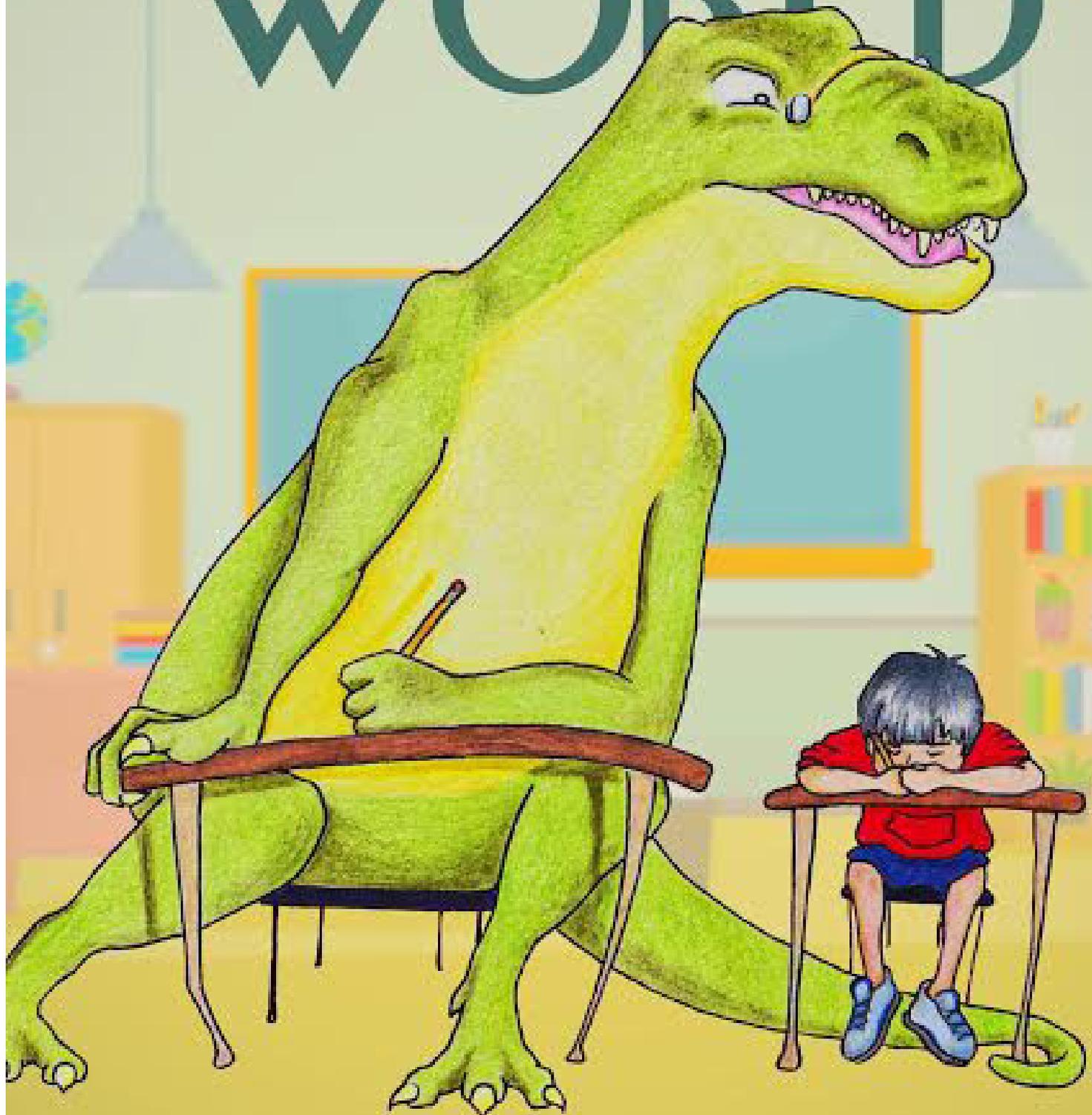


JOHN BURROUGHS

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THE WORLD



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Letter From the Layout Editor

By ALLIE DORNFELD

There's a special buzz that the school gets when a new installment of *The World* comes out. Yes, I am obviously biased, but I do think there is something electric about a new issue. Seeing the fresh copies stacked around school at the beginning of the day, walking through the commons looking at the students turning the pages and inhaling the newest magazine. This is a sight that always brings me joy, which seems sometimes hard to find in this unprecedented time. At the end of the day when copies are laying in disarray all over the school, I can at least say that someone took the time to flip through it, even if it was just to look at the pictures. I love being a part of *The World*. It takes a very capable team of students to produce high-quality issues. From the reporters to the artists to the editors, each issue goes through a special journey. I like what *The World* stands for. The idea that a group of students from all grades can come together to produce a single issue showing off each person's talents, whether they are artistic or linguistic. There is a magical transformation to watch when the issue is first presented as a list of possible ideas at an early morning pitch meeting to when it is physical-

ly in your hands all polished and neat. I remember being a 7th grader at Burroughs and coming out of assembly one day, seeing a group of high school students standing at the exit with papers in their hands. I was instantly intrigued, like the rest of my classmates, who had no idea what we were being handed. We, of course, took it with smiles to later find out that the thing we held in our hand was the first *World* issue of the year. Though I didn't end up going to a meeting myself until one of the last weeks of my 8th-grade year, when I finally walked into the crowded classroom, it exceeded my expectations. Now as a sophomore, I am an editor, and I keep a stack of past issues in my room to flip through every once in a while. The other day, as I was trying to figure out what to write about, my dad came into my room and noticed all the magazines I had spread out across my bed. He picked one up, flipped through it, and as he looked at the first issue of this year, he commented something like "These seem to me so much better than what we had when I was at JBS." Looking over the magazine in hand, he told me how impressed he was with how



much it had changed since he was there. Which brings me to what this issue is all about: "Burroughs Back in Time." This issue explores how Burroughs has grown and evolved since its founding. It reflects on the changes Burroughs has made intentionally or unintentionally, and discusses how the overall climate at our school has shifted, whether than be politically, socially, or academically. I encourage everyone to read this issue, and understand the importance of reflection, whatever that means for you. This year is nothing like anyone could have imagined, but something that I find useful, when it all becomes too much, is to look back and recognize changes, even the little ones, so moving forwards, not everything feels so overwhelming. Though I say this about every issue I am a part of, I can't wait for you to read it (or just flip through the pictures)!

Letter From the Features Editor

Especially in the recent weeks and throughout the short time we have had in this new year, my mood has taken a bit of a blow. Many of you may be thinking, well of course – a pandemic is raging, our country is scarred by political turbulence following a divisive election, and across the globe, humanitarian crises are tirelessly being fought. Yet the one thing that has seemed to exacerbate all this, and above all act as the main cause of this decline, is boredom. It seems that others feel the same way; many have similarly expressed that they feel considerably more down than usual. This, in my opinion, can be largely attributed to the monotony and isolation that has become persistent with each passing day. We are so used to having built-in coping mechanisms for such contention, but with the presence of a pandemic, much of this is taken away: no more friends, no more travels, no more of the simple things, like sipping a coffee in assembly or laughing uncontrollably in a class meeting, crowded into the tiny dance studio with 100 other kids. Strangely enough, Groundhog Day has never felt more fitting this year, as each day has become a repetition of the last dreary, cold, homework-filled obstacle. This is largely due, in my opinion, to the absence of distraction. As my English class just

By BRICE SHEARBURN

read in Mary Shelley's *Frankenstein*, "nothing contributes so much to tranquilize the mind as a steady purpose,—a point on which the soul may fix its intellectual eye." Almost as if placed in accordance with the events occurring in real life, this quote stood out to me. And while our "point," here in the non-literary world, may not be the construction of dead people's limbs to create life, a lot can be extracted from Shelley's writing and applied to our own behavior. I, myself, have recently taken up the practice of running. One that can be miserable, but only commensurates the late author's thoughts. Having something to look forward to at the end of every day, and obtaining a concrete goal in your sights that you can focus on and work towards, truly makes these tedious pandemic-days a little more bearable, even if just for a second. So, if you have felt anything like how I and those around me have, I recommend you do the same – whether that be running, reading, simply doing a puzzle, or maybe even writing an article for *The World*. What I encourage you to do when reading this issue, in particular, is to envision the times that each writer has portrayed, and recognize that we are facing something that no other students featured in any



of these articles have had to go up against. Although we might wish to be having a normal high school experience like every other set of grades that fills the pages of this recent edition did, we aren't and most likely won't, and sometimes that's just how it goes. So naturally, given the hand that we've been dealt these past eleven months, I doubt anyone is expecting us to be anywhere near joyous right now. Besides simply reminiscing upon past experiences while leafing through this edition, keep your mind fixed on these thoughts, and hopefully soon, further that concentration towards something else. Although cliché, the saying telling us to maintain focus on that horizon, is completely applicable to our situation, despite how jaded and distant that line may seem.

Poet Laureate: Amanda Gorman

By NICOLE MURPHY

On January 20, 2021, poet laureate Amanda Gorman made history as the youngest poet to ever write and perform a piece at an inaugural ceremony. During the inauguration of President Joe Biden and Vice President Kamala Harris, Gorman recited “The Hill We Climb,” a poem about unity, democracy, and overcoming obstacles as a nation. She began writing the piece several weeks prior to the Inauguration but didn’t finish until January 6, 2021, when pro-Trump rioters stormed the US capitol building. Gorman stated that she was not at all surprised by the event, as America is a place with a messy, complicated history which cannot be ignored or disregarded. This sentiment worked its way into her inaugural poem, in which she recognized the “scars and wounds” of our country. Gorman’s interest in poetry began at a young age when her teacher shared the poem “Dandelion Wine” by Ray Bradbury to her third grade class. In an interview with the LA Times, she stated that Bradbury’s words “reverberated” inside of her, teaching her the power of poetic language and inspiring her to begin writing poetry of her own. A year prior, her involvement in public speaking and performance began when she recited a monologue as Chief Osceola of the Seminole tribe in Florida. Gorman’s mother, a teacher, was also an essential



Art by LILY YANAGIMOTO

part of her fascination with poetry, instilling in her the power of language and the ways in which it can shape and impact others, especially youth.

