



# The Quill

*“Courage, sacrifice, determination, commitment, toughness, heart, talent, guts. That’s what little girls are made of.”  
~ Bethany Hamilton*

Vol. LXXIII No. 31

Official Newspaper of The Bryn Mawr School

May 2019

## Skipping School to Combat Climate Change

By Jingjing Xu

On March 15th, students from approximately 112 countries skipped school to take part in an international protest for environmental protection. This movement was started and inspired by Greta Thunberg, a sixteen year old girl from Sweden. A young girl with Asperger’s Syndrome, Thunberg represents the modern day youth, sparking thousands of climate strikes. Thunberg has become an icon among students worldwide. Through her commitment to our environment, Thunberg represents countless youths’ frustrations over their “stolen futures” in the wake of climate change. Thunberg’s climate activism began as a single-person protest in front of the Swedish parliament building, when she skipped class to advocate for the climate with a hand-painted sign that read “skolstrejk för klimatet” or “school strike for the climate.” Thunberg’s sign is now often featured on Instagram feeds and newscasts worldwide. Her appearances in media highlight her compassion and motivation.

“I remember when I was younger, and in school, our teachers showed us films of plastic in the ocean, starving polar bears and so on. I cried through

all the movies,” Greta Thunberg shared with Fox News. “My classmates were concerned when they watched the film, but when it stopped, they started thinking about other things. I couldn’t do that. Those pictures were stuck in my head.” Thunberg was inspired. Because of her dedication to bringing about change, Thunberg has been recently nominated for Nobel Prize—a nomination that may make her the youngest person ever to win a Nobel Prize. “Greta was the one that started it; she wanted to advocate for

a global movement. And with that, advocates from different states and cities decided, ‘OK, we’re going to do this,’” ECo president 2018-2019, Natalie Bunce ’19, shared with The Quill.

Millions of young people worldwide have followed Thunberg’s example and are joining the effort to advocate for the

preservation of our home planet. The International March for Climate Change on March 15th inspired millions of students to leave their classrooms and advocate for Thunberg’s cause.



PHOTO COURTESY OF @GRETATHUNBERG

As Thunberg said in her speech to the United Nations: “Why should I be studying for a future that soon may be no more, when no one is doing anything to save that future? And what is the point of learning facts when the most important facts clearly mean nothing to our so-

ciety?” Claire Blaudeau ’19, Vice President of ECo 2018-2019, described the DC climate strike as “very empowering, because a lot of the times with just activist issues in general, you feel

like you’re the only one fighting, and to have a community to come together and to know that you’re not the only one is very encouraging.” Participants were mostly college and high school students, and marches took place during the school day. “The point of it was to miss school because we feel like

we have to do this to make policy change... our generation [understands] that it is up to us, that the adults in power are not doing anything, or aren’t doing what needs to be done,” Claire shares. At the marches, students held signs inspired by Thunberg’s

own, *skolstrejk för klimatet*—ranging from “Don’t be a Fossil Fool” to “Change the Politics, Not the Climate.”

For students who could not attend a march, there are many other ways to help combat climate change. Claire advised: “One important thing in terms of the political aspect is to call your representatives, and to make sure that when you turn 18, you make sure that you vote with sustainability in mind.” Once students are old enough to vote, they make a direct impact on the political system. On the other hand, students do not need to be politically active to make a change. Natalie said, “[By] recycling, you’re making a difference. Or, just advocating in the school community, like running for ECo, if that’s really what you want to do. You don’t have to be in ECo to get involved either. You could volunteer at different nature centers, which would give you a place for leadership as well.” Climate change is affecting the world and jeopardizing our future. However, if every person could make a small change in their life to benefit the climate cause, like Greta Thunberg has, perhaps our world would no longer be in danger. What will you do? ◆

## The College Process (Abridged)

By Celia Katz-Zogby

In early March, the F.B.I.’s indictment of 50 wealthy celebrities, lawyers, and C.E.O.s captured the media and public’s attention. These parents were accused of buying their children’s acceptance to top-tier universities through outright bribery, photoshoping, and inflated test scores. The public fascination with the case stemmed from the fact that some of the people charged in the case are well-known actors, as well as the incredible lengths these parents went in order to get their children accepted. One such case concerns Full House star Lori Loughlin, who spent an astonishing \$500,000 to guarantee her daughter’s acceptance. The scandal sparked a national debate over the role money plays in college admissions—

an issue especially pertinent to private, college preparatory schools like Bryn Mawr.

