
SUMUS LEONES

March 2021

Washington Latin Back to Business

By Oscar Murray, eighth grade

Additional reporting by Ella Hankins, freshman, and Zoe Edelman, senior.

It's been a year since schools in Washington D.C. first shut down due to coronavirus.

Then, students faced a brave new world of learning from home. And now, as restrictions are easing and the vaccine is being rolled out globally, schools have another new challenge to face, that is the opposite of a year ago. In March, Washington Latin published its plans to re-open and return safely to school. In April, the school will start a 'hybrid' model, which will have some grades - 5th, 6th and 7th 8th and 9th joining the school two days a week.

In the weekly Legenda, the school made the following statement, "Those who submitted model choice forms the 3/10 deadline will likely get their choice (hybrid or all-virtual.) More information will be shared with all the families next week, including an update on the on-campus classes for grades 10-12."

Students and teachers weighed in about their hopes and fears on the safety, efficiency and convenience of Washington Latin re-opening.

Amongst students, many felt cautiously optimistic, with some excitement about seeing friends and teachers. People felt that now was the right time to start a hybrid model. They thought that school had made the right decision in offering this option when they did.

The ongoing roll out of vaccinations has clearly also had an impact and increased students confidence in the timing of our return.

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“I think with vaccinations being given out it is a good time to start hybrid since the risk of a COVID outbreak is lower.” said Lydia Park, an eighth grader. “With vaccinated teachers it will definitely be safer to allow students to come back.”

Some even thought they should have started considering this earlier, particularly given the challenges that some students have experienced in learning from home. “I think they should have done this earlier,” said Liam Saxon, an eighth grader at Washington Latin. Liam was frustrated with distance learning and ready to go back.

Several students like eighth grader, Claire Campbell, believe that the school administration is doing its best to deliver safety and convenience, and have full faith in the system and that it will work.

“I am planning to go back,” said Claire. “I think the faculty at Latin is working hard to make sure that it is safe for everyone, I also know that Latin wouldn't be doing this if they thought it wasn't safe.” Claire did note that her siblings in sixth, tenth, and twelfth grade will not have matchings schedules.

Logistical challenges aside, students still have high hopes for the upcoming return to normalcy. Having been at home, with minimal chance to connect in person with teachers and peers alike, students anticipated being able to see friends and have classes face-to-face, rather than through a screen.

Freshman Charlotte Lin noted, “I am planning on going hybrid since as a freshman, it would be really nice to get to meet the new students and actually see some of my teachers and friends in class again.”

Freshman Devyn Scott concurred, “Yes, because I miss my friends.”

However this system is not without problems, given the diversity of the subjects and schedules, resulting in different models for different grades with respective students on campus at different times. For example, students in grades 7, 8, 9 and grades 5 and 6 all have different schedules.

Ms. Brady says she cannot comment yet for this article because the plans are still changing and being worked out. On March 15, Mayor Bowser loosened some covid restrictions that may affect scheduling.

Some students felt cautious, and said they would choose to remain virtual for the remainder of the year. The school would continue to offer an all-virtual option for students who want it.

Freshman Kai McFadgion said, “I am not planning on going hybrid in the fourth quarter because I feel like it’s still not safe for us to be at school at the moment. Most of us will not be able to get the vaccine until late 2022, and I don’t want to risk anyone getting sick.”

Sophomores through seniors would not have a full hybrid option, due to the challenge of creating a consistent pod with AP classes and electives. But several upper schoolers said they accepted that they may continue to come to school from time to time, for individual classes like chemistry lab or Honors Humanities, among others.

“I am okay with seniors not returning [fully],” said senior LiQian Shoag. “I feel like I had already convinced myself that we weren’t going to have normalcy in our senior year, so I wasn’t as disappointed to hear that.”





Ms. Oran's class doing in-person dissections



Eighth Grade Escape Room



Seniors Stand Up

By Nile Thaxton, senior

What have seniors missed after a year of Covid? A lot.

However, many people in the community such as the student council members, upper school directors, and the principal, have put their heads together to get some events to happen in the future months.

Latin's principal, Ms. Smith, gave a brief description of senior events to come. "We will hold Graduation on June 14 at Bengies Drive-In Theater in Middle River, MD, the same place as last year. Everyone loved it last year and even liked it better than our normal indoors one. We are hoping to be able to hold a Senior Prom outside and possibly a Senior Overnight as in the past."