Growing up, Amanda Gorman attended New Roads School, a diverse private school in Santa Monica, California. She reiterates the impact that shuttle rides around Santa Monica had on her when she was younger, as they demonstrated the significant socioeconomic divides among the counties and neighborhoods she passed through on her way to school. Issues such as race and class are a common theme in many of her pieces, likely influenced by her upbringing. Another personal experience that frequently influences Gorman’s work is her speech impediment, which

affects her ability to say certain letters, specifically the letter “R.” Although this can be an obstacle at times when performing, Gorman does not let it hold her back, and speaks openly about her struggles with it, often stating that it provided her with greater perspective regarding overcoming challenges.

At the age of 16, Gorman was named youth poet laureate of Los Angeles, only to become the National Poet Laureate three years later in 2017. These two major accomplishments established a title for Gorman, certainly setting her apart from many other poets her age. These achievements, along with her overall character and talent, were what caught the attention of First Lady Jill Biden, who was stunned by Gorman and convinced the inaugural team that she was a perfect speaker for the event. At only 22 years old, Amanda Gorman is a stunning example for all young artists across the country, demonstrating the true power of language and the importance of determination. Her first publication, “Change Sings,” the first of two children’s poetry books, will be released in September of 2021. She says that she created the book in hopes to inspire young children to view themselves as “change-makers in history, rather than observers.”

Riot at the Capitol

By LIV ACREE

On January 6th, 2021, a mob of Trump supporters swarmed the Capitol Building in Washington, D.C. in an effort to stop the process of the counting of electoral votes, which would confirm then-President-elect Joe Biden's win. A few hours prior to the domestic terrorist attack, Donald Trump made an announcement to his supporters: "I know that everyone here will soon be marching over to the Capitol building to peacefully and patriotically make your voices heard." The demonstration was anything but peaceful, and damage consisted largely of broken glass, kicked in doors, and graffiti. House Speaker Nancy Pelosi's office was broken into, and a message left on her desk read "WE WILL NOT BACK DOWN." For the first time in U.S. history, Confederate flags were walked through the halls of the Capitol.

At the insurrection, there was a prominent population of believers in the QAnon conspiracy, a movement that works to spread false information about COVID-19, the Black Lives Matter Movement, and the 2020 Election. One man was shown wearing a shirt with a large Q, and the phrase "trust the plan," which has become one of the conspiracy's slogans. The Neo-Nazi group NSC-131 also joined the riot, with an image on Twitter depicting a card with "NSC-131 2020" written on it, and a caption

that read "the US Capitol building is now a 131 zone." One man was seen wearing a "Camp Auschwitz" sweatshirt with "staff" written on the back, along with another mob member who wore a shirt printed with "6MWE", or "six million wasn't enough," referencing the number of Jews murdered in the Holocaust. There was another image of a man carrying a swastika flag. The mob began destroying camera equipment from The Associated Press, and made a noose out of the cords. Among the crowd were members of the Proud Boys, a violent far-right group that Trump once told to "stand back and stand by" during the September presidential debate.

The attack was also deadly. Brian Sicknick, a Capitol police officer, was beaten to death by rioters. Four of the domestic terrorists also died. In recent weeks, over 400 suspects have been identified and 135 arrested, with the numbers growing by the hour. The account @homegrownterrorists on Instagram has daily updates and is working with federal agencies to identify everyone at the insurrection.

Some Capitol police officers, like Eugene Goodman, still made an impact in preventing violence. A video was captured of Officer Goodman facing rioters and diverting them from the Senate chamber, potentially saving lives. He was later honored as the official escort of



Photo from NBC

Vice President Kamala Harris in the Presidential Inauguration on January 20th. His name was met with great applause as he stood where the rioters breached the building exactly two weeks earlier.

Most images from the attack rarely depict people wearing masks, leading some to hypothesize that the Capitol riot was a super-spreader event for COVID-19. "Many rioters were yelling, not wearing masks, and there was little to no social distancing-- all actions that allow COVID to easily spread," notes Dr. Beth Linas, an infectious disease epidemiologist. Previous Trump rallies have been linked to over 30,000 infections and 700 deaths. The insurrection that took place at the Capitol on January 6th was undoubtedly a devastating and tragic event. Things look up as justice is being served to those who participated in the riot, and people like Eugene Goodman get the recognition they deserve. Many hope that this will be a learning opportunity for us as the generation of the future.

FROM BURROUGHS TO BIDEN:

Former Faculty Member Gets White House Post

By EESHA JASTI

As a new presidential administration settles into office, they appoint many new leaders who will serve the government in a variety of fields. One such appointee is Dr. Isaac Irby, a policy advisor for Vice President Kamala Harris and a former member of the Burroughs faculty.

After growing up in Colorado and graduating from Bowdoin College, Dr. Irby came to Burroughs and taught Physics and Earth Science from 2009 to 2012. In addition to being a science teacher, he coached soccer, track, and Science Olympiad. Irby's favorite part about being a teacher at Burroughs was "the opportunity to constantly teach outside of the classroom ... All the spaces and times where students didn't always think they were learning, but they were." He remembers the fond memories he had at Burroughs, recalling the 8th grade Grand Canyon trips and the family style lunches. Additionally, Dr. Irby attributes some of his success to the lessons he learned at Burroughs saying, "Teaching physics and earth science taught me how to speak to people, and not just scientists, about science. Teaching science and making it



Photo by JOSHUA CHUNG

relevant to a bored and hungry 8th grader or a junior who is stressed about a field hockey match that afternoon is truly a challenge. I was fortunate to learn how to talk about science and make it relevant before going to graduate school and being surrounded only by scientists, talking to other scientists about science. Now, I am often the only scientist in the room and I frequently think back to how I would explain something to my students."

Dr. Irby left Burroughs to earn his Master's in Public Policy and his Ph.D. in Marine Science from William and Mary and its Virginia Institute of Marine Science in 2017. Following his graduation, Dr. Irby served as a Science and Technology Policy Fellow with the American Geophysical Union and the American Association for the Advancement of Science. It was here that he first began working with the then-Senator Kamala

Harris by leading the advising legislative team on matters such as environment, energy, climate, transportation, and infrastructure. Irby says that it was his dream to be a scientist since elementary school, but he soon discovered "there were a lot of other people who also wanted to be a scientist and many of them were far better at the actual 'science-ing' than [he] was." However, "one of the strengths that [he] had was being able to creatively connect the dots to make an issue relevant. And what better place to connect those critical dots between science and its relevance in our lives than in public policy?" Now, serving as a policy advisor to the Vice President, Dr. Irby continues to discuss climate and environmental issues. When asked about the climate crisis, Dr. Irby states, "My favorite part of the administration's dedication to tackling the climate crisis is that because this crisis is intersectional, our response must also be intersectional. From public health to economic opportunity, environmental racism to human rights, we cannot disentangle the environment and climate people live in from the rest of their lives."

Community Tries—Or Doesn't—To Navigate Political Discussions

By BRICE SHEARBURN

Throughout the political turbulence and divisiveness that has become a hallmark of the past few years, the ideology and discussion of such within the academic realm has become, as many put it, an increasingly “taboo subject.” In fact, many students often avoid the topic altogether. Some cite their fear of judgement by either peers or adults, their dismay at the current state of political affairs, or even that they simply find such matters uninteresting. However, among the majority of students and faculty members at JBS, the general consensus is that such discussions within the classroom setting are beneficial to students' abilities to formulate responses and deepen their critical thinking, while also drawing connections between their studies and current events. While many seem to hold stronger opinions on the manner in which such matters should be discussed, most agree that to enable these dialogues in an engaging, yet respectful way, is crucial to one's job as an educator, and one's learning as a student. As Dr. Smith put it, although “it is not our place to tell students what to think,... it is essential for us to help teach students how to think and to equip them with an understanding of the past so that they can better understand the world they

will inherit.”

At the forefront of the trepidation that surrounds political discussion within the classroom, lies the apprehensiveness exemplified by many students as well as the difficulty that teachers face in integrating such content into the classroom environment. Many highlighted this concern held by students at jumping into these types of conversations. Lana English ('23), for example, found that in most of her classes, “politics has never really entered the discussion,” recognizing one cause of this may be the difficulty of making “everyone feel included and heard, and not offending anyone.” However, in spite of these complications, English affirmed that it's still important to make sure these interactions happen. Some students voiced further concern for those whose beliefs differed on the political spectrum from that of most students, referencing this as one of the major inhibitors; Thomas Dobbs ('21) stated that he had found emotion and politics to have largely intersected over recent years, saying that, “As a result, I largely don't blame students for avoiding subjects where they know factionalism guides the discussion... It is increasingly uncomfortable for anyone for that matter to identify as moderate or as simply uninterested in

politics.” Clarke Campbell ('23) added on to this. Despite his claim that “Burroughs does a pretty good job,” he expanded upon what the school might do to counteract such feelings in the student body: “One area where the school could probably improve is in actively understanding the morals/reasoning that actually drives students' political views... so that the school isn't simply tolerating diverse political perspectives, but acknowledging their validity and the importance of respectful dissent.”

This “uncomfortable”-ness also manifested itself within the responses of faculty and educators, and proved to be a topic of concern for many. Mr. Merritt offered some explanation as to why he feels many avoid political interactions, stating, “Most of us understand that the topic is a powderkeg and no one really wants their teaching or learning day to be disrupted by political factions.” His reason as to why politics in this day and age represents such an explosive topic is similarly attributed to the variety of dissenting opinions: “In any classroom you can find a student who is passionate about political parties, platforms, candidates and issues sitting next to a student who is uninformed and ambivalent. This range has always existed in

high schools and middle schools, but today's heightened political climate transforms that range into misunderstandings, sweeping generalizations, emotional responses, and hurt feelings." It seems that the theme of staunch political difference is one that is extremely recurring, and one which affects all within the school. Although this is an issue that may be inevitable due to the current state of political affairs, there seems to be some hope at mending such large contrasts.