In a statement made after the scandal, the Bryn Mawr College Counseling office said, “As the national news unfolds around us about abuse of power in the college process, we in the Bryn Mawr College Counseling office want to confirm and reiterate our commitment and determination to continue to provide guidance and counseling to our students that is based on Bryn Mawr’s values of integrity, equity, and fairness for all of our students.” This statement, as well as others, were made following the indictments, and referred to the scandal as an “abuse of power.” This raises the question: at what point does using socio-economic privilege to gain acceptance to elite colleges and universities qualify as

an “abuse of power?” At what point does trying to help your children get ahead become morally and ethically wrong?

At Bryn Mawr, we are privileged to receive such a great education as well as the variety of opportunities that are open to us. These opportunities, in combination with hard work, SAT prep classes, college visits, and family connections, help many Bryn Mawr students attend highly selective universities. In addition, Bryn Mawr is clearly socio-economically diverse and many high-achieving students gain admission to top-tier schools based solely on their own achievements. However, there is an unspoken understanding that because Bryn Mawr is an independent school, the privileged backgrounds of many students give them an upper hand in college admissions.

Obviously, there is a difference between bribery, fraud, and hiring an SAT tutor. However, this scandal forces us to consider how our own actions and privileges impact our college application process. The outrage over this scandal was justified—it was illegal and immoral for wealthy parents to buy their children places at elite universities. These places could have been occupied by more deserving students instead. However, when seniors begin choosing roommates and classes for next year, it is worth considering that none of us are entirely deserving of the privileges we possess. Being accepted to college itself is an honor that none of us should

take for granted. For every one acceptance, there are hundreds, if not thousands of rejections, many of which are sent to students who are just as qualified.

**“Being accepted to college itself is an honor that none of us should take for granted.”**

Bryn Mawr students put a lot of time, effort, and energy into their work, and we should be proud of the success that comes from this hard work. However, we should also recognize how lucky we are to be encouraged and supported in all of our efforts and take advantage of every opportunity, because there are so many students who will never be given any of these opportunities, especially in the college process. ◆

INSIDE

**Bryn Mawr Alumna  
Runs for City Council  
PAGE 4**

**Nightmare in New  
Zealand  
PAGE 5**

**2019-2020 All-School  
Election Results Are In!  
PAGE 7**

## The Power of Pockets

By Trinity Eimer  
Editorial

Women no longer belong in the kitchen. We work alongside other genders in professional settings. Yet we are still held to different standards of behavior, and consequently, different styles of dress. Working women are expected to be ‘presentable’: in other words, demure, and sheathed in skirt suits. Societal expectations of women’s dress have been protested

since the beginning of the women’s liberation movement. It is time for women to continue this protest; to reclaim our bodies. In this writer’s opinion, women need to protest... for pockets.

The history of pockets is rife with sexism. In the late seventeenth century, women wore their pockets as small bags tied onto belts. Worn close to the skin, pockets were as private as undergarments. Indeed, pockets were a woman’s only private space, providing some personal freedom in an era when privacy was rarely permitted. Later, in the nineteenth century, slimmer silhouettes became fashionable, eliminating bulky pockets. Instead, women carried small purses, or ‘reticules’. The private space of a woman’s pocket was private no more. Removing

pockets stripped women of a small freedom at a time when such freedoms were few. The size of fashionable reticules continued to shrink, tangibly marking the continual loss of women’s freedoms in society writ large. An article by The New York Times, published in 1899, half-jokingly stated: “No pocketless people has ever been great since pockets were invented, and the female sex cannot rival us while it is pocketless.” The loss of pockets, then, was a great blow to women.

In the early twentieth century, trousers for women came into fashion. At first,

pants were solely practical. In 1918, Levi’s introduced “Freedom-Alls” for women: one-piece garments with pant legs and gloriously useful pockets. The upper echelons of society, however, considered pants unladylike, until Vogue made them fashionable in the 1930s. As pants were incorporated into the world of high fashion, they lost their practicality: pockets were no more, and skin-tight silhouettes became the rage. In 1954, designer

*[In the seventeenth century], pockets were a woman’s only private space, providing some personal freedom in an era when privacy was rarely permitted. In [our era], women’s lack of pockets excludes us from contemporary life.*

Christian Dior stated: “Men have pockets to keep things in, women for decoration.”

In this era, women’s lack of pockets excludes us from contemporary life. Cell phones are modern necessities, and most women are unable to put them in a pocket, as cell phone size continues to increase. The fact that phones are not designed to be easily used by women is demonstrative of the exclusion of women within the field of technology. Women need pockets, now more than ever. Pockets are no longer necessary simply for day-to-day labor; now, they are needed for executive work. In order to truly be regarded as equals in the field, women must have pockets.

Throughout history, women wore male ideas of dress. The fit of women’s clothing has become consistently tighter over time, making one wonder whether

tight clothing is a product of innocent trends or a product designed by men to create eye candy of women. The elimination of pockets, then, can be thought of as the removal of another layer of fabric: the prioritization of the male gaze. I urge the women of Bryn Mawr to wear what enables them: to deny the clothes that men have chosen for our bodies, and empower ourselves through our choice of dress. ♦

*I urge [Bryn Mawr girls] to wear what enables us: to deny the clothes that men have chosen for our bodies, and empower ourselves through our choice of dress.*

## Convocation Questions: Daunting Reality Made Simple



IMAGE COURTESY OF EMMA JOYCE '20

By Caroline Knight

As the last words escape the speaker’s mouth, and applause fills the air in Centennial Hall, the audience is met with the prompt: “Are there any questions?” The moments to follow are unpredictable: either hands erupt from the crowd, engaging the school in further exploration of the speech topic, or, the dreaded alternative in which the room settles into a silence that is awkward for everyone.

Asking a question in convocation is a daunting task as it requires bravery to present oneself in front of the entire upper school, testing your eloquence, creativity, and attention to detail in the speech. When asked what might stop her from asking a convocation question, Maddie Gwyther ’20 commented, “The scary part of asking a convocation question is presenting yourself to the Upper School, risking embarrassing yourself with a stupid question, voice crack, disheveled skirt, or, worst of all, standing up thinking you were called on when the senior actually pointed to the girl behind you.” While nerves are valid, active convocation participant, Helen Dawson ’19, explained that speakers enjoy responding to questions! Questions prove the listener’s interest in the topic and investment in the speaker. In effort to eliminate the awkward silence following the awkward silence following daily senior speeches, and

rewarding and affirming the speaker, here are some tips on how to ask good convocation questions:

*The scary part of asking a convocation question is presenting yourself to the Upper School, risking embarrassing yourself [in a number of ways.]*  
~Maddie Gwyther, ’20

The first step is listening attentively. By the end of the speech, then, you will often be struck with questions or portions of the speech you would like to know more about.

Next, remember not to get caught up in using big words or asking an overly insightful question if you are struggling to come up with one-- start simple. Many Bryn Mawr students hold themselves to a standard of eloquence that is not always necessary, believing their classmates capable of asking more polished questions. Freshmen, Katie Zhu ’22 and Lily Snouffer ’22, noticed that upperclassmen seemed to be more familiar with the speakers and have heard more speeches and questions than undergrads, supposedly making them more qualified to ask questions in Convocation. However, Helen Dawson comments that senior speakers actually prefer questions that are not so detailed as to make the speaker feel uneasy. Regardless of grade level, you are entitled to curiosity, so express that by asking a convocation question.

Another, simpler, yet important tip, is to take a deep breath before presenting your

question. This can calm your nerves and better prepare you to speak before the Upper School.

First, consider what interests you most in the speech; this will allow you to develop an engaging question. Let’s put this all into perspective. You are student who is very passionate about photography and creativity in nature. You are given the opportunity to ask a question between two convocations. The first convocation explains the speaker’s love for roller skating and rock-climbing during the summer. The second speaker discusses how she has recently felt a connection with the world around her and recognizes how beautiful the environment is. In which convocation speech do you think the listener is going to ask a question? If you said the second speech, give yourselves a pat on the back; a topic of interest is always a good foundation for a good convocation question. Once you’ve decided on a question, it comes down to raising your hand to ask, a

*With the cliché thought comes the cliché answer: “There is no such thing as a stupid question.”*

feat that requires great confidence. During and after the speech, people are not allowed to make commentary (unless it is appropriate) so the thought of judgement from others is only a loss of confidence in yourself. There is also the cliché thought: “My question is stupid.” With the cliché thought comes the cliché answer: “There is no such thing as a stupid question.” ♦

# Mawrtian of the Month: Ms. Scott

**By Camryn Turner-Marks**

When you're sick or not feeling well, Ms. Barbara Scott is always in the nurse's office, prepared to help you. She was picked to be the Mawrtian of the Month because she is an integral part of the Bryn Mawr Community. Ms. Scott exudes Mawrtian pride and works to support her fellow Mawrtians. While you don't always see Ms. Scott around campus, she plays an important part in the community, making her the definition of an unsung hero.

**What is your favorite thing about Bryn Mawr?**  
"I love the spirit! I just love the enthusiasm of the students, I love the way you guys treat each other, I just love the whole thing."

**What is something that you would like the Bryn Mawr Community to know about you?**  
"The Boston Bruins are my favorite team. That would be ice hockey."

**What is your favorite part of your job?**  
"Talking to students like you everyday!"

**Why did you choose nursing?**

In the dark ages, when I went to college, there weren't many opportunities for girls. Nursing was one of them where you could get a job and do a lot of different things and actually have a career."

**What do you most enjoy about being a school nurse?**

"Something different everyday!"

**How was your last job different from Bryn Mawr?**

"Well, for one thing I worked with adults, and it was in a hospital."

**Have the cases that you've seen in the hospital been drastically different from the issues that students have? Or have students had some issues that you would never see in a hospital?**

"Yes and yes. So yes, what you see in a hospital is very very different than what you see in a school setting, but some of the things that you see in a school setting you don't see in a hospital."

**What has been the biggest change?**

"It's kind of tricky. So I like working with a population

that's basically healthy, as opposed to people who are sick. It's nice to see mostly healthy people. It gives you time to do more positive education here."

**What do you enjoy about working at an all-girls school?**

**"What aspect of Bryn Mawr has helped you become acclimated to our school?"**

"There's lots of them. I think the general friendliness and supportive nature of the people here. Team spirit and the collaborative approach are also very good."

**The Nurse's Office is an integral part of The Bryn Mawr School, as you help ensure that our students and faculty are safe and healthy.**

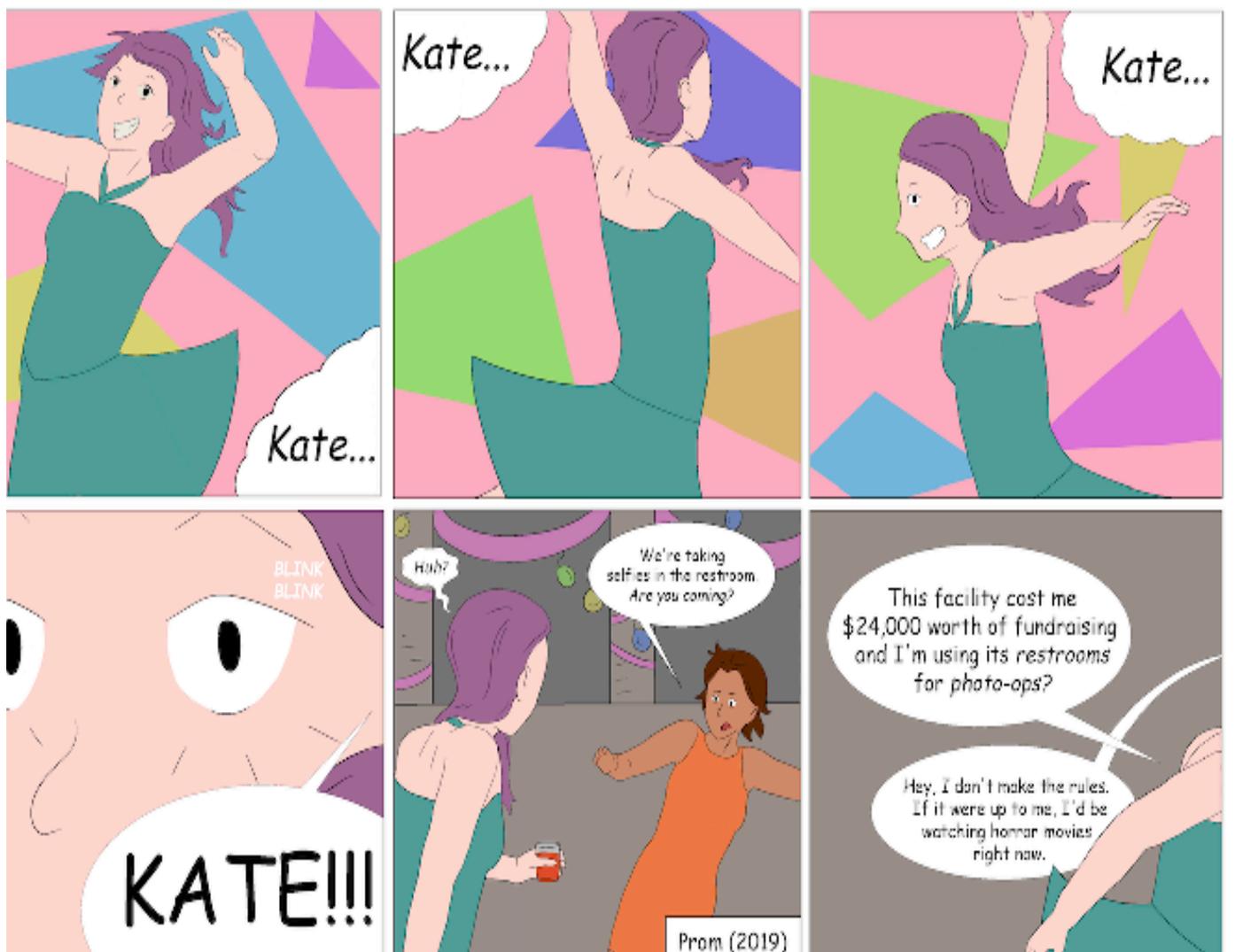
**How do you manage having such an important and crucial role within our community?**

"How do we do what we do? We just kinda do it! We prioritize issues, we have to time-manage, we see the whole picture, and go with the flow. ♦



PHOTO COURTESY OF OF BRYN MAWR YEARBOOK

## Prom: Reality vs. Expectation



CARTOON COURTESY OF KATHERINE GIROUX

## Paris Bienert, Bryn Mawr Alumna, Runs for City Council in Baltimore

By Alexandra Max

Paris Bienert, Bryn Mawr '10, is a Southeast Baltimorean running for City Council in Baltimore's First District and serves as a leading voice for women and youth involvement in politics. Before attending George Washington University as an International Affairs and Women Studies major, Bienert was not that interested in politics. She only

came to the realization that she wished to get involved in both government and feminism after going to an all-girls school, and graduating from college. In an interview with Bienert, she explained how Bryn Mawr expanded her view on feminism, and how she feels extremely fortunate that she was able to grow up with a single-sex

education. She believes that she is the person she is today because Bryn Mawr has taught her to make bold and courageous decisions.

Bienert's passion for government and feminism has become more prominent since the 2016 election. After hearing the results, Bienert was distraught and emotional; she was deeply disheartened that a woman lost. Because of this emotional reaction, Bienert decided to run for the Democratic

Central State Committee (the governing body of the Democratic party in Maryland). She ran because she believed this district deserved better leadership and representation. Today, she is running for City Council both to empower women and to openly share her belief that more women leaders need to be elected in order to

share the various perspectives women have to offer. She feels that it is extremely unfair that men have more opportunities than women do, so, while

Paris Bienert is a strong believer that our society needs more women in politics; she stated that she "believe[s] women will not be truly represented until

opportunities that men have, and with that comes the right to speak their opinions. Bienert discussed how, to her, being a leader is being someone willing to stand up and do the right thing, despite the obstacles, difficulties, and consequences. Not everybody can maintain that level of leadership as it is very difficult to guide individuals in the right direction. Being a female leader, she has motivated and influenced an abundance of individuals, inspiring other women leaders to step up and become leaders as well. Bryn Mawr girls hopefully obtain this sense of leadership due to this education we receive, and hopefully we all will have a passion to achieve equality for women throughout the world. ♦

**"Women will not be truly represented until we all have equal seats at the table."**

**-Paris Bienert**



PHOTO COURTESY OF TWITTER

running her campaign, Bienert has made a point to constantly reach out to women and young girls, encouraging them to speak up and fight for equality.

we all have equal seats at the table; everyone's voices need to be heard for everyone to hear." Women need to have the same rights and

## First Woman Abel Prize Winner Dr. Karen Uhlenbeck

By Elizabeth Georges

On March 19th, 2019, Dr. Karen Uhlenbeck received the Abel Prize for—as cited by the Abel Prize Committee—"her pioneering achievements in geometric partial differential equations, gauge theory, and integrable systems, and for the fundamental impact of her work on analysis, geometry, and mathematical physics."

The Abel Prize is a Norwegian international prize that began in 1899. It is a highly esteemed award with a prize of \$700,000. It is the equivalent to the Nobel Peace Prize in the mathematical realm, and Dr. Uhlenbeck is the first woman to win this award. Dr. Uhlenbeck's notable achievement speaks to the strides women have made in STEM recently, gaining more representation in STEM careers.

As a child, Dr. Karen Uhlenbeck was not particularly interested in math; instead, the majority of her time was dedicated to read-

ing. The slow paced country life she grew up in allowed her to indulge in reading all sorts of genres, and later she found an interest in reading about the sciences. At 12 years old, her father gifted her a book about infinities and astrophysics. This experience led her to discover her passion for math.

Dr. Karen Uhlenbeck began her studies in math at Courant Institute of Mathematical Science at New York University. She later studied physics and received her Bachelor's of Mathematics at the University of Michigan, and is currently a professor of mathematics at the University of Texas. Early in her career, Dr. Uhlenbeck sought jobs at prestigious universities such as Princeton, MIT, and Stanford. While these institutions took great interest in hiring her husband, they were not interested in hiring her; she was told that "people did not hire women... women were supposed to go home and have babies." She was

informed that there were anti-nepotism rules in place that prevented the schools from hiring both her and her husband; however, years later, these schools claim to not recall making these claims. Dr. Karen Uhlenbeck was eventually hired as a professor by the University of Illinois in Chicago and later won the MacArthur Prize Fellowship for her mathematical achievements at the time.

Some of Dr. Karen Uhlenbeck's impressive achievements include founding geometric analysis, using quantum theory to study how particles and forces interact, and describing high dimensional curved spaces that occur in soap films. Her primary focus was studying the mathematical relationships in physics as well as revolutionary geometric analysis, resulting in some of the most groundbreaking discoveries of the 21st century. All of these complex mathematical achievements resulted in her receiving the prestigious Abel Prize.

The younger generation has grown up in an era when women in STEM are both celebrated and emphasized. However for women from previous generations who did not have role models like

Dr. Karen Uhlenbeck, the dynamic differed. As Ms. Arrogancia said in an interview, "[Women's opportunities in STEM] have definitely progressed in [her] lifetime, but the verbalization of the

opportunities and saying that it's worth spotlighting women has really changed." The shift in emphasis in STEM fields highlights that the jobs and opportunities were always there, as the field is always expanding due to innovation sparking curiosity, however women's input has only recently been validated. This change in the work environment translates to progress in the home, as Ms. Arrogancia stated, "...we live in a society now for which women can work and have a family in ways years ago they didn't... those opportunities in any field were not welcome, [one] had to break out of the box to be that person

but now it's more commonplace, and more exciting." As women embrace this role in society, work, and home, these opportunities become both revolutionary, but more importantly, exciting. Girls finally pursue their interests,

with the help of role models, without doubting themselves because of their gender. Dr. Karen Uhlenbeck's accomplishments along with other women in the STEM field contribute towards the change in both the traditional work and home dynamic.

This translates to both advancement for young women in STEM and also women culturally. Young girls perceive their abilities realistically rather than through the lens of their gender. This will lead to new discoveries in STEM and more economic advancements as more creative, driven, female voices introduce themselves to their fields of passion. ♦

**Dr. Uhlenbeck's notable achievement speaks to the strides women have made in STEM recently, gaining more representation in STEM careers.**

**Her primary focus was studying the mathematical relationships in physics as well as revolutionary geometric analysis, resulting in some of the most groundbreaking discoveries of the 21st century.**

## Nightmare in New Zealand

By Inara Jalisi

On Friday, April 15, 2019, at approximately 2 pm, terror struck in Christchurch, New Zealand. Two consecutive mosque mass shootings took place during Friday afternoon prayer. Fifty were murdered, several more injured, and countless were left in anguish. The gunman live-streamed the first shooting on Facebook. During this dark and tragic event, the world was once again reminded of the horrendous effects of Islamophobia, white supremacy, and far-right extremism. As people across the globe came together to support New Zealand and the victims, Prime Minister Jacinda Ardern took action minutes after hearing the news. Less than 24 hours after the attack, Ardern was at the Christchurch mosques, offering condolences and support for the Muslim community stating, “we are all united in grief.”

**Prime Minister Jacinda Ardern took action minutes after hearing the news.**

Following her visit, Ardern offered to pay for each victim’s funeral and introduced revised gun laws to Parliament. The new gun laws are set to ban all military-style semi-automatic weapons and institute gun buyback programs. Prime Minister Ardern is being revered across the country for her quick action and outstanding poise in the wake of the tragedy. “[We are all] filled with grief, but how [Ardern] handled it was inspiring... she wore a headscarf when she greeted the victims’ families and it wasn’t appropriation, it was appreciation and respect towards the Muslim community,” says J’nai Knox ’20. The tragedy struck the day before Spring Break, and while most were in “break mode,” there were others within our community filled with despair. MSA member, Alina Jalisi ’22, details her experience, saying she “felt lost and hopeless. My heart was broken and I didn’t

know who to go to. No one was talking about it and I didn’t want to bother anyone, so I was silent.” It is at times like these where the Bryn Mawr community needs to come together the way New Zealand has in the aftermath of this tragedy, and we need to have the difficult discussions necessary to move forward. A local resident of Christchurch reflected back and says “we need to come together and continue to show our love and support, like we’re doing now. We can’t let this happen again.” Another resident reflected on how “everyone in [Christchurch’s] community supports the Muslim community a hundred percent in the wake of this tragedy.” Many in our community feel there were several ways Bryn Mawr could have responded to the terrorist attacks in a

**It is at times like these where Bryn Mawr needs to come together the way New Zealand did in the aftermath of this tragedy.**

more compassionate and empathetic manner. MSA members and leaders expressed disgrace after taking notice that Bryn Mawr did nothing to acknowledge the tragedy. “I saw the notification on my phone the day of the shooting,” says ally Esha Gupta ’20, “but I didn’t think much about it in the moment. I figured there’d be an announcement or something later that day offering discussion for students. I don’t recall there being any though.” After spring break, MSA coordinated a lunch discussion and made an announcement, but the damage had already been done. New all-school president, Sona Kukreja ’20, detailed her experience the day of the shooting by saying, “I’m pretty up to date on all current events and so when I heard about new Zealand, my heart broke. I thought the administration or someone would provide

support for my classmates who were hurting.” While Bryn Mawr is praised for the multiple conversations and actions surrounding current issues in society, the New Zealand terrorist attacks seemed to be something overlooked. Hopefully, in the future, Bryn Mawr will continue to facilitate important conversations so each of its students’ voices is heard. We all love Bryn Mawr and can only look forward to improvement. “The school has failed its students. And for that, I am truly sorry,” said Ms. Titus. “I know that the Bryn Mawr I love will take this failure and use it to learn as a community. Know that we are a safe place for students; this shortcoming does not define us but it does teach us to break out of the Bryn Mawr bubble in order to institute growth in the larger world.” Our thoughts and prayers go out to the victims. ♦

## Captain Marvel: It’s Just a Good Movie

By Sophie Leheny

Crazy superpowers and 90s nostalgia are the two things that best describe the most recent Marvel film, *Captain Marvel*. The movie is about Captain Marvel, a warrior living with the fictitious Kree people, who crashlands on a 1995 earth after a failed battle with the Skrulls. The movie provides viewers with a number of facts right off the bat; firstly, the Skrulls are a shape-shifting race that is planning on taking over the universe. Secondly, The Kree people, who Marvel came to live with six years ago with no memory of her past, are focused on eradicating the Skrulls. Also, there must have been some serious digital de-aging to get Samuel L. Jackson, who plays the SHIELD agent Nick Fury, to look a solid 20 years younger. The plot itself follows the classic protagonist, Marvel, trying to remember her past in hopes that it will explain her power: the ability to

shoot orange and blue light beams from her hands. Brie Larson, the actress playing Marvel, was delightful. However, the movie does not stray away from the format of a modern superhero movie, which *New York Times* writer, A.O. Scott, characterizes as a story in which “every hero is a complex individual with a singular back story — within an overall structure of sameness.” But does a movie really need to break the status quo, so long as it is interesting?

*Captain Marvel* is enjoyable. There is a twist which keeps the story interesting. (Spoiler alert, stop reading if you have not seen it!) It turns out that Skrulls are actually refugees running away from the Kree, who destroyed their home. And Vers had a life on Earth; she was a test pilot for the

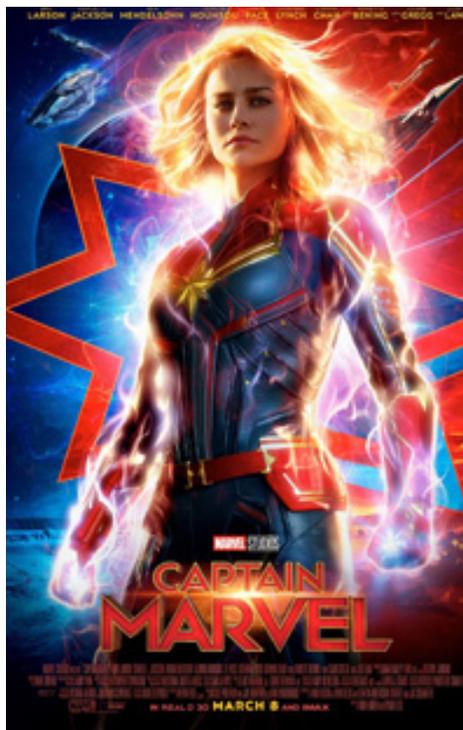


PHOTO COURