

On August 26th of 2016, NFL quarterback Colin Kaepernick of the San Francisco 49ers chose not to stand for the national anthem before a preseason game against the Green Bay Packers, because the United States “oppresses black people and people of color.” Controversy immediately followed Kaepernick’s decisions, including critical comments from President Donald J. Trump.

The NFL rejected supporting Kaepernick at the time. Less than a year later, the twenty-nine year old quarterback opted out of his contract with the 49ers, and he has not been offered a job in the NFL since. On February 18, 2018, Fox News anchor Laura Ingraham told NBA superstar LeBron James to “shut up and dribble” in response to James’ critical comments of President Trump’s response to police brutality. In June of 2019, The Institute for Diversity and Ethics in Sport graded the NCAA’s national office C+ in a race and gender report, which evaluates companies in its hiring and wage practices. The report never reached headlines. Exactly four years after Kaepernick’s first anthem protest, the Milwaukee Bucks elected to boycott their playoff game against the Orlando Magic in response to the death of Jacob Blake. “The shooting of Jacob Blake was simply an absolutely heinous act. The boycotting of sporting events



Artwork by ITHAN LEVY

was far more than justifiable. If anything it was a necessary act to spread awareness for a police action that was simply unacceptable,” said Burroughs football player August Nieberle (‘21). The Orlando Magic, along with the rest of the National Basketball Association, joined the Bucks in their protest. The entire NBA and WNBA halted their seasons for the second time this year. Other than collective bargaining strikes, no major United States sports league had ever seen a boycott of this kind. The response to the recent athlete protests are just as unparalleled. Within a day of the Bucks’ boycott, the NBA’s owners met with its players to discuss the league’s next steps. Rumors spread that the NBA/WNBA seasons may not continue. “When multiple pro sports teams boycotted...I had a gut feeling that they would resume in the ensuing days. I get the players’ frustrations, but they all will get more air time if they keep playing their games. Players like

LeBron [James] will continue to have their voice heard across the world,” said Loyola-Chicago Soccer commit, John Gates (‘21). Gates’ prediction was correct. The owners and athletes decided to play on, but with an even greater concentration on social justice. Every court read “BLACK LIVES MATTER” across the center of the floor, players were encouraged to speak about any issue they see fit to the media, and the league implemented voter registration stations for each team in its Orlando bubble. These measures are a far cry from the aversion to Kaepernick’s protest four years prior. The NCAA recently developed a four-part educational program entitled “Athletes Using Their Power”, or “A4”, which encourages student-athletes to use their voices for social good and eliminate fear of speaking out. Retracting previous statements, NFL commissioner Roger Goodell expressly stated that he

will support any player that chooses to take a knee during the national anthem in the upcoming season.

Major sports enterprises have worked to suppress the voices of their athletes for decades, in fear of losing supporters. However, the year 2020 has seen these powerful conglomerates echo and amplify the voices of its individual players in the pursuit of social justice. Burroughs Women’s Varsity Basketball leading scorer Peyton Starks (‘21) added, “I think it’s important that large corporations and entities are recognizing the injustices that their players have to deal with everyday, and I am glad that they are taking the time to educate others, because knowledge is a powerful thing.”

However, some believe that the recent progress in athlete empowerment has not empowered the voices of amateur athletes. “I believe we do not have a greater voice...as a light-skin African American male I might be listened to a bit more, but at the same time, I’m a nobody from St. Louis,” said Gates. Nieberle added “As an athlete... I am not necessarily empowered to speak out, however... by the sheer popularity of athletes in our society, their voices in our society are more substantial than ever.”

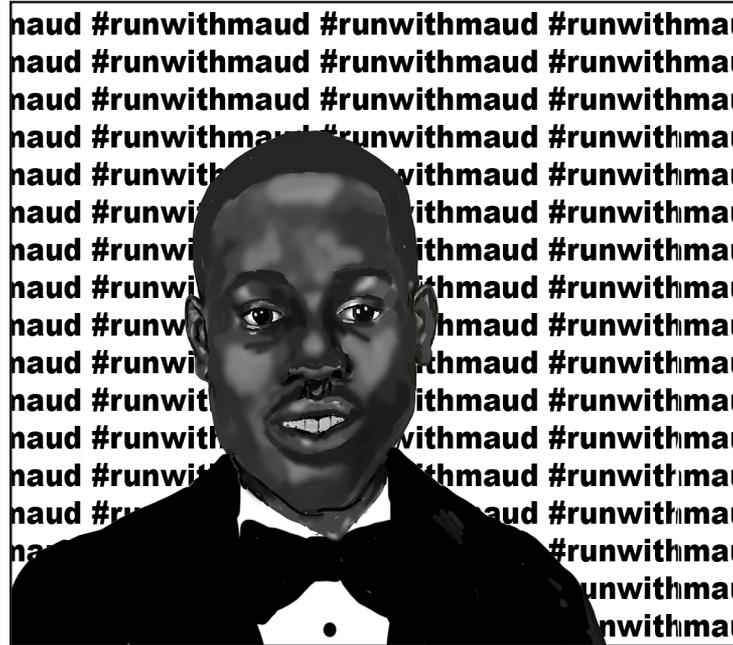
The consensus appears as though athletes are empowered not by their sport, but rather by their following. Therefore, it seems appropriate that LeBron James chooses not to “shut up and dribble.”

Running Toward More Than a Finish Line

Track/XC Star Uses Her Talents to Enact Social Change

By KENDALL ALLEN

Sweat beads sprinkling from her cheeks, her breath blowing in and out in a steady rhythm, Kylie Goldfarb ('21) pushes herself the last few meters before crossing the finish line—she has just completed another handful of miles out of the forty she will run this week. After nine years of dedication to her training, Goldfarb recently announced her commitment to run track at Yale University. Yet, running has recently taken on a much more meaningful role in her life. Goldfarb found her place in the rising sphere of social change in America after becoming the C.O.O of a not-for-profit organization named Runners Against Racism. Goldfarb described Runners Against Racism as an organization where “anyone can get involved; you can sign up as a runner and pledge money for every mile that you run, or you can sign up to donate a certain amount of money for every mile that a family/



Artwork by EMMA SOCK

friend runs. If you want to run and don't have the ability to pledge for yourself at the moment, you can also just run and ask others to pledge for you.” She has pledged to run forty miles every week, and has asked family and friends to pledge ten cents for every mile she runs. The organization raises money for programs aiding the Black Lives Matter movement, with the exact recipient changing intermittently. The first beneficiary was the Know Your Rights Camp COVID-19 Relief Fund, and in the coming months will be The Black Girls Code and the Equal Justice Initiative.

Emily Cole, the founder of Runners Against Racism and a runner at Duke University, explained, “The whole point is to provide everyone with an avenue to support Black communities for the long term, so choosing a reasonable amount you can sustain is also a big recommendation!” The organization raised two thousand dollars in its first month and showed Cole, Goldfarb, and other members the impact their passion could have. In asking Cole how her creation of this organization has changed her perception of running, she replied, “it has really

opened my eyes to the dearth of programs like this in the running community. It has been truly amazing to see everyone join and support the cause, and made me extremely happy that I started it. Now when I go for a run, it has even more weight because I know I truly am running for something larger than myself— and that feeling is just indescribable.” Similarly to Cole, Goldfarb expressed, “the organization makes my running much more meaningful because it gives me a reason to keep running when I'm tired and to run the extra mile; it makes a solo sport like running feel more purposeful.” Still, while thinking about the work being done by Runners Against Racism, it is important to bring up the intertwined history between those two things.

Racism and prejudice have been projected into the world of running more than a few times. White homeowners calling the police on Black people in their neighborhoods, stop-and-frisk laws, or the tragedy that was the murder of Ahmaud Marquez Arbery sit heavy in the minds of runners. In an article for

RunnersWorld.com, award-winning multimedia journalist Rozalynn S. Frazier ex-plains that “while running may seem like a simple ex-ercise, there is a hazard that comes with it for Black runners.” She says that in order to “compensate for color and defuse antici-pated conflict many Black runners do things like wear an alumnus t-shirt of their university, run in well-lit areas, wave at neighbors, and even overtly smile while trying to run.” The running community created the movement #Irunwithmaud after Arbery was gunned down in Georgia on February 23rd, 2020 by two white men who thought him to be the suspect of a recent burglary. Hundreds of thousands

of runners participated in the #Irunwithmaud virtual run on May 8th, and many pledged to continue running on the 23rd of every month until the crime was prosecuted. Goldfarb expressed to me that she had a similar realization following the tragedy, saying, “after the death of Ahmaud Arbery, the viral hashtag #Irunwithmaud circulated around the running community in order to show solidarity, and for me and many others it led to a lot of reflection. It made me realize that to go for a run every day without feeling in danger because of my race is a privilege. Ahmaud Arbery's death brought national attention to the harsh reality that everyday activities are impacted by



Photo by MARGARET BAHE

racism/white privilege.”

Runners Against Racism combines allyship with passion, and Goldfarb hopes the organization will inspire others to fuse their talents and interests with their pursuit of equality for all. She closed her remarks saying that “there are lots of ways that each of us can make a difference throughout our daily lives, whether it be joining/supporting an existing organization or

creating your own way to get involved. It's awesome when something that you're passionate about can be used for the greater good.” In agreement with Goldfarb, Cole expressed, “I definitely think that anyone who wants to start something- a company, a non-profit, a social media account- should try it. Make sure it's a project that is worthwhile and something you're passionate about, and then don't let anything get in your way!” In accordance with this edition's theme, Cole continued, “one huge point I want to make is to not let age define you.”

If you are interested in pledging with Runners Against Racism either as a runner or donor, follow them on Instagram @runners.against.racism, like their Facebook page @RunnersAgainstRacism, or visit their website <https://runners-against-racism.org>.

Black-Owned Businesses to Support in STL

By RILEY KING

After a summer encapsulated by racism and human rights issues, The World feels it is important to highlight black-owned businesses in the St. Louis area to support during this time.

Restaurants

C. Oliver Coffee + Flower Bar (7401 Hazel Ave., Maplewood)

Indie Eatery (7827 Mexico Rd., Saint Peters, MO)

Master Pieza (2846 Cherokee St., St. Louis, MO)

Healthy Habits Nutrition (3234 Parker Rd., Florissant, MO)

Pharaoh's Donuts (202 N. Ninth St., Downtown, St. Louis, MO)

Beauty

Honey Hair Co. (3156 Pershall Rd., Ste. #122, St. Louis, MO)

Groom Theory Lounge (51 Florissant Oaks Shopping Center, Florissant, MO)

Lattebliss (P.O. Box 56615 St. Louis, MO 63156)

Retail

EyeSeeMe Bookstore (6951 Olive Blvd, University City, Missouri)

Honey's Child Boutique (1927 Washington Ave., St. Louis, Missouri)

Modish Collection (3156 Pershall Rd., Suite 136, Ferguson, Missouri)

KBJ's Art and Activism

By GRAHAM BROWN

Piece of sheet plastic that can be fashioned into a COVID mask? Sounds good. Bullets from a gun? Definitely. “Stay Home, Save Lives” postcard? Check, check, check.

During this past summer, health teacher Kim Bouldin-Jones has dedicated a significant amount of time into creating 24x24 mixed media collages highlighting major political issues facing our country and city today. “There’s a lot that we’re all going through together,” says Ms. Bouldin-Jones, who teaches ninth-grade health and serves in the counseling department. “[If someone looks at my art] now, it’s kind of like ‘we’re in the thick of it,’ but I like pushing out and saying if someone has it in ten years to think about ‘how far we’ve come.’”

Her pieces center around what she considers to be the existential threats facing our communities today, from Black Lives Matter to COVID-19 to climate change to gun violence, and feature an assortment of household objects, drawings, and whatever else she wants to include. “I glued a mask on one of them, I did one on guns and

I actually found bullets and glued them on,” she explains. “Everyone’s like, ‘Oh my gosh those are real bullets’ and I’m like, ‘Yeah!’”

Although she did minor in art in college, her collages are all very recent, having started during lockdowns this spring and summer.

“Someone sent me a stack of these COVID postcards, like ‘Stay Socially Distant’ and ‘Wear a Mask,’ and I thought ‘Huh, I’d love to make an art project!’ and the monster was unleashed,” she says, laughing. She originally started by making the art for herself, as a subconscious way to help herself cope with the tumultuous times we are living through, but after posting some on her Facebook page, friends inquired about getting prints for their homes. “I’ve actually sold like quite a few big prints of them...I think it resonates with people because



This multimedia project about gun violence was created by JBS Health teacher Kim Bouldin-Jones using everything from newspapers to real bullet shells

I think we’re all in this time period together and I think some people kind of like the idea of marking that,” she says. “I don’t have a grand design like ‘Okay, now I’m gonna go to New York,’ but it’s nice to be appreciated.”

As she returns to teaching this fall, KBJ confesses that she may have to take a hiatus on creating art, but she also promises that she will return to her projects and, in the meantime, she hopes her work has drawn attention to these problems in our society and can serve as a “time capsule” for the future.



This piece, titled *The World Shuts Down*, includes a plastic face shield Jones made herself

Anti-Racist Resources to Read and Watch

Stamped

Stamped is a book about race. It follows the construction of race from its origin, the writings of Gomes de Zurara in the 15th century, to racism in the 21st century. A quote from the beginning of the book affirms that “This is NOT a history book,” and it’s not. Stamped is a book everyone should read in order to begin to understand “why we are where we are.” I listened to Stamped as an audiobook read by Jason Reynolds, whose writing is funny at times and strikingly beautiful at others, like when he uses the made-up word “breathlaughter” as a synonym for freedom. One of my favorite parts is his recurring “wait...what?” after he explains a particularly absurd idea. Ibram X. Kendi and Jason Reynolds show in Stamped how racists have used race for hundreds of years to gain and retain power.

-Maddy Pass (‘23)

Minor Feelings: An Asian American Reckoning

Cathy Park Hong’s 2020 book of nonfiction essays, *Minor Feelings: An Asian American Reckoning*, impressively details her experiences as a Korean-American. It explores Asian-American identity at a personal, historical, and psychological level with beautifully crafted essays. As an Asian-American, I’ve never felt anything like what I felt when I was reading this. It hit so close to home, and it truly details what many POCs in this country go through on a daily basis. A quote from the book that I think brilliantly displays her writing is: “Asian Americans inhabit a purgatorial status: neither white enough nor black enough, unmentioned in most conversations about racial identity. In the popular imagination, Asian Americans are all high-achieving professionals. But in reality, this is the most economically divided group in the country, a tenuous alliance of people with roots from South Asia to East Asia to the Pacific Islands, from tech millionaires to service industry laborers. How do we speak honestly about the Asian American condition—if such a thing exists?”

I highly recommend this book to anyone who is trying to understand this country through other lenses, or to any Asian American who is struggling with their own identity.

-Sara Cao (‘22)

Savage Inequalities: Children in America’s Schools

Savage Inequalities, written by Jonathon Kozol, showcases the American public school system in cities across the country including East St. Louis, Chicago, Washington D.C., and New York City. Kozol began this project in 1988 and in his studies, he highlights the differences between schools in close proximity by showing the inequities and lack of basic necessities in poor and nonwhite urban schools in comparison to mostly white and wealthy schools. With alarming details and statistics about certain school environments, along with conversations with staff and students, he sparks the question: How did we get here, and will we ever truly fix it? This book enforces reflection, especially to communities built on wealth and higher education, but also ignites outrage for the consistent mistreatment and inequalities presented in these schools. Ultimately, Kozol shows the explicit disregard for the innocence and potential of the kids sabotaged by this system each year, solely based on their predetermined “position” in this country based on their race, place of residence, and socioeconomic status.

-Jacqueline Harris (‘22)

Dear White People

The 2017 Netflix show, *Dear White People*, explores the experience of black students at a highly privileged Ivy League university. Although this show does explore more obvious cases of racism such as blackface, I love how it also explores more day-to-day microaggressions that are frequently ignored as examples of racism. In addition, *Dear White People* is very easily digestible, while other anti-racism sources can be difficult to understand (I ended up watching the whole show in a week and a half). The characters are both hilarious, relatable, and at the same time portray the experience of modern-day racism through different lenses of identity. I highly recommend watching *Dear White People*.

-Lizzie Wagner (‘22)

Diversity ETC: Know Where You Are

By DETC BOARD

Those who identify as fully or partially Native American make up around 1.7 percent of the US population, according to the 2010 U.S. Census, but they have even less representation here at Burroughs.

For all of us at this school, it is important to recognize that colonialism, an ongoing process which started in the 15th century, enables us to reside and study on this land today. A Land Recognition formally acknowledges that Indigenous peoples have an everlasting relationship with their land: we are not the original stewards. This is our first attempt to address the invisibility of an issue that dates back six hundred years.

The habit of Native American land recognition, a habit still practiced by Indigenous people today, is a custom we would like to introduce to Burroughs this year. Before annual gatherings such as the first day of school, the Steven Plax address— formerly known as Thanksgiving assembly— and Graduation, we should take time to acknowledge the original caretakers of the land. We hope everyone, regardless of background, will publicly recognize the land they stand on so that we can all share the responsibility of staying informed.

Land Acknowledgment is not only for our past actions, but our current and future ones as well. We must understand where we fit in the historical landscape and be careful about what our actions could mean for future generations. An example of a land acknowledgement could look like the following:

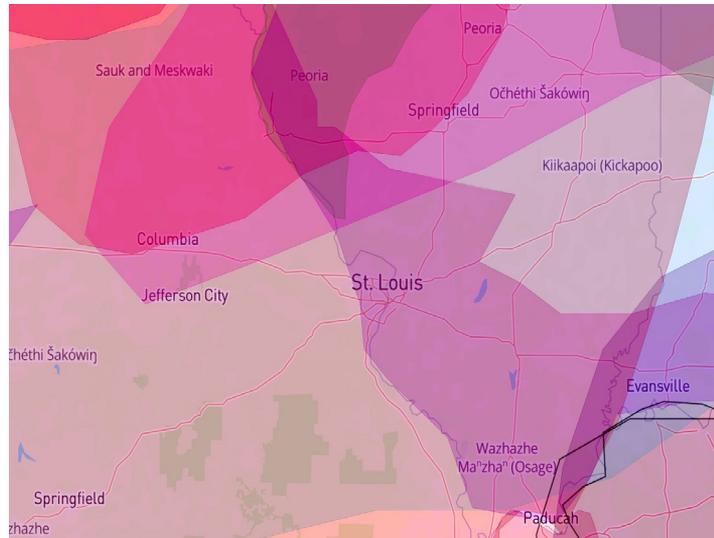
“We the students of John Burroughs School acknowledge the original stewards of the land on which we stand: the Kiikaapoi (Kickapoo), the Wazhazhe (Osage), the Myaamia (Miami), and the Oĥéthi Šakówiŋ (Sioux) peoples.”

As presented in the thesis by Billy McMahon for Northwestern University, around the same time of the Indian Removal Act of 1830, most tribes in the state of Missouri were pressured or forced to leave and resettle in various areas in the Midwest. The seven original tribes from Missouri include the Chickasaw, Illini, Ioway, Otoe, Missouri, Osage, and Quapaw. The tribes that relocated to St. Louis were the Kickapoo and Miami tribes. Although their descendants may live in this area, there are no federally-recognized tribes in the state of Missouri. That does not mean the nine original tribes who did inhabit this land should go unheard.

The story that these Indigenous people leave behind should be told and at a place like John Burroughs School, where we have the resources to educate ourselves,; we should make it our goal to recognize and honor the tribes that once lived here, and their descendants that still do. As far as sharing stories, this is just the start. Each edition, this column will feature an

article from a group under the Diversity ETC umbrella. The pieces will cover a variety of topics, at the discretion of the group writing, that aim to educate and inform, as well as hold the Burroughs community accountable.

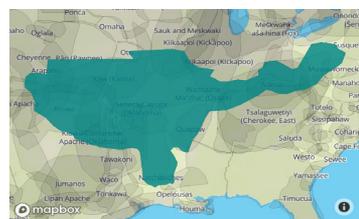
*The contributors of this article do not identify as Native American or Indigenous. This article is by no means an attempt to represent a group of people, as none of us are speaking from personal experience. The sole purpose of this article is to honor and recognize the Indigenous groups who existed on this land before us.



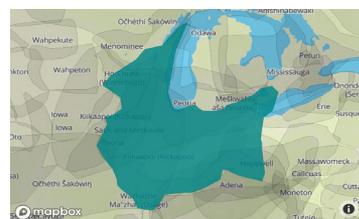
A map detailing the historical distribution of Native Land. Each color represents a different tribe. Image comes from Native-Land.ca



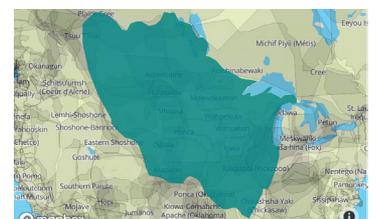
Kiikaapoi (Kickapoo)



Wazhazhe Ma'zha' (Osage)



Myaamia (Miami)



Oĥéthi Šakówiŋ (Sioux)

Anonymous Student Narratives



Artwork by
Teresa Jiang

Pass: Speaking on Zoom can be Terrifying, Here's How We can Help.

By MADDY PASS

We have all experienced the awkwardness of interaction without physical social cues on Zoom this spring and fall. Yet Zoom interruptions are not just uncomfortable - they are a serious equity issue. Groups including females, POC (people of color), and people with social anxiety and other mental health issues are being silenced over Zoom. There is more to participation than just speaking up when you know the answer. Burroughs, as a community currently using Zoom, needs to reevaluate how we are contributing to participation inequities.

Of course, there is nothing new about this issue. According to a study of workplace meetings by Yale psychologist Victoria Brescoll, the more frequently male executives spoke up, the more competent they were perceived to be. The opposite was true for female executives. The same people forced into silence in person are also silent on Zoom and often to a greater extent. "Our participation grades have become a much larger part of our overall grade," one anonymous student explains. "However participation has become much harder. We have to worry about not interrupting someone, not over-dominating the class, and . . . feeling judged for the wrong answer." One student listed participation as their highest concern during online learning, saying it was "much harder" over Zoom. A Spanish student also expressed her frustrations saying, "Class participation is especially important. My Spanish teacher speaks only in Spanish but moves as fast as if we are in person. There is no time to ask a question and if you don't understand something, you often miss the whole instruction."

We, as students and teachers, have to work together to address this. Obviously what will work for a discussion-based English class is very different from what will work for a lecture-based Science class, but several students and I believe there is enough variety in solutions for every class. One thing we all agreed on is that asking students to physically raise their hands is ineffective since most teachers are not able to see all students at the same time, especially when they are screen sharing. Additionally, encouraging students to just "shout out the answer" often highlights the same voices, over and over again. As Madeline Buchowski ('23) describes, "It is so easy to . . . get interrupted" if a less talkative student tries to join the conversation.

Most of my classes rarely use the chat function, if at all. I think we're missing out. First, the chat is a great way to show agreement with someone else's statement without having to speak up. It is hard to know if what you are saying is being well received over Zoom when nods are easily missed and verbal recognition is much more of an endeavor. Second, one way I personally have seen the chat feature utilized to encourage widespread

participation is in Zooms with the Sunrise Movement. If a person has something to say, they put an asterisk in the chat immediately. That way, whoever is facilitating the discussion knows who wants to speak up and will call on people in the order their asterisks are "stacked" in the chat. This method is called stacking and in my experience both as a facilitator and participant, it is useful to make sure no one gets left behind before moving on, not to mention it is much more efficient because there are no long pauses between different speakers. If the facilitator is screen-sharing, they assign a "stack-minder" to watch the chat (a role that could easily be filled by a designated student in a classroom setting).

One solution I have found helpful for students finding themselves over-participating is to count to 10 in your head before jumping in so that there is time for other students to formulate their thoughts. One of the best ways to keep participation balanced for teachers of discussion-based classes, like History, is to give students the discussion questions at the beginning of the class and allow a few minutes for everyone to brainstorm their responses. Not only does this allow less confident students to put together a strong answer, but responses are also more well-thought-out. For classes where it is impossible to compile questions ahead of time, the blue-hand icon is a great way for teachers to see everyone who wants to participate and call on whoever has spoken the least, as opposed to who speaks up first.

Finally, one area where students differed in opinions was breakout rooms. They can be a lower-stakes way to talk about the material, but they can also be more stressful than a larger classroom scenario. Two ways of improving students' breakout room experiences would be clearly defining the topics to be discussed in the breakout room and creating "medium-sized groups of around 4 people."

We are all, students and teachers alike, affected by who speaks in our classes. We need to discuss what we can do to help those who are not speaking.



Artwork by JACQUELINE HU

O'Shea: 19th Amendment Failed Women of Color

By ANNMARIE O'SHEA

On August 18, 1920, 35 out of the 48 states had ratified the 19th Amendment, missing the three-fourths majority by just one vote. Out of the four states called to hold a legislative voting session on the amendment, Tennessee was the only state that agreed, quickly becoming a pivotal battleground for women's rights where both suffragists and anti-suffragists fought for the support of the state's congress. If Tennessee voted against ratification, the process would have to be completely restarted in the next United States Congressional session, setting suffragists back for at least another year if they were lucky. The proposed amendment passed in the Senate but was stalled in the House of Representatives. For a moment, it appeared as though the vote would be a tie until one 24-year-old Republican Representative named Harry T Burn said "aye." When asked later why he decided at the

last minute to change his vote, Burn revealed that his mother had sent him a letter asking him to vote in favor of the 19th Amendment.

Burn's mother was not a major political player in the suffragist movement, yet she and other forgotten women changed the political landscape through their small actions. As we celebrate the centennial anniversary of the ratification of the 19th Amendment, we should remember how easy it was, and still is, for women to be overlooked, especially women of color whose roles in history have been largely ignored.

In history classes, the brief glimpse at the women's rights movement contains names like Susan B. Anthony and Elizabeth Cady Stanton, praising their dedication to the suffrage movement. However, history fails to recall that these two women chose to pander towards white southerners and that even after Frederick Douglass, who was both an abolitionist and a suffragist, defended women's rights at the Sen-

eca Falls Convention, Anthony and Stanton opposed the 15th Amendment simply because it did not include women.

Even after gaining the right to vote, black women in the south and Latinas in the southwest were still banned from voting and gained no aide from the current major suffragist organizations. Furthermore, we, as a nation, have forgotten suffragists such as Frances Ellen Watkins Harper, who spoke at multiple conventions around the nation and was one of the first black women published in the USA, or Ida B Wells who reported on lynchings and helped found the NAACP and the National Association of Colored Women.

We must recognize the importance these women played in our society and make it our goal to discover more about them than what can be covered in a few sentences. The 19th Amendment was ratified because of the actions of the many women behind the scenes, yet even after a hundred years we still refuse to credit women of color with success.

Satcher: Online Class Hurts Young Students

By KENLEY SATCHER

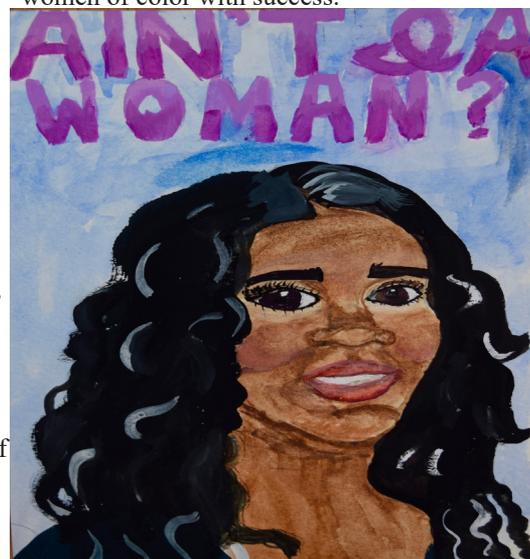
This school year at John Burroughs has started out different than most due to the COVID-19 pandemic. These unprecedented circumstances of doing school virtually and having hybrid classes have caused an unusual way of learning.

Speaking from my own experiences as a 7th grader, I believe it has been more difficult for us since we are new to the school. As newcomers, there are already challenges we face; combine that with not being physically present in school 100% of the time, our challenges are even greater.

Nevertheless, there are some advantages to virtual classes. Going to school every day and making sure you have all of your materials with you can be harder than learning from home and having everything you need right in front of you. For example, Noah Clark ('26) voices his opinion saying, "It has been easier to manage everything and get to all of your classes online."

Navigating a large school campus such as JBS can be a challenge for new students, so I can imagine it is easier when you can easily just click a ZOOM link and get to your classes instead. However, in terms of the social effects, Clark says, "It's important to meet a lot of new people since this is the first year, and it's been harder to do that." Rafe Rosario-Blake ('26) had a similar opinion about the social effect, saying, "In my head I had all of these visions of making new friends, and having a really active and fun school year, but being online or socially distanced, it has been harder to make new friends and be an active part of the community." Despite this being one of the side effects of online school, the 7th graders seem to have a positive opinion on how John Burroughs has been handling things. When asked if he had any suggestions for Burroughs to improve online classes, Perezsaid, "Not really, I think John Burroughs has done a great job."

I would say in terms of the social effects, online classes may have affected 7th graders the most. While hybrid learning will surely



Artwork by ISA ROSARIO-BLAKE

help, being online definitely slows down the process of getting to know people and making friends. However, it also seems it has been easier to manage things and keep things organized online versus being in a school environment. Given the unfortunate circumstance of the beginning of the school year, the classmates I have spoken to seem to agree that, overall, John Burroughs has done a good job balancing safety and education.



Artwork by JULIA REICHMAN

THE WORLD