Student Counselor Ms. Jones, for instance, believes that although these types of conversations in the 7th and 8th grade level can be difficult, and "older students can manage more of a conversation, and a back and forth of sharing ideas and opinions," it seems to be crucial that "with younger students... the conversation is much better focused on helping them be discerning consumers of the political information that's put in front of them rather than digging into issues." This introduction to political debate can be crucial in forming a more comfortable environment later on, and Dr. Jay also highlighted the importance of the 7th and 8th grade social studies classes, specifically how nicely they tie into current events, such as that of the election cycles: "In my four years at JBS one of my favorite aspects of teaching specifically



Photo by MARGARET BAHE

in the Middle School has been to watch students' curiosity surrounding politics and current events more generally blossom... In my opinion...those classes innately have more space for current events discussions than some of the high school history classes...so built into the curriculum are moments where we can stop and incorporate lessons that touch on the pulse of the moment." She reaffirmed the importance of such interactions at the younger ages, stating, "It is in seventh grade where those essential communication skills...are developed."

Mr. Chen encases this philosophy that Burroughs holds and attempts to practice well (regardless of whether or not students agree on how effectively it is carried out): "If as a school, we aspire to the ideal that everyone should bring their full selves into our community, that should also extend to their political

beliefs, and if students feel unable to bring their political beliefs into the classroom, then I don't think we're doing as well as we can to meet that ideal." He continued, posing the question, "Shouldn't we be encouraging this to happen in the classroom? Isn't the classroom in fact the best place to help students learn how to have productive political conversations?"

So, the question arises: how should this be done? The answer: it depends-- for many teachers, this strategy looks greatly different than others', and that seems to be the beauty of Burroughs' approach. As Dr. Jay says, "My impression of students is that one of the things they value the most about the JBS community is the unique experiences they have with each of their teachers." There is no set policy in which these methods are employed and how students are exposed to such content,

even though teacher's decisions on how to do so can be difficult at times.

Dr. Jay, for example, recounted her experiences with such discussions, but from the perspective of a student who lived and grew up in New York during the tragic event of the September 11 attacks: "I remember my teacher saying 'nothing to worry about, probably just a freak accident.' We would find out just 15 minutes later, that he was mistaken... what I remember most from my senior year academic experience is how my classroom teachers helped us discuss and process everything that transpired. There were moments of grieving, moments of uncertainty, moments of debate when some students agreed and others disagreed with George W. Bush's policies in the aftermath." She found that the way her teachers handled that event inspired her greatly to do the same for her own students, stating, "My senior year teachers set the bar so high in terms of how they aided us in navigating a very difficult moment, and most importantly, how to have respectful political disagreements with our peers."

While events of such magnitude may not present themselves as obviously today, Mr. Wagner similarly reminisced upon previous experiences, but exemplified a dilemma that many teachers face when making decisions about including political content with-

in their classroom. He retold his contention over whether or not to require his class to listen to a podcast which explained the history of policing in the United States. Although it simply told the history of the practice, one that arose out of slave patrols specifically in the South, it would be considered as a source that is "skewed" to the political left, and he found that even "just deciding what information to present is deeply political." He also connected this back to a time when he was teaching a 7th grade class and mentioned the disenfranchisement of African Americans by the republican party, which received a lot of pushback in turn from a few students. He revealed, "I said to my students, 'I would think if you were a Republican, you would want to know this. In fact, I want you to know this because I want you to argue that your party shouldn't be doing this, unless of course you do support that.'" Mr. Wagner continued, remembering the result of his statement: "I looked out at my students, and saw that some of these young kids were offended, hurt, and angry because they identified as Republicans and I had just pointed out that their party is trying to stop African Americans from voting. So, my number one thing is every student of mine should feel accepted and welcome and cared for, and pointing out something so volatile as that to students who identify with that

political persuasion was tremendously harmful to my classroom and its environment... So I don't know what the right thing to do was." Despite these challenges and possible missteps though, the purpose that he, and many other teachers, have in including such discussions in the curriculum is simple, and aligns with that of two of Burroughs' missions: "1) emphasizing critical thinking, and the other, 2) listening to understand, rather than to respond, something that has really been repeated over and over, from the headmaster and down."

While these anecdotes may appear wildly different, they go to show the impact of such conversations, and more importantly, they represent the formation of a student's future political opinions and how they go about such topics. In the end, these discussions, along with laying such a foundation, all offer a way to unite people during difficult times where we aren't often given the chance to do so. As Mr. Merritt said, in conclusion to his response, "I think we need to learn to care about the people more than we care about the issues. The purpose of human existence is to love each other. If our default was to CARE instead of criticize... we might just all be a little better off."

The JBS Alum You Need to Know

By CECE FERNANDEZ

As tests pile up and the stress of the second semester accumulates, you have probably thought to yourself “What is all this for?” Burroughs’ rigorous curriculum and competitive nature to which we subject

ourselves to has to have a purpose, right? As many of us focus on getting into college, the light at the end of the tunnel that is JBS, we often ask ourselves, what happens next? The following life obstacle many of us may have to face is deciding the result of all those sleepless nights and hours spent studying: our career path. Although Burroughs has produced many successful alumni, the first that most likely come to mind

are that of the more well-known status such as Ellie Kemper, John Hamm, or Ezekiel Elliot. However, for those of us who don't plan on being professional actors or athletes, but are still unsure of how to utilize the potential that Burroughs implements within us, here's an alumni you might not have heard of; Rebecca Van Bergen, who graduated from Burroughs in 2000 and WashU in 2006 and started Nest just 2 weeks after her college graduation. Nest is a non-profit organization that focuses on gender equality, cultural preservation, and increasing global workforce inclusivity. The organization achieves all these goals through one main method: hand crafts. It does so by providing microloans to women around the world to help run or begin their craft businesses. According to their website, buildanest.com, they



Photo from GOOGLE

currently support 1,114 artisanal entrepreneurs across 115 countries. Rebecca was greatly inspired to start Nest by her family, and she also offered some further explanation as to how she came up

with the idea: “I grew up in a family of very strong female role models. Working with women always felt like the path I was going to take. Both my mother and my aunt, like I have done now, founded their own non-profits. They set a precedent for following your own path, even if it’s off the beaten track.” Her grandmother specifically, who sewed her mother’s clothes growing up, instilled in her the

idea to work in a hand craft-centered business. She said, “This spirit of 'making' fostered my appreciation for artisanship and contributed to my later decision to explore craft as a mechanism for social change on the global scale.” Rebecca also found inspiration in Muhammed Yunus, who won the Nobel Peace Prize in 2006, the year Nest was founded, for his work in microcredit and microfinance. These sources of influence throughout her life all helped inspire Nest’s core beliefs. “I knew that I wanted to explore the opportunities for economic development that would not put people in debt, but would instead provide them with the resources, training, infrastructure and support to create change through their own means. This provided the backbone for Nest and it remains our mission today,” Rebecca said.

In an interview with heartsonfire.org, she shared how she hopes to strengthen the market for handicrafts that support cultural traditions and women. She stated, “Craft is primarily the work of women. So, even though artisan craft-making is a \$32-billion industry, and the second largest employer of women in emerging markets behind only agriculture, it is still viewed by some, and dismissed by others, as ‘simply’ women’s work.” In developing countries, such as the ones many Nest recipients live in, women are left with no choice but to work in dangerous factories in order to make a living, forcing them to face harassment. Nest allows for women to make their handicrafts at home, which is better for the environment, and assists in decreasing child labor. According to the nonprofit’s website, in 2019 the rate of age verification policies in place rose substantially from 27.9%, to 52.1%. In addition to this, 81% of Nest recipients also agree that working from home allows for them to better care for their children.

The other large benefit of the organization is its recipients’ ability to be noticed by larger, worldwide businesses. In 2009, they began brand partnerships, creating a dual revenue stream, and allowing for the small businesses to sell their crafts at bigger stores such as Target, Madewell, Patagonia, J Crew, and many more. In 2017, The Nest Standards for Home and Small Workshops launched at the United Nations, providing a standard tool of evaluating ethical production outside of factories. This allows high quality products to be made in an environmentally friendly and ethical way, as well as reducing the risk of child labor. The Nest seal of Ethical handcraft can be found on many of their products, letting customers know that it was produced ethically in a home or small workshop. While much of the craftsmanship embedded in traditions and culture are at risk of being lost, Nest is committed to keeping these cultural practices alive and authentic by providing a variety of resources to help them succeed. One example of this is Nest Sourcing, which helps eliminate the middleman between artisans and bigger businesses to sell their crafts ethically.

And, in 2019, as a result of this continued support, it was found that over 80% of Nest's Artisan Guild businesses (ones that they provide support to through loans and seminars) increased their revenue greatly. Mrs. Van Bergen connected her success to her time at JBS, revealing how it contributed to her future endeavors: “I loved my time at Burroughs. It is an incredibly special place that helped pour the foundation of so many of the values that I still hold so dear: hard work, empathy and service to others among them.” To those intrigued by Nest and the prospect of a similar career path, Rebecca offered some advice, simply saying, “Start! Many people think entrepreneurs are visionaries and they are. But the difference between an entrepreneur and a dreamer is that both the entrepreneur and the dreamer wake up every day, look at the mountain in the distance and dream, but the entrepreneur shifts her gaze to her feet and starts walking!” She continued, “People often get overwhelmed with global or national challenges that need solving, I am an avid list maker and really encourage my team to wake up every day and just write down what we need to accomplish that day alone. Just one day. If we do that every day, at the end of the year we look back and change has happened.”

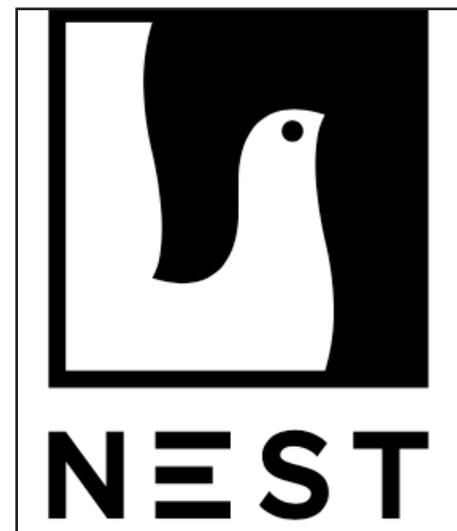


Photo from BUILDANEST.ORG

New Middle School Principal

By ALLIE DORNFELD

On Wednesday, January 20th, Mr. Abbott announced in assembly that he had found a new seventh and eighth-grade principal. Following Ms. Harris' departure last March to begin leading The Biome School, Ms. Ervin served as the 7/8 principal but stepped down this fall due to personal reasons. The job was then temporarily filled by Ms. Thorpe, while Burroughs tirelessly searched for the perfect candidate. After interviewing applicants from all over the United States, it was decided that Linda Churchwell-Varga would become the new Middle School principal.

This name is familiar to many of the students, parents, and alumni in the Burroughs community, largely because of her over 25 years of experience teaching

at New City School as a fifth and sixth-grade teacher, as well as her several years of work at Aim High St. Louis. Ms. Churchwell-Varga received her BA (bachelor of the arts) in History from Spelman College, and went on to earn her MAT (masters of arts in teaching) from Wayne State University. In 2019 she received an Emerson Award for Excellence in Teaching, and in 2013, Ms. Churchwell-Varga took a three-week sabbatical to travel and teach in China over the summer. This summer, on July 1st, she will officially assume the position of 7th and 8th grade principal.

Those who are acquainted with Ms. Churchwell Varga know of her contagious enthusiasm and constant joy that she brings with her into the classroom. She has the ability to engage and encourage students of all ages,

justifying Mr. Abbott's decision to hire her through the eyes of anyone familiar with her presence in the classroom. According to the New City School website, she is committed to helping her students grow to become "good humans." Macy Goldfarb ('23) who had Ms. Churchwell Varga as both a sixth-grade teacher and advisor, recapitulated these qualities, and expressed her excitement "for her to be at Burroughs, but even more excited for the under school students who will get the opportunity of knowing her." Hopefully, by the time Ms. Churchwell Varga takes her position, she will be able to experience the Burroughs we know and love without the restraints of the COVID-19 pandemic.

The MICDS and John Burroughs Rivalry: A Celebrated History

By UDAY VISSA and LUKE TU

The competition between the Mary Institute and Country Day School against John Burroughs School has remained a celebrated rivalry and significant part of both of the teams' seasons. The battle parallels those of epic proportions; Army vs Navy, Harvard vs Yale, Duke vs UNC, take your pick. The rivalry between the two schools is easily one of the most significant and long-lasting in Saint Louis. The annual metro league matchup between John Burroughs and MICDS is one of the longest continuing series in football as well as a wide variety of sports, including soccer, tennis, basketball, and baseball. In fact, MICDS holds its homecoming the same week that its sports teams play Burroughs'. Both schools traditionally host pep rallies and bonfires as well.

The first basketball game between these institutions occurred on March 2, 1926, when the Rams defeated the Bombers 23-16. Meanwhile, the first football contest between the two schools was on October 9, 1926, the Rams beating the Bombers 13-0. Since then, Bomber Football has won 9 state championships while MICDS has won 7. Since 2000, MICDS has led the series 14-7, winning the last four games in a row. In field hockey, the Bombers beat the Rams twice this year, a particularly spectacular feat considering the last-second game winning shot on the newly-built Bomber field hockey field. The two squads then faced off again in the state semifinals where the Bombers pulled another clutch performance to advance to their first title game since 2010. This semifinal win marked the third consecutive victory against the Rams after losing seven straight games from 2013 through 2018.

The tennis rivalry has also been very successful for the Bur-

Bombers. Throughout the 90s, MICDS Girls Tennis won the state championship 3 times. However, MICDS Girls Tennis has failed to claim a state championship since 2009. Bomber Tennis has won the title 5 times since 2009. Recently, JBS Girls Tennis achieved a triple crown of state championships after winning the championship their 2020 season.

Boy's Tennis has also experienced their fair share of success against the Rams. Throughout the 90s, the record between the teams was practically even, as the Bombers and Rams each defeated each other in the championship once and twice respectively. The Rams defeated John Burroughs for the state championships in 2013 and 2015. Since then, Boys Bomber's tennis has swept MICDS Tennis, winning two consecutive state championships in 2018 and defeating MICDS in the 2019 final. It is important to note that due to COVID-19, the 2020 season was canceled.

In Boys' Soccer, the Bombers have won the past four contests against the Rams. The last game in which the Bombers fell to MICDS was in 2018. In the past 5 years, the Bombers have only been defeated in two games to the Rams, demonstrating a recent period of dominance.

In a town where baseball is king, the Bombers are 6-4 in the last ten games against the Rams. After a season cancellation last spring, the Bombers look forward to improving with new faces on the roster after dropping the last two games against the Rams in 2019.

As we look ahead on the following years, it is clear that Bomber's sports programs have a bright, talented future against the Rams. As the two schools look toward facing off this spring, it is important to respect and celebrate the rich history surrounding one of Saint Louis's most prestigious high school rivalries.

Student Demographics: Past and Present

By AVA TEASDALE

Burroughs prides itself in having an inclusive campus and has come a long way in hosting a diverse study body. Of the 650 middle and high school students, 43 percent are students of color, according to Burroughs' own records. This percentage has steadily increased in recent years-- only 30 percent of Burroughs students were students of color in the 2012-2013 school year. The 108 incoming seventh graders are from nine public, seven parochial, and twelve independent schools, and 26 zip codes are represented in their class. Many students report a welcoming campus environment and enjoy engaging in deep discussions with classmates. But in an interview with The Atlantic, American Journalist Nikole Hannah-Jones describes what she calls 'curated

diversity' as a major issue with the design of American schools. "When I say 'curated diversity,' it means white parents like a type of diversity so they'll still be in the majority and there won't be too many Black kids," says Hannah-Jones. She speaks of white, liberal parents who want "a majority-white school with a small number of Black kids and a good number of Latino and Asian students. That makes you feel very good about yourself because you feel like your child is getting this beautiful integrated experience." The demographics of many 'inclusive' schools, however, doesn't actually reflect the demographics of the area at large. "The tolerance for increasing particularly the percentage of Black kids is very low, and even lower if those Black kids are poor,"

she adds. Nikole Hannah-Jones is an African American journalist who covers racial injustice in the New York Times Magazine. In 2020, she won a Pulitzer Prize for her landmark 1619 Project. To Hannah-Jones, the real diversity of an urban area is lost when those in power (white, upper class parents) select a smaller number of minority students that meet a moral quota. And while Hannah-Jones focused her discussion on public schools, some students see elements of curated diversity at JBS. "In a way, I have to admit that JBS is an ivy tower in that being in one of the most affluent areas in the country, we lose some perception of true reality. Because when JBS students go

to school, they have access to top-notch facilities and enriching classes," says Sara Cao ('22), who thinks curated diversity is almost inevitable at a school like Burroughs. "Most students have an altered sense of identity due to being inside this Burroughs bubble all the time in being in a predominantly white, upper class institution," she adds. Indeed, it seems difficult to talk about diversity of the student body without acknowledging the cost to attend. With a \$30,300 tuition for the 2020-2021 school year, Burroughs is the most expensive high school in Missouri. For reference, the median household income in the Saint Louis Metropolitan Area is \$66,417,

"JBS is an ivy tower in that being in one of the most affluent areas in the country, we lose some perception of true reality."

according to the Census Reporter. “There’s such a small sample size to choose from among the people that apply to JBS and can afford tuition,” says Cao (‘22).

“The tuition itself may discourage families with a lower income from even applying, assuming financial aid is not an option,” says Ayo-mide Ajakaiye (‘25), a middle school diversity leader. “For students attending the school, it’s the little moments like not being able to credit things to a store card or not having the ability to afford a variety of clothing that creates different experiences for students.”

Burroughs is also the top-ranked private school in Missouri,

according to Niche. 28 students in the Class of 2021 have been named National Merit Semifinalists, and many seniors are admitted into

top colleges.

For many families, the high price is worth the top-notch education that Burroughs provides.

“I think [tuition] plays less of a role than people actually think,” says Andy Zhang (‘22), a leader of the Conversations Involving Student Identity (CISI) club.

“Not a majority, but a lot of people get aid with their tuition, and there’s also a lot of kids

who get cuts because they have family members that work here.” Indeed, 26 percent of Burroughs students have been collective-

ly awarded nearly \$3.8 million in the 2020-2021 school year alone.

Admission to Burroughs is need-blind, so getting accepted into the school is prior to and separate from any decisions regarding tuition aid. “The JBS experience isn’t defined by in-school activities that cost a lot of money,” adds Zhang (‘22). “The way she [Hannah-Jones] states [curated diversity] made it seem as if all white people thought this way,

and I truly do not believe that,” says another high school student. When thinking about curated diversity at JBS, “it’s not necessarily a bad thing because a lot of colleges do the same thing, and I think it also teaches a wide variety of cultures,” adds Zhang (‘22).

“If the school has ‘diversified’ in recent years, I think it is also important to ask how,” says Isa Rosario-Blake (‘21), a Hispanic Culture Club leader and an editor of *Stubborn Ounces*, the school’s diversity magazine. “Are those people seen or do they feel like ‘tokens’? Do they have real tangible power to make change or are they just given a voice?”

“Do they have real tangible power to make change or are they just given a voice?”



Members of the Class of 2024 ;
Photo by MARGARET BAHE

Works Cited:

<https://www.theatlantic.com/education/archive/2017/12/progressives-are-undermining-public-schools/548084/>

Looking Back at World's Past

Reporting on the results from a mock student Presidential Election, this edition from Friday, November 1st, 1968 revealed that the student body leaned Republican at the time, a stark contrast from a *World* poll that took place this year which explained that 81% of current JBS students would have voted Democrat for now-President Joe Biden in the 2020 Election.

John Burroughs World

THE WORLD, NOVEMBER 1, 1968
FRIDAY, NOVEMBER 1, 1968

'64-'68 Presidential Candidates

by Beth Shepleigh and Kim Shepleigh

The 1964 and 1968 Presidential elections were the most important in our country's history. In 1964, the Republican Party, led by Lyndon B. Johnson, won a landslide victory over the Democratic Party, led by Barry Goldwater.

Who Cares? J.B.S. Goes G.O.P.

by Gretchen Barrow and Tiffany Clement

Accepting the work of the same media, there is an "official" opinion, particularly in regard to political elections. However, a recent *World* opinion poll indicates that the student body leans Republican.

117 VOTE STRAIGHT REPUBLICAN

The results of the mock election were that 117 students voted Republican and 83 voted Democrat.



A Smoke-Filled Room

by Kate Smith

Many Americans believe that it was in 1964 that the student body leaned Republican. However, a recent *World* opinion poll indicates that the student body leans Democrat.



JOHN BURROUGHS SCHOOL, LAUDLE, MISSOURI
WORLD
FRIDAY, JANUARY 21, 1963
ANNUARY 1923-1993

Study Examines Pressure at JBS

by David Frank

During the winter break, a report on the pressure that Burroughs students experience in school was published. The report is the result of a study conducted by the Burroughs Student Body.

report will help bring an understanding into Burroughs' family concerning work load and pressure.

pressure from increasing from year to year in each grade level.

especially to students, it can lead to cheating as well as to a lack of interest in school.

New Exhibit in Gallery

by Paul Brown

The month of December Gallery hosts the latest works of Simon Ybarra. The works portray people engaged in different activities.

Mr. Ybarra taught welding at JBS for a time, retiring in 1977.

He now works in his own studio and teaches night courses in welding at JBS.

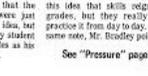
Ybarra's art works are for sale. Prospective buyers should contact receptionist Max Salge at 933-6641.



Freshman Wins Contest

by Christine Sorenson

Fredman Sue Kim has won a state symphony contest held by the St. Louis Symphony Youth Orchestra.



Contest winner Sue Kim of the keyboard, accompanied by her mother, and she must participate in their own school's music program.

the john burroughs world

155 Collinsville Road • Lauder, Missouri
Vol. 93, Issue 4
Friday, October 21, 1966

COMMITTEES FORMED TO SOLVE PROBLEMS

Three committees have been formed to solve the problems of the student body. The committees are the Student Body Council, the Student Body Committee, and the Student Body Association.

Codasco Affair Examined

by Paul Brown

The Codasco affair has been examined. The affair involved a student who was accused of cheating on a test.

LETTER TO THE EDITOR

ADMINISTRATION TOO SENSITIVE? There is no doubt that the administration is too sensitive to the needs of the student body.

News Briefs

The Student Body Council has met and discussed the problems of the student body. The council is working to solve these problems.

"WISE FOOLS?"

The student body is made up of "wise fools." These are students who are smart but do not use their brains.

ZEN?

What is Zen? It is a philosophy of life that emphasizes inner peace and harmony. It is a way of life that is becoming popular among young people.

Matching the theme of the current *World's* most recent edition, "Under Pressure," this article, released on Friday, January 21st, 1963, shows that conversations surrounding pressure, stress, and workload at Burroughs have been going on for over 50 years.

This edition, from Friday, October 21st, 1968, features an article titled "Administration too Sensitive?", a question that has been begged by students and parents as of recent.

MLB Hall of Fame Class of 2021, Or Lack Thereof

By JULIAN SCHENCK

The Professional Baseball Hall of Fame is the most selective group of its kind in all of professional sports. Out of the nearly 20,000 Major League Baseball players since 1871, only 132 are elected Hall of Famers, which equates to 0.6% of all players, according to MLB Network's Tom Verducci. In comparison, an NFL player has to be in the top 1.5% of his field to make it to the Hall of Fame, and includes nearly 4% of NBA or NHL players. This simple calculation puts the MLB Hall of Fame at the best of the best, with a true and incredibly accurate account of who has actually been worthy of being in the top 0.6% of all MLB players.

The Hall of Fame committee consists of around 400 writers, who cast an annual ballot to decide who receives a bronze plaque in Cooperstown. Out of these writers, a player must be on 75% of ballots sent in by the writers. Now, a writer can do whatever they want with their ballot: there is no maximum or minimum of players that one can vote into the hall of fame. In 2021, the Hall of Fame committee announced that there would be zero new draftees into the Hall of Fame. This is a very rare occurrence, as it is just the third time in the last fifty years that nobody has made this elite club in a single year.

The first problem was that there were only a few viable players deserving of a spot in Cooperstown. Examples include Curt Schilling, a pitcher who has better career accolades than many Hall of Fame pitchers; Barry Bonds, the hard hitting slugger that has the most Home Runs in a career in MLB history; and Roger Clemens, another pitcher with even better all-time accom-

plishments than Curt Schilling. To the outside perspective, one would agree that all three of these men should be no-doubt Hall of Famers. You, of course, would be wrong.

The second problem was that these three players tarnished their careers, due to their actions and decisions off the field. For Bonds and Clemens, it was about steroids. These two both used steroids (performance enhancing drugs) during the dubbed "steroid era," a time where players were regularly caught using illegal substances to improve their skills artificially. This fact did not sit well with many of the writers, as they believed that the integrity of the game was violated by these players. This obviously turned off enough writers over the years, as Bonds and Clemens have not been selected into the Hall of Fame after being on the ballot 8 and 9 times respectively. Curt Schilling, however, has heard criticism from the Hall of Fame voters for a different reason. After retirement, Schilling promoted conspiracy theories and anti-transgender, anti-Muslim, and anti-Black ideas. This too inserted an asterisk into his Hall of Fame-caliber career, putting his character into question for many writers as they made their picks for the Hall of Fame class of 2021.

Despite the steady rise in percentages received for Bonds, Clemens, and Schilling, none of them were able to break the 75% mark this year. It remains to be seen if that will change in the future, but at least for this year, nobody was deemed a good enough character to be worthy of the top 0.6% of players all time.

Football Standout Picks Irish

By XAVIER SILVA

Over the past year, four-star defensive end Tyson Ford, the biggest recruit to come out of Burroughs since Ezekiel Elliot, has racked up over twenty offers from the likes of Power 5 football universities including Georgia, Michigan, and Oklahoma. This past January, after narrowing down his college choices to four schools, he ultimately announced his verbal commitment to the University of Notre Dame. Ford claims what sets Notre Dame apart from the competition is, “Most definitely the high level of football being played, but also the top tier academics. This decision will set me up for a successful future.” Notre Dame certainly ended up with an excellent football player, as the 6’5”, 250lb Ford is a menace on the field. He’s earned All-State honors, an Under Armour All-American nod, and was ranked the fifth best defensive end in the class of 2022, according to Rivals.com. Aware of his potential to make an immediate impact on the field, Ford does not plan on redshirting his freshman year and will be competing for a starting spot.

Although it may seem like a future in football was always in the cards for Ford, you’d be surprised. Entering his freshman year, he didn’t even plan on playing the sport. Coach Miller, father of Division 1 athletes Brandon and DJ Miller, saw

the great potential he had and convinced Ford and his family to give high school football a shot. Ford didn’t see too much action on the field his freshman year, but gained valuable experience that would help him to have a breakout sophomore season. In 2019, Ford amassed 52 total tackles, seven tackles for loss, and one sack over 11 games while helping to lead the team to its first winning season since 2015. Following that season, he picked up his first offer from Iowa State. Many more were soon to follow. In reflecting on receiving his first offer, Ford stated that, “I always loved football since I was a little kid, but getting that validation from a school and knowing that they were willing to take a chance on me finally motivated me to pursue what I love.” After that first offer, he took his training and preparation more seriously than ever before. All of his hard work certainly showed itself in this past season, as Ford morphed into an even more dominant force on the field. He had 19 total tackles, two tackles for loss, and three sacks over five games, helping to lead the team to a second consecutive winning season. Next season, he aims to build off what he has already accomplished and



Photo from MARGARET BAHE

lead the area in tackles for loss and sacks. He also hopes to secure a district title for Burroughs for the first time since 2015. As far as Ford’s plans after college go, he said, “Of course it would be a huge blessing to be playing in the NFL, but if that doesn’t work out, I’d like to begin a career in law or medicine”. With his commitment to Notre Dame, Ford has moved one step closer to achieving his NFL dreams, and joining the ranks of Ezekiel Elliot and Foye Oluokun as Burroughs alumni turned NFL stars.



The Beginnings of the Bonsack Gallery

By SARA CAO

In a room tucked next to the Brauer entrance of JBS, the Bonsack Gallery boasts a magnificent creative space that greets Burroughs students each day as they walk through the front entrance. The Bonsack Gallery displays exhibitions that enhance our imaginations and force us to think critically, often raising questions such as ‘What does this piece mean?’ and ‘Why did the artist decide to do this?’ The gallery is a haven, an inventive space that deepens our

understanding of the creativity that surrounds us.

The Bonsack Gallery has been displaying an array of diverse pieces since its beginnings in 1965, when it was initiated by a donation from Helen F. Bonsack in the memory of her son, JBS alum Arthur Bonsack. Before that, there existed a space called the “Little Gallery,” which was founded in 1955 by art department chair Fred Dreher. Over the next ten years, about 90 exhibits were featured



Photos by ANDREW NEWMAN on April 8, 2011. Tom Friedman retrospective in the Bonsack Gallery.

in this gallery located in the school’s main classroom building. However, when the Bonsack Gallery replaced the Little Gallery after Mrs. Bonsack’s donation and hours of effort by the staff, a new space that would reportedly “hold countless well-planned series of rotating exhibits each year” was born. Alongside Mrs. Bonsack’s donation, another key to the beginnings of the Bonsack was Fred Dreher, as he “brought vision and persistence which transformed what was formerly hallway and classroom space

into a formal exhibition venue with spotlights, window drapery, exhibit cases, and walls durable for hanging artworks.” Mr. Dreher was dedicated to bringing a new way of discovering and thinking to the school, and his commitment paid off in the gallery. With his hard work, the Bonsack began a permanent art collection in 1971- the first piece added to the school’s collection being Soliloquy by Arthur Osver, which has since been relocated to the STAR Building. Since then, the JBS permanent



Photos by ANDREW NEWMAN on April 8, 2011.

collection has grown significantly, and artists often donate their artwork after exhibiting, ensuring that the Bonsack's exhibitions have a lasting impact on the JBS community generation after generation.

More than fifty years later, the Bonsack has held hundreds of exhibitions and continues to display works of art that "serve as a core tool for students and guests to explore contemporary artistic expression," explains current JBS Art Teacher Ms. Donya Allison. These exhibitions have included world-famous artists James McGarrell, who exhibited in 1983 well before his rise to prominence, and Tom Friedman ('83) who exhibited in 1992 and most recently in 2011. Currently, the Bonsack Gallery is maintained and organized by art teachers Ms. Allison and Ms. Hunt. Ms. Allison notes the uniqueness of the gallery, as "there are very few secondary

schools in the country that have professional art galleries, and ours is front and center." Furthermore, Ms. Allison appreciates the educational nature of the gallery and the connections students are able to form with exhibiting artists, as she explains that "It's also a requirement of every exhibiting artist that they engage with our students during an artist's talk. The artists generally install during the school day, so our students get to see and meet the artists as they install their work, and are also able to hear from them while they present. Exhibiting Bonsack Gallery artists are always impressed by our students' questions and observations about their work."

Looking to the future of the gallery, Ms. Allison hopes to include more representation in the exhibits by displaying works of artists of color that speak to people of different backgrounds

and identities. She also hopes that there will be a greater turnout in the opening receptions after the pandemic. From the beginnings of the Bonsack in 1965 to now, the gallery has established a lasting impact at the forefront of the campus and continues to

inspire, educate, and challenge members of the JBS community.

Works Cited:

Bonsack Gallery 50th Anniversary Slide-show by David Lobbig, Cici Nickerson, Pam Bliss, and the JBS Fine Arts Advisory Co



James McGarrell; "Crossing Move" at MOMA. While this piece was not featured at JBS, it is included as a sample of McGarrell's Work.

TEACHER RECOMMENDATIONS

Dr. Smith

Book: I read a lot of fiction for my job, so I gravitate towards non-fiction when I get the chance to read for pleasure. Douglas Hofstadter's quest to understand human consciousness, *I am a Strange Loop*, has stayed with me for a long time, as has Kurt Vonnegut's semi-autobiographical tale about World War II and time traveling aliens, *Slaughterhouse Five*.

Movie: Before the pandemic, we would often go to the movies. Buttery, salty popcorn allows me to tolerate the Marvel Universe, but I lean toward *No Country for Old Men*, *Usual Suspects*, *Notting Hill*, and *Grosse Pointe Blank*, the last of which should be required viewing for high school students.

Music: I live thirty minutes from Burroughs on a good day, so a wide variety of music keeps me company on the commute. One artist, however, brings joy no matter the medium: David Byrne wrote *How Music Works* and Spike Lee just released a film version of, objectively speaking, the best concert ever, Byrne's American Utopia.



By SARA CAO

Mrs. Randall

Book: My current favorite book is *Black is the Body* by Emily Bernard. My favorite book changes depending on when you ask me, and several books have held that title throughout my life. My experience reading *Black is the Body* was the first time I read an entire book that spoke to my experience as a black woman in America in complexity, depth, and meaning.

Movie: I am a big movie fan, and it will be difficult to pick just one, but I will go with *Good Will Hunting* or *The Usual Suspects*. Of course, I could have gone with the *Shawshank Redemption*, *Bourne Trilogy*, *Godfather Trilogy*, and let's not forget *Lion King*.

Album: I have a wide taste in music. I think music is the amazing artistic form through which everyone can communicate to the world about their experience if they just listen. This one is hard to narrow down, and I could go with Miles Davis' *Kind of Blue* or John Coltrane's *Blue Train* if we are talking jazz, but I will go with *Purple Rain* by Prince—I believe that he was an artistic genius.

Ms. Thorpe

Book: *Where the Sidewalk Ends* by Shel Silverstein. I have vivid memories of reading these joyful, heartfelt, and silly poems with my mom and dad many nights before going to bed. While I love the book, I also cherish the time when my parents read it to me at bedtime.

Movie: *Pulp Fiction* by Quentin Tarantino. Never have I seen a more outrageous and clever film. Vivid in color and language, each scene is so captivating and constantly keeps you on the edge of your seat.

Album: *Purple Rain* by Prince. Now mind you, I have this album as a record—yes, that's right, a record! The entire album is amazing; it manages to touch every possible human emotion with each track. I cry, I laugh, I dance like a maniac in my kitchen. I never grow tired of this album. And who doesn't love Prince?



Photos by
ANDREW NEWMAN

2021 Inauguration Fashion: Clothing With a Message

By LANA ENGLISH

From 60's style icon Jackie Kennedy to the monochromatic looks of the 2021 presidential inauguration, the fashion of the presidential administration and their families has always been regarded with importance. Why, you may ask, do political news outlets care about what these government figures are wearing when there are issues of much higher magnitude? The New York Times suggests that, while clothing has long been a method to diminish women in particular, "the more we recognize the role clothes play in life and politics, the more we are all willing to talk about them, the more we normalize them, the less potential they have as a weapon of diminishment."

For politicians, their national platform of constant scrutiny can offer a useful means of communication through clothing. Taking advantage of the large amount of viewership for the historic inauguration this January, the outfit choices were used to send a message with our divided and troubled

nation in mind. The color purple was popular, as it both represents the suffragette movement and signifies the bipartisan unity that the new administration is promoting. Jill Biden, Michelle Obama, Hillary Clinton, Kamala Harris, and Elizabeth Warren all donned various forms of the color some-time during the inauguration festivities.

The designers of the inauguration outfits also have significance. For instance, Kamala Harris wore Christopher John Rogers and Sergio Hudson, both Black designers, showing her commitment to supporting people of color. Joe and Jill Biden both wore American designers Ralph Lauren and Alexandra O'Neill respectively. Alexandra O'Neill created Jill Biden's ocean blue outfit, and the First Lady's choice of designers is a sign that she will continue to support smaller, American designers in the same manner as Michelle Obama.

Leila Fischer ('23) offered her opinions on the use of fashion this inauguration: "Especially in the current state of the nation it is valuable now, more than ever, to use any force to show unity between parties." She added, "I think it's always good to demonstrate that despite our differences, we are united." Even the iconic outfits of performers Lady Gaga, J-Lo and Amanda Gorman had an underlying message: Lady Gaga's dove brooch signified peace, the color white of J Lo's pant suit also represented the suffragette movement, and Amanda Gorman's caged bird ring was a nod to "I Know Why the Caged Bird Sings" by Maya Angelou.



Photo from JOEBIDEN.COM



Photos from MARIE CLAIRE and USA TODAY



Photo from FORBES



Amanda Gorman, Lady Gaga, and J-Lo at the 2021 presidential inauguration; Photos from TEEN VOGUE and REFINERY 29

Bernie Sanders' Viral Mittens

An image of Senator Bernie Sanders at the inauguration in a folding chair with his legs and arms crossed and bundled-up in his now famous recycled wool mittens has blown up online. Bernie's internet fame stems from the many memes circulating the internet that photoshopped him into various pictures such as The Last Supper, under under the sorting hat from Harry Potter, or as the fly on Mike Pence's head. A crocheted doll of Bernie sold for over 20,000 dollars on Ebay and even official "Chairman Sanders" merch has been made this past month. Both organizations that created official merchandise donated their proceeds to Meals on Wheels.



Photo from GETTY IMAGES

History teacher Holly Lorencz enjoys editing Bernie into images of historical significance and using them as her Zoom background (which she changes daily). Her favorites are below!



Photos from
HOLLY LORENCZ
and TWITTER



However amusing the Bernie meme may be to Ms. Lorencz, her student Liv Acree ('23) feels that Sander's humble clothing and blue disposable mask conveyed a more serious message. Acree noted that Bernie is "consciously recognizing his place in society" as an "everyday citizen, rather than the other politicians and family who wore designer clothes." She added, "The image is funny to toy around with, but in all reality it's very disheartening seeing the man who time and time again has failed to get in office recognizing that he is no one special."

Caption Contest Update

Congratulations to Burroughs Senior **ELEANOR HOHENBERG** for winning our first-ever caption contest! Her winning caption was:

"Me on Stromboli Day"



Duncan, Holekamp: A Return to School is Necessary and Safe

By ANNA DUNCAN and
KATIE HOLEKAMP

Two Seniors Weigh in on Burroughs' Plan to bring Students back to School

As we approach the one-year anniversary of COVID-19 existing in America, it is time to take an in-depth look at what we have learned and what this means moving forward. Specifically, we must look at the growing information about safety within schools.

In the early months of the pandemic when the country descended toward lockdown, so did schools. With so much uncertainty surrounding us, this seemed like a reasonable and all-around smart decision by school administrators and state governments. However, while students could study from the safety of their homes, health-care workers still had to enter their jobs each day facing a new, unknown virus head-on. They were labeled essential. And so were workers in agriculture and food production, child care, and critical retail.

Now, we must label schools as essential. Although we at Burroughs are fortunate to have the resources to facilitate hybrid-style learning, including updated technology, a large campus, and dedicated teachers, it is simply not sufficient

to support the type of education for which John Burroughs School is highly regarded. High schools have the vital task of educating the next generation of critical thinkers and problem-solvers, and this cannot be adequately accomplished without both students and teachers being in person.

At the start of 2021, many schools across STL re-opened all in-person: all of the parkway district, 90% of independent schools, all 68 STL city schools, and more. Now, Burroughs needs to be one of them. While we understand there are some lingering concerns about returning to all in-person learning, we hope that by presenting the following data, we can help to quell these fears. On January 26, the Centers for Disease Control published an important study in the Journal of the American Medical Association. Their study was conducted within two large school districts, one in North Carolina and one in Wisconsin. What they found provides compelling evidence for bringing all students back to campus. In the first school district of over 8,500 students, there were only

5 cases of COVID-19 attributed to in-school transmission within the high school over a nine-week period. In a second large, rural school district with approximately 5,500 students, there were only 2 cases of COVID-19 attributed to in-school transmission within secondary schools. When compared to Burroughs' enrollment of 650 people, average class size of 13 people, and the school's mitigation policies, it is easy to conclude that there would be little to no in-school transmission seen in the Burroughs community.

These studies were also done in areas where the positivity rate was 40%, almost 6 times higher than St. Louis's rate of 7%. That means that in these communities, 40% of all COVID-19 tests were coming back positive. And yet, schools with thousands of students attending in person classes still had limited COVID cases. Additionally, in both school districts studied, there were NO cases of student to teacher transmission, and 0.0012% student to student rate of transmission.

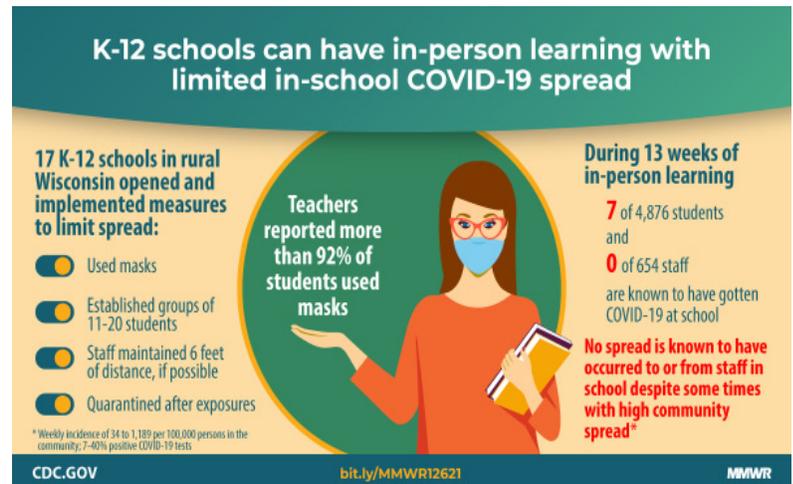
In St. Louis alone, there are currently 119 schools that have returned to complete in-person learning. To our knowledge, within these schools there has been no student to student transmission or student to teacher transmission.

The CDC is now advocating for in-person learning because it has been proven to be safe. The CDC Director, Dr. Rochelle Walensky, recently released a statement declaring that it is safe to reopen schools before teachers receive the vaccine. We must make returning to in-person learning an urgent priority because online learning has been shown to be a nationwide threat to student mental health. It is not only harmful to education but has caused an increase in anxiety, social isolation, and depression.

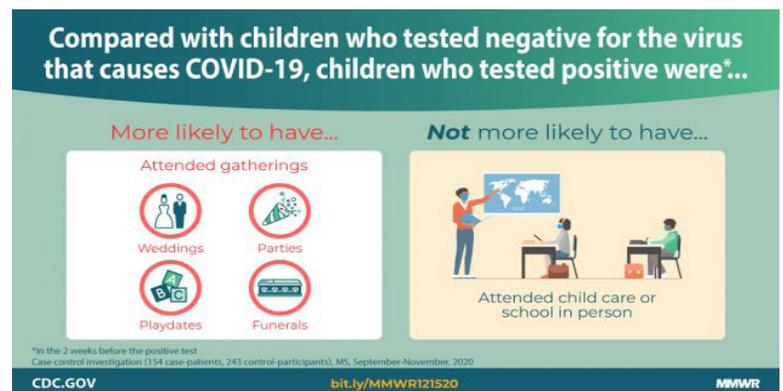
While we are not saying Burroughs should bring all students back onto campus all at once, we think that, starting now, steps should be taken toward this goal. So far during the pandemic, Burroughs has done a phenomenal job of keeping both students and teachers safe while on campus through strict quarantine regulations, daily screening, and social distancing rules. Supported by the data above, we can continue these practices and safely bring all students back to campus to resume the type of learning that will fully restore the Burroughs community we cherish.

St. Louis Schools that have Returned to Full-Time In-Person Learning:

CBC	Lutheran North
Chaminade	Francis Howell Central
Nerinx	Liberty HS
Priory	Timberland
Visitation	SLUH
Westminster	Bishop DuBourg
Ursuline	Cardinal Ritter
Thomas Jefferson	Cor Jesu
St. Joseph	Villa Duchesne
Principia	Desmet
The Fulton School	Incarnate Word Academy
Ladue	St. Dominic H.S.
Clayton	Brentwood
Parkway West	Melville
Parkway North	Wentzville
Parkway South	Fort Zumwalt West
Parkway Central	Fort Zumwalt North
Marquette	Francis Howell North
Pattonville	Fort Zumwalt South
All St. Charles schools	Fort Zumwalt East
Francis Howell	Edwardsville
St. Charles HS	Ritenour
Duchesne	Nottingham Charter
Saint Charles West	Rockwood
Lutheran HS of St Charles	Lafayette
Lutheran South	All 68 STL City schools



Graphics from CDC.GOV



NOTE: Since the writing of this article, Head of School Andy Abbott has announced the full return of the Class of 2021 to campus beginning on February 22nd and a staggered return of the other classes after Spring Break. For more information, please visit jburroughs.org.

Long-Time Teacher Perspectives on JBS Over the Years

By OLIVIA BALLETT and MAISIE ZIPFEL

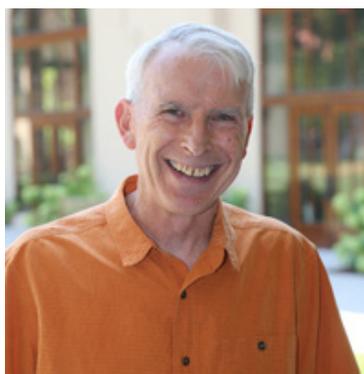
Throughout the years, Burroughs has seen many teachers come and go, but every once in a while, we get those few teachers who decide that the Burroughs community is something that they want to continue to be a part of for many years. We decided to interview some of the teachers and coaches that have been affiliated with JBS the longest to hear what they had to say about our community.

All four teachers that we interviewed – Mr. Henningsen, Mr. Nicholas, Ms. Bahe, and Coach Clark – agree that one of the biggest and refined changes has been the major increase of diversity within the student body and amongst the faculty and staff racially, ethnically, and culturally. They have witnessed the emergence of many clubs celebrating the cultures and traditions of minority groups and the inclusion of a wide variety of backgrounds.

Another opinion that all teachers included in their responses was the light and energy that the students bring to the classroom. Mr. Henningsen went on to explain how, when he began teaching, it was just a job to him, nowhere near as fulfilling and inspiring as his position at JBS has been. Henningsen says, “... Burroughs is a teacher's dream and my dream came true then and continues to come true now.” The

kindness and motivation seen in the students and faculty is a core value that has remained consistent throughout many years and will hopefully continue. As Ms. Bahe says, “Burroughs has always made a major commitment to educating the whole person.” Along with academics, it is standard that all students participate in athletics as well as the arts. Giving back to the St. Louis community is also notably present in different clubs and activities. These outlets expand beyond simply the academics, a goal that Burroughs prides itself on. Coach Clark touched on the

importance of tradition within our community. While some traditions have evolved, many have remained the same, such as the daily assembly and family-style lunches. Clark explains how these practices connect the JBS community and perpetuate a familial atmosphere. Also touching on the unique familial feelings Burroughs brings, Henningsen noted, “I like reconnecting with parents through their children and watching the Burroughs family grow. Being a part of this family has given me a rich and rewarding life, and I'm grateful for that each and every day.”



Photos from JBURROUGHS.ORG

When asked if any story or moment stood out in their teaching experience, Mr. Nicholas says that no one moment defines his experience or connection to the JBS community. Rather, he explained, “I have witnessed many moments of quiet courage and grace—courteous goodwill—from both students and teachers here. That makes me a lucky man.” While many core values have remained, Coach Clark had a lot to add about the traditions that have evolved since her first time experiencing Burroughs as a student and eventually a coach. Some highlights include the change in the Burroughs Spirit Week as a whole. To start, the pep rally and bonfire were originally just to recognize football players, but now all fall sports teams are included in this celebration. Coach Clark also speaks on the shift from ‘poking fun at our rivals to promoting our JBS spirit.’ Along with this shift in tradition, Coach Clark tells us that the most obvious change is in the campus itself. The only building that remains the same from the time that Coach Clark first came on campus in 1967 is the Brauer building without the Schnuck wing and Memorial gym. Clark recognizes that change can be hard, but advises us all to “embrace change since it usually leads to something better!” Along with Coach Clark, Ms. Bahe witnessed the building of both indoor pools, the field house, and the purchasing of our many sports fields and areas. She remarks that “our facilities have become spectacular, to say the least.”

Ms. Bahe also touches on the giant leap in technological advancements from when she began teaching in

1979. She tells us that at the start of her teaching, “everything was done with typewriters and paper and pencil. The science building had one telephone shared by all the faculty. I had to run off handouts with a ditto machine which left blue ink over everything and I had to retype all my work every year.” This may seem foreign to many of us as, in our current times, digital learning is typical. Despite the changes in the Burroughs community, each teacher has found a significant reason to stay. For some, it’s the fun and lively atmosphere of Burroughs that keeps them coming back. For example, Coach Clark says, “A couple years before we had turf, Coach Greditzer’s Halloween costume had a board full of grass on the front of her and one with astroturf on her back. She laid on the stage where the headmaster, Dr. Shahan, hit a plastic golf ball into the Haertter Hall audience. Tears from laughter were flowing!” Memorable moments like these, when the student body and the faculty and staff are able to come together, add to the Burroughs charm. It makes the community welcoming and a place that people want to both attend and work at. As for Ms. Bahe, she tells us how supportive the JBS community is to their teachers. Ms. Bahe says, “What I found was a school that supported the creativity of its teachers, giving us the freedom to design curricula and activities that matched our teaching styles and goals for our students.” Ms. Bahe also mentions that the faculty are very supported by the school so that the children of teachers can attend Burroughs. She tells us that this is a major benefit that attracted her to the school when

she was a young teacher with a growing family to support.

Mr. Henningsen, on the other hand, tells us of his decision to come back after retirement. He retired in 2012, although he only stayed away from JBS for one full school year. In October of 2013, Henningsen was asked by Mr. Abbott if he would take a couple of English classes. Since this time, Mr. Henningsen has come back to help teach every year except one. When asked why he chooses to continue to return despite his original decision to retire, Henningsen says, “I miss the students. You guys give me energy and joy, and that’s good medicine for the oldest dude on campus!” Mr. Nicholas had a similar answer to Mr. Henningsen: it’s the motivation and willingness to learn from the students that keeps him at JBS. He says that at JBS, “Almost all of the students are sincere and try to meet me half-way in subjects with which they are unfamiliar.” He also says that, “Although most people work hard at JBS, teaching thirty-nine years here has been easier than teaching five years at high schools where I worked before I came here.” He recognizes that the motivation and drive of the students at JBS are why he returns to teach here year after year.

So whether it be long-lasting friendships, old and new traditions, or the energy the students bring, the JBS community has a unique pull that keeps these teachers returning. Without a doubt, we can say that without the teachers that do so much for us, both those that only stay for a few years and those who decide to continue teaching for many, Burroughs would not be the place it is today.

Honoring The Diverse Voices of JBS

By SARAH DING, AYOMIDE AJAKAIYE, JANA E HARRIS, WREN WOLFGRAM

Honoring the diverse voices of the JBS community is what we strive to promote. You will hear from the four co-leaders of the Middle School Diversity Club as we reflect on the challenges and lessons of 2020.

Ayomide

My definition of diversity has drastically changed in 2020. I believe it augurs around ideas of antagonism, complacency and harmony. Antagonism comprises blatant examples of discrimination in efforts to diminish another's value. Complacency recognizes an "other", but fails to acknowledge their pain. Lastly, harmony exists once everyone loves and accepts each other's differences.

As a young black woman in America, 2020 felt like a reckoning between these notions of diversity, spotlighting examples of anti-racism, complacency, and movements towards equality through the Black Lives Matter Movement. Frightening images of police brutality and complacency to this violence by authorities to people of my own race was more than horrifying. Yet, more importantly I saw a global movement of people of every complexion and identity stand together with a vision of harmony.

Like Dr. Martin Luther King Jr. famously said, I believe, "The arc of the moral universe is long, but it bends towards justice." Diversity varies in meaning from person to person, and in this last year the world has experienced a diversity of issues ranging from the pandemic, climate change, and racial injustice, but in the last few months I've learned that diversity tends towards harmony.

Sarah

2020. What can we say? We all learned, grew, and hopefully became the best of ourselves. Considering what other people had gone through last year, I think of myself as lucky. I didn't get sick (knock on wood), I didn't miss any important things in my life, as well as my family being healthy. I had learned a lot during the prime of "quarantine." I practiced field hockey almost every night, watched many movies and shows, and spent time with my family. I traveled for the first time since last February in November, and I went to my first movie a few days ago since last November. I had my birthday in April during quarantine last year, and I never expected that my next birthday would also be in quarantine.

There have been a lot of downsides of 2020, but 2020 also unlocked a new array of views. I have learned a lot about diversity this past summer, from the ongoing Black Lives Matter Movement to becoming a diversity club leader. My definition has changed and grown. I believe that diversity is different in each person's mind, but in everybody's mind it means that each individual is unique as well as different.



Wren

2020 taught me so many lessons about diversity, not the least of which is that we contain multitudes. We are an intersection of all the identities that we carry. But that doesn't mean we can fix all the forms of oppression that haunt us, alone. It takes millions of dedicated healthcare professionals to fight a pandemic. It takes students from around the world to combat climate change. It takes unbelievably courageous citizens to fight police brutality. It takes every single one of us to confront the systems of oppression that we contribute to. In a time of heart-breaking isolation, we found ways to stay connected. We made strides towards things that have been centuries in the making. Despite all of this, I want to make it clear that we don't have to settle. We shouldn't force marginalized people to make good with their oppressors. Rather, we must join them in their fight. We must acknowledge our privileges and use them to remake the world we live in. It is our job to understand that we can be oppressed and oppressors. We still have so far to go, but we can do it together, following CDC guidelines of course.

From the Club

Our main goals this year are to promote diversity among the middle school of course as well as lean into discussions about more difficult topics in a comfortable space for students. We have had around 2 meetings so far this year, but plan on having many more. The first meeting was about our club in general and our overall plans this year. The second meeting was about different types of music from many different cultures. We covered Indian, Afro beats, Latin, and Chinese Music. We got to inform and learn about different music styles and how diverse many cultures are. The next meeting we plan on talking about microaggressions that people experience on a regular basis. We have so many much more in store for the Burroughs community and can not wait to share more as we go on in our journey.

Janae

When it was March of 2020 and we found out that we would not be coming back to school because of a deadly disease, I had no idea that so much more would happen in my life from just staying at home all day. One challenge that hit me hard was the amount of death I saw, if it was another unarmed black person, or someone who died of COVID. It isn't something new in America to hear that another black person got killed, and in the middle of a pandemic, seeing the amount of people fed up with the epidemic of systemic racism in America gave me hope into what the future could bring.

Having a Mom that was and is still on the Pandemic task gave me an insight into all the long 14-hour days and tireless work that all healthcare workers have had to endure through this time. I was more than willing to make dinner for my whole family if it meant that my Mom could get a little down time when she would get home from work, because you could see in her eyes that she just needed to eat and then go to bed.

2020 was most definitely not a great year, but I learned a lot of lessons throughout it. One was to look on the bright side of all this madness that we do have people in this world that want to bring about "Good trouble" like the late and great John Lewis said. Also, we have scientists and frontline workers working to try and figure out how to stop this spread of COVID-19 that brought so much sorrow to so many people. "Not everything that is faced can be changed, but nothing can be changed until it is faced." - James Baldwin

If you are interested in joining the Middle School Diversity Club, please contact any of the authors of this article!

SAT Subject Tests Canceled

By ANYA LIU

Over the course of the last year, there have been various changes in America's political, social, and academic systems due to the effects of COVID-19. One of these more recent adjustments, especially to a student's life, is the cancellation of SAT subject tests.

The SAT subject test is a multi-

ple-choice standardized test provided by the College Board, typically taken to boost credentials in high school before applying for college, with a maximum score of 800. Originally, these tests were recommended by various colleges, including several Ivy Leagues, and could influence college acceptance outcomes. However, over the last few years, their overall usefulness has become less and less apparent,

as many SAT subject tests and AP tests overlap topics. This, combined with COVID-19 outbreaks delaying SAT testing across America, has finally led the SAT subject tests to a close.

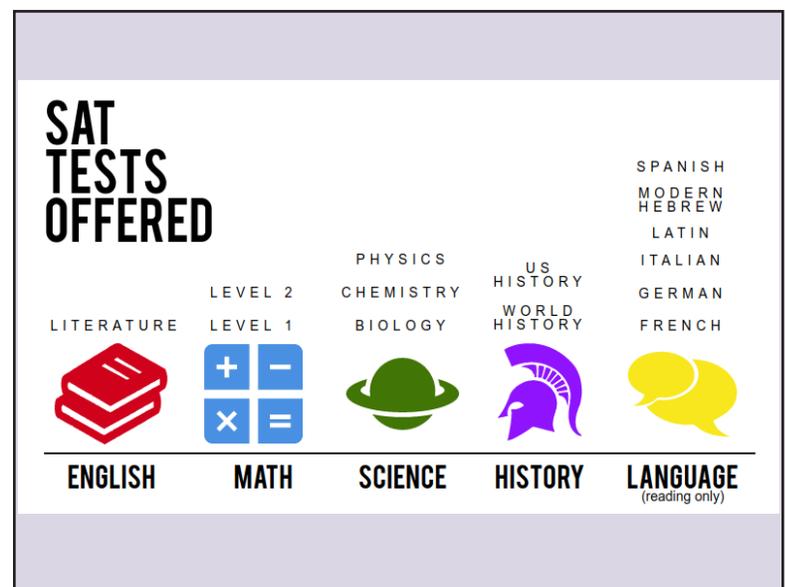
The removal of the SAT subject test comes with a plethora of

"For the math subject test, 24% of test-takers scored a perfect 800."

reactions from students. Some freshmen expressed their concern over the removal at first, worrying that an advantage of sorts was being taken away. There was also the question of whether any seniors would feel frustrated or even resentful of its cancellation, being the last class to take the tests and experience the accompanying stress. However, the general consensus seems to be that, for most, there isn't much of a loss. Multiple sophomores

and juniors hadn't even heard about the cancellation yet, but once informed, said they didn't really care either way. One Burroughs senior explained that he "hadn't actually done so well on [his] subject tests, but [he'd] gotten into a good college anyways" with solid APs and a good GPA. Furthermore, the results of 2019 SAT subject testing showed that for the math subject test, 24% of test-takers scored a perfect 800.

Since almost a quarter of all test-takers received a perfect score, the worth of a perfect score in admission processes declines, and the advantages a good SAT subject test would provide wouldn't actually be that beneficial. Overall, the removal of the SAT subject tests seems to be a beneficial one. As one junior eloquently puts it, they're just "happy because standardized testing is bad."



Graphic by CHARLOTTE ALDEN



Artwork by TERESA JIANG

THE WORLD