Upper school director, Ms. Brady, described guidelines for the upcoming senior events. "Prom will happen in May. A fun idea that has been flown around is overnight camping. That would have to happen within early June. During Senior Day, we'll be splitting the class into groups."

Senior and Student Council member, Fiona Campbell, described the scene you can expect to imagine for a prom during a pandemic. "We have a potential location venue we are still scoping out, but it looks amazing. It will be completely outdoors, with masks required. It will occur sometime in mid-May, and will be seniors only. There is a survey going out this week to see how comfortable kids are with it happening, so we can better gauge what this will all look like. A theme is still being discussed, but we've got an awesome committee of super creative ladies who are dedicated to making this happen!"

Seniors are looking forward to more chances to make lasting memories with friends made over the last four to eight years. The school has been so resilient this school year dealing with Covid, and this is yet another example to keep having faith in the school to sooner than later, bring us back to normalcy.

The Long Road To In-Person Learning?

By Sophia Smith, eighth grade

With more and more people coming on campus for the fourth quarter, many students are wondering how they will get there. The thought of getting back to the building can be daunting as some students are unsure how to get to school.

Director of Operations Ms. Fleming said she “is working on arranging for bus service from Latin's usual locations and parents will hear more about this option shortly. Students planning to use Metro Bus or Metro Rail can request a 2020-2021 Kids Ride Free card by contacting the school's Registrar, Ms. Nunn, at cnunn@latinpcs.org. The school also has four bike racks on campus and welcomes students coming by bike.”

Students are considering whether they might change their travel habits, after so many months at home.

“Before COVID-19 hit, I came to school driving, but sometimes I would have to metro home. I do plan on going hybrid, and I just plan on driving to school. I don't think I will be going to use the metro anymore. If anything I'll just walk home,” remarked 6th grader, Hannah Park.

Students may have to run on a completely different schedule during hybrid learning than their siblings. This creates a confusing puzzle for families to solve.

“One of the things that's holding me back from doing hybrid learning is that with the weird cross over with me and my sister's hours it would be hard for my parents to get any work done while picking and dropping us both off,” explained Maggie Southworth, an 8th grader, and sister of 5th grader Eliza and eleventh grader Ben. With siblings in different grades, she will likely have a challenging schedule.

Between Zoom classes, assignments, and lunch, time is certainly a rare commodity.

“I'm super excited for hybrid,” announced Niamh O'Donovan, an 8th grader. “I plan to keep using the metro to get to school, though I'm obviously a little skeptical about traveling in such an infamously unhygienic environment.”

Niamh is not alone in their skepticism of Metro's cleanliness.

“I am hesitant to use the metro frequently because I often see people not bothering to wear masks properly on the metro. Also, it is an enclosed space and already a dirty environment even before COVID,” claimed Miles Tiller, a senior.

Luckily many high school students can drive themselves to school.

“I do plan to go hybrid and am planning on driving myself to school,” explained senior, Helena Ikenberry. “Last year this wasn’t an option because I didn’t have my driver’s license but now that I do, I think driving will be a much better and safer option, right now, I’m going to school once or twice a week for my chemistry and humanities classes. To get there, I usually drive myself or catch a ride with one of my friends (with masks on, of course)!”



Upper schoolers on a bike ride with Mr. Edwards-Stuart and Mr. Liu for Wellness Day.

The Gospel at 2nd Street

By Ella Hankins, freshman, and Oluwamayowa Akinsanya, seventh grade

Every year, when spring comes, the MPR fills with members of the Washington Latin community excited to see the new musical. That is not the case this year. The cast and crew are still spending months learning lines, painting sets, practicing dances, perfecting lighting, and creating stage directions. However, their hard work will not culminate into four beautiful performances that are presented over the span of three days, like in the past. Students will not sing during breaks, talk about it during lunch, or practice in the MPR after school. That is because this year's musical, *The Gospel at Colonus*, will be done virtually.

According to Mr. Baldwin, fifth and sixth grade theater teacher and musical director, *The Gospel at Colonus* is "A musical adaptation of Sophocles' second play in the Oedipus trilogy, *Oedipus at Colonus*."

The play follows "a battered and weary old man who has been homeless and wandering, with his daughter, Antigone. Oedipus arrives in the city of Colonus, asking for shelter and a place to be laid to rest. You know - a typical musical!" said Mr. Baldwin.

"The composers, Bob Telson and Lee Breuer have set the story in the service of a Pentecostal church, hence all the gospel music. It is a beautiful mix of traditional Greek Theater blended with American music and dance, and rituals from both worlds. The citizens of Colonus help Oedipus account for his sins and cleanse himself to prepare for the afterlife," Mr. Baldwin went on to say.

One of the reasons this particular musical was selected is "because we can stage it safely with everyone at a 6-foot distance and it looks like a classical Greek play. We wear face shields and/or masks during the show," he added.

The musical this year seems to be a fun mix of modern and classical culture, which is perfect for a school like Washington Latin. And, although Mr. Baldwin promises an "intense" story and "powerful" music "with everything from prayers to jubilees," creating this year's musical is not without its challenges.

Senior Lydia Moore, who will be playing Evangelist Antigone and is also in the Greek choir, said "We mostly have rehearsals on Zoom, but I've personally been on campus twice this year for live rehearsals... We're forced to work around the weather and have to change a lot of our protocols to make sure we're following COVID restrictions to keep our cast and neighbors safe."

Mr. Baldwin also added he finds it “very challenging to teach dance online. There’s a lot of “do you see my right foot or your right foot?””

In addition to affecting rehearsals, COVID has also caused the size of the cast and crew to be significantly smaller.

“Our last couple of musicals, Legally Blonde and The Music Man, have had over 50 actors, 15 musicians, and a crew of nearly 20.” This year however, “We have 19 high school actors and 12 middle school performers, plus Kai [Mcfadgion] as our dance captain. We have a crew of 7! The brass section is Luca [Camponovo], Jalen [Richardson], and Jonah [Spiva]... we hired professional players to record the rest of the music.” explained Mr. Baldwin.

Mr. Baldwin expressed his regret for rejecting so many applicants, “We could not safely put 50 people together and we felt very bad to turn away so many good performers. This school is rich in talent!”

However, according to Mr. Baldwin, the main challenge comes not from rehearsals or cutting down the size of cast and crew, but from the performance. This is because, due to COVID, the musical this year will be performed, recorded, and edited ahead of time, instead of live, like normal years.

“Possibly, the most challenging part is mixing all the music and editing the video for a final film. It is very time-consuming and expensive because it requires skills,” Mr. Baldwin said.

Despite the many challenges, some were able to find positives to the situation.

Kai Mcfadgion, a freshman and the choreographer, said, “It’s still fun like it would be if we were in person...This will make it easier because we won’t have to do quick changes and it won’t be so hard to try to make everything perfect for opening night. We have a lot of time to videotape and get things right so it’s way easier.”

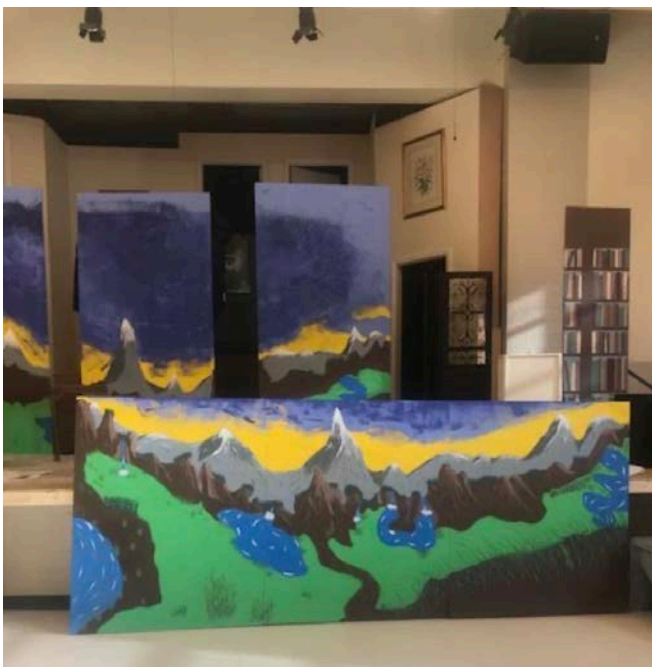
Senior Graham Evans added, “It has a few upsides, such as only having to do one recording and not four separate performances. Plus, if we mess up, we can reshoot the scene and edit it to seem better. It’s a bit harder to plan out and I do wish it was in person, but this still has benefits.” Graham is a set designer, the actor playing the preacher, and part of the choir.

“Since we're filming the final performance outside, it works perfectly to rehearse on the front steps!” added Lydia Moore. “Video recording instead of performing live is going to cause a lot of practical problems, but I think it'll be a really valuable learning experience for us all! If we can learn how to stage a video-friendly show, we could expand our musicals to be accessible to extended families far away, local neighbors who don't want to come in-person, or find other unique opportunities to share our show.”

When asked about the cost of tickets for the musical Mr. Baldwin said, “We have taken quite the loss on box office this year...It could be free while asking for donations. It could be as much as \$10 per family. We are working it out and plan for the online premiere in early May. You do not want to miss the year Latin put on a musical during a pandemic!”



The cast of this year's musical, *The Gospel at Colonus*, rehearsing on this year's set.



Murals for this year's musical in the process of being painted.

Is COVID-Care Fair?

By: Lydia Park, eighth grade

Has the pandemic caused an increase of racial division in our society?

Although everyone has suffered due to the pandemic, groups of people of color have been disproportionately affected. Not only are they more likely to die, but they also have a greater chance of losing their job. With those communities having experienced hardships at a higher rate than others, will it have an influence on who returns to in-person activities, and will it divide them?

According to the KFF.org, Kaiser Family Foundation, a nonprofit website, as of March 17, 2021, African Americans make up 46% of the DC population and only 31% have received their vaccinations. African Americans also make up 49% of COVID cases in DC and they make up 76% of the deaths from COVID. Latinos make up 11% of the population and only 8% of them have received their vaccinations. They make up 22% of COVID cases and 12% of COVID deaths in DC.

Since COVID is not the first pandemic to affect the United States with Influenza (1918-1920), and the Philadelphia Yellow Fever (1793), people have seen how the world has treated people of color during past epidemics.

Eighth grade history teacher, Mr. Byrd commented, "Those communities have been neglected throughout this nation's history... The credibility of our institutions has been chipped away, so [people of color] have grown to distrust institutions like schools, government, hospitals, and banks. We are not excluded from that. But I think Latin has done a great job at establishing trust in that regard."

Middle school director, Ms. Bradley, added her thoughts on how people of color might be more hesitant when it comes to vaccines due to the treatment they received during past pandemics. She noted that people were overwhelmed by, "the number of deaths in the African American community that have been reported throughout the pandemic. The quality of medical care that African Americans receive is and has been inadequate. There are also challenges with sufficient testing in some predominantly African American communities and similar experiences now with the rollout of a vaccine."

Students also noticed the hesitancy with people of color when it comes to healthcare and vaccinations.

Eighth grader, Basil Mann commented, “I think minority communities were and are still being affected by COVID differently. Based on an article from [the CDC], statistics show that minorities are at an increased risk for COVID due to factors such as discrimination in the healthcare system.”

Sixth grader, Selah Brown added that, “A lot of people don't have enough things to help them [during COVID]. Their jobs might have shut down, so they couldn't get the things they needed for themselves and/or their families...Things meaning food, clothes, shelter, and other resources.”

Since communities of color have had a harder time dealing with COVID, the question now is, will it make those communities more hesitant to return to in person? Students at Washington Latin shared what they thought would affect people's decisions from communities of color to return in person.

Seventh grader, Mayowa Akinsanya, added, “Race might affect my decision to come back to in person learning because I know that in the past minorities have been treated horribly when it comes to getting vaccines...My mom was talking to me about it and she mentioned that when they were testing a certain vaccine (I'm not sure which) they tested it on a lot of black people without letting them know and then that generation got really sick and died, and because of that the generations after them were affected too since it was passed down in genes.”

On the other hand, eighth grader, Brian Da Silva, mentioned that, “I believe that if someone were to lose their jobs or be affected negatively by COVID, they would be more hesitant to send their kids [to in person learning].” Brian also added that “My decision [to return to in person] is only on safety.”

Fifth grader, Hersh Kempf, also agreed with Brian, “I don't think they will be hesitant because they want their kids to learn with the teacher [in person].”

Basil Mann, an eighth grader, also added that, “From my own experience, I have seen the adults around me continuously show doubt/distrust in the COVID vaccine. They state that they will still get the vaccine, but that they will wait until others get the vaccine so that they know it is safe for them to get.”

Editorial: Motion Sickness

By Jack Pearson and Nick Kempf, eighth grade

Will a global pandemic like Covid-19 stop people from flying? Flying on an airplane always comes with health risks, which become even more heightened during a global pandemic, because one of the many germs that could be on that airplane could be the Covid-19 virus. The procedures used to help the prevention of Covid on flights include the regular cleaning of the planes and the creation of social distancing in the lines.

The Kempf family flew from Washington D.C. to California on the 5th of December, the first day of Winter Break.

“The six hour flight was long, and I had to wear my mask the whole time,” said Nick Kempf, an eighth grader. “My mom would not let me use the plane bathrooms because it would probably not be safe. The baggage claim did not seem very clean as well. The plane did provide small snacks but my mom also told me not to eat the snacks for safety reasons. The flight wasn’t terrible at all, but there is still a lot that can be improved such as the cleanliness of the terminal,” said Nick.

To make flying safer, each airplane is cleaned before every flight. “Masks were mandatory but face shields were not,” said 8th grader Liam Saxon, who has visited relatives in California recently and flew on an airplane over Winter Break to Salt Lake City, Utah. The plane felt way more clean than the terminal, probably because the terminal was not being cleaned as often and thoroughly as the planes. The only drink that was served was water.

Liam commented, “I didn’t use the bathrooms even though I could.” He also said that the plane felt clean but that the terminal didn’t. Even though the bathrooms were available.

But the bathroom is not the only part of a plane covered in germs. Geoff Whitmore, a reporter who covers travel for Forbes, said in one of his articles, “Airplane seatback trays are the dirtiest place on the airplane. The same study shows that trays have 2,155 colony forming units per square inch. That’s 8x higher than the toilet flush button.”

8th grader Sommer Romney flew to Florida. She said the plane was very well cleaned. The plane had a HEPA filtering system as well as wipes in the seat pockets. However, the plane wasn’t the best for social distancing. “Since we had seats in the back row, we had to pass by people in close proximity as we made our way to our seats.”

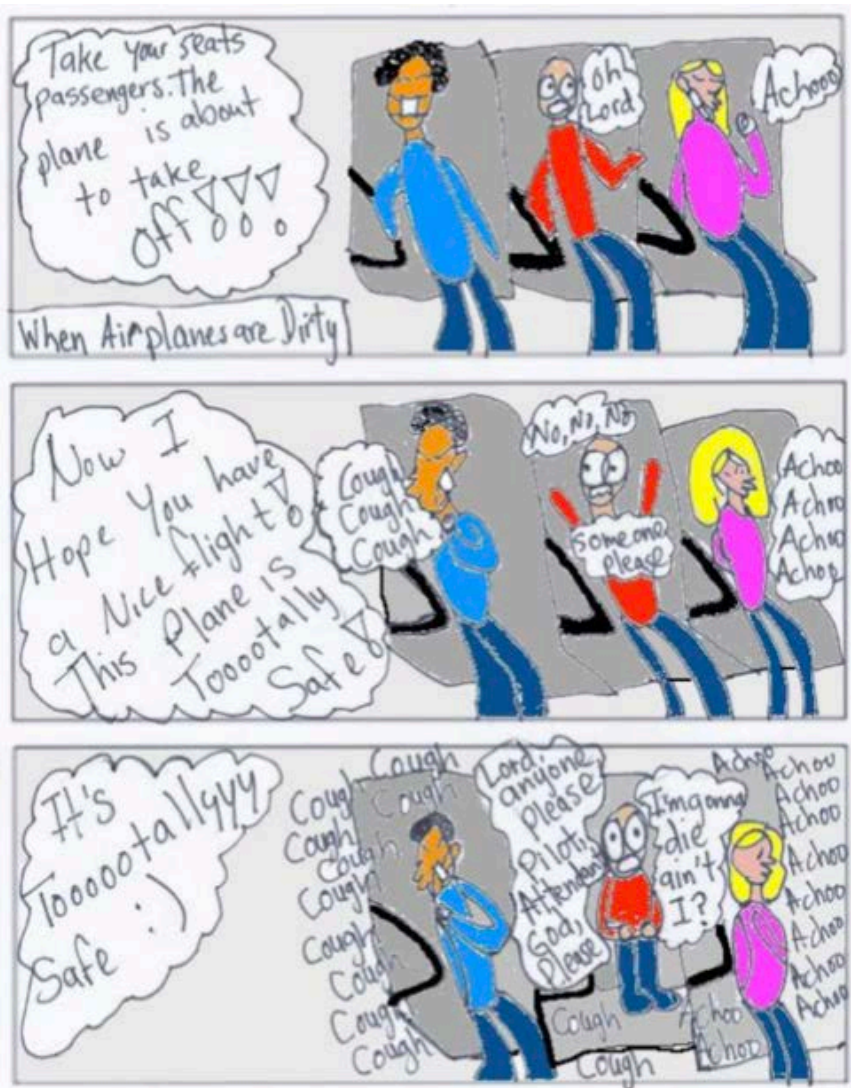
Recent negative COVID tests should be mandatory to board a flight as well as a temperature check when going through security. This is to ensure the safety of all passengers and airport staff members.

There should be a better way of cleaning the terminal and making sure it is safe because so far it does not seem like the airport staff put enough effort into cleaning it.

“The plane felt very clean unlike the terminal,” mentioned passenger Nick.

When asked about the terminals, Liam also added, “The terminal did not feel up to standards.”

In conclusion, there were differences made to the airport terminals and planes to make them safer for passengers during the global pandemic, but some are enforced well and others aren't.



Reflections on a Year of Covid

By Zoe Edelman, senior

It has officially been over a year since the lives of Americans were drastically altered by the COVID-19 pandemic. Within that time, our country has undergone a presidential change, a summer of racial justice protests, and hundreds of celebrity faux pas (anyone recall the “Imagine” singalong a bunch of celebrities made only a week after the pandemic hit?) Individually, many of us have experienced grief, loss and frustration as we anxiously await the end of the pandemic.

Recently, I was attempting to reflect upon how I have changed since the beginning of the pandemic. I got a new puppy, I applied to colleges, I got a job, and I lost a loved one. Yet, it was more than circumstances that changed. I began to value my friends and family more. I became more self-aware, and better at communicating. I learned to give myself more grace. There were also some less positive changes: my attention span worsened, I complained more than I used to, and I compared myself to where I used to be.

There is, however, comfort, in knowing that I am not alone in this rollercoaster of emotions.

Senior Fiona Campbell admitted that the pandemic taught her “to adapt to unforeseen scenarios... to best suit my mental and physical well being.” She also learned that she’s someone “who really needs a schedule to stay sane.” In the future, Fiona is looking forward to “a regular college experience,” where she can “go to parties, sports games... and everything capable of mankind without a mask.”

Senior LiQian Shoag also became reflective, admitting, “I have had a lot of time with myself to understand my own brain better.” Like me, she confessed to “stages where my productivity has declined.” She did spotlight the highlights of the pandemic, noting that she “has gotten out more than I used to,” thanks to bikes, walks and socially distanced hang-outs. She said masks are a new normal for her, now, and “I think I might continue that practice.” Her hope is that before college, she will be able to travel and hopefully have a prom with classmates.

Honors Humanities and Latin teacher Mr. Clausen discussed his heightened self-awareness, mentioning, “I’ve become more aware of my own fears and my own shortcomings,” thanks to “plenty of time for sitting and reflection.” One downside he acknowledged was a decline in “caloric intake... because there are no students at school who will share their food with me and no chicken taco trio from Revolution Foods.” No students also contribute to “fewer high-fives, which means less joy for me.”

A fun routine Clausen was able to create during this time was making pancakes for his kids on Wednesday mornings. While this routine will not continue, the prospect of “walk[ing] down the ground floor hallway, clapping and hollering, and giv[ing] a big, loud high-five to Mr. Hultgren and Ms. Foster,” excites him for the return to school. A last note from Mr. Clausen: “I hope all of you seniors have wonderful, wonderful years next year and that you choose to take something good from this horrible experience.”

English teacher Ms. Seid also ruminated upon the alone time the pandemic has brought her, noting that “I’m trying not to value it, saying I really like being alone, but I have to say, I kind of leaned into all this alone time, and I hope I can lean back into the busyness of school life.” After all, “being around a lot of human beings takes a lot of energy.” That being said, it is a task she is up for, especially “sitting down at a table and just sharing food... I think that there’s something so fundamental to human existence about sitting down and breaking bread.”

Thankfully, Ms. Seid has been able to host a couple of “deck fetes” with her neighbors, gathering socially distanced to eat and chat with one another. Her days have also slowed down, thanks to the removal of her long commute. “It was nice not to spend an hour and a half or two commuting... [the pandemic] shifted my whole attitude in a good way.” This shift was aided by the farm she and her husband purchased which, “pretty much saved my life. Every opportunity I have, I have been outside... I have chickens now, [and] goats will come in a couple weeks.” While the pandemic has been hard, Ms. Seid admitted, “I have been lucky, we haven’t been sick, we’ve been able to see at least two of my three children.”

I liked Ms. Seid’s note on her bright spots of the last year. In fact, I liked everyone’s bright spots, from Mr. Clausen’s pancake tradition, to LiQian and Fiona’s increased self-awareness. Despite the loss I have experienced, I still have much to be grateful for. In this time of tremendous hardship, we have seen many testaments to the strength of the human spirit, and many examples of courageous empathy and compassion. I hope this pandemic will end soon, so we can all see our loved ones or have a huge dance party (or do anything!) safely.



Pictures from Ms. Seid's farm



Mr. Clausen's child



LiQian Shoag and Nora Mogul on a walk

Women's History Month Interviews

By Niamh O'Donovan, eighth grade

Q: What are some significant contributions to today's society made throughout history by women (either world or American history)?

A: Most people don't know that Egypt routinely had women become pharaoh - at least eleven. Hatshepsut was the first, close to 1400 years before Cleopatra. Hatshepsut actually designed the obelisk, which became the model for the Washington Monument we see on the National Mall today. The largest religion on the planet today, Christianity, isn't possible without women. The founder of the largest empire in human history, the British Empire, is Queen Elizabeth I and the person who ruled over the empire at its greatest extent was Queen Victoria. George Washington doesn't have the political career he ends up having if he doesn't marry Martha Custis who gives him the financial backing to join the Virginia legislature. Women routinely change history and change the world. It's just that we as Americans, generally don't pay attention to it.

- Mr. Staten, sixth grade civics teacher

Q: Do you think having Women's History Month is important and relevant to today's society?

A: "Having Women's History Month is certainly relevant right now. Without paying attention to women's history you lose the context for a lot of those important conversations we are having right now."

- Sophia Smith, eighth grader

Q: What are some struggles in today's society that women have that should be highlighted this month?

A: Well, there are tangible things like the still-persistent pay gap, the lack of equal representation among CEO's, corporate boards and in movies and television, and the appalling, ideology-driven denial of basic reproductive health services to millions of women, especially women of color, but it's also important that we address the more subtle yet probably even more damaging cultural foundations upon which those things are built. Pervasive toxic masculinity, oppressive gender norms and dehumanizing stereotypes. Women are forced to struggle every day merely to be seen as fully human. That should be cause for deep societal shame.

- Mr. Birkenhead, seventh and eighth grade theater teacher

Q: Why do you think having Women's History Month is so important and why should it be celebrated within the school community?

A: Women remain underappreciated in many ways. For example in the STEM fields and in sports women are not recognized for their efforts in those fields. I did not learn about the great mathematician, Katherine Johnson or the fastest woman in the world, Wilma Rudolph until I was an adult. For this reason, it is necessary to celebrate the accomplishments and success of women who have made a difference in history. Highlighting these accomplishments can open up a world of possibilities for your women.

- Ms. Figueroa, fifth grade math teacher and basketball coach

Q: Do you think it's harder for females to succeed in today's society (professionally, in sports, dance, etc.)? If so, why?

A: I believe that it is a challenge for females to succeed in today's society, but I do believe that it is getting better as well. Women work just as hard as men, but a lot of the time women feel like they need to prove themselves more than men so that they are recognized. What makes it hard for women to succeed is we believe that we have to compete for anything that we deserve to define our own success. For example, professional female athletes get paid less than professional male athletes, but both parties are still working hard however this is a problem that may cause females a hard time succeeding.

- Ms. J. Smith, sixth and seventh grade health teacher

Q: Do you have any specific advice for you peers, specifically young women, about this topic based on your experience? (It could pertain to sports, academics, work, life, etc.)

A: "Break the stereotype. Just because everyone thinks that men have the upper hand, push yourself to become a leader. Don't only become a leader to show men what you can do, do it to inspire the next generation of girls after you."

- Kai McFadgion, ninth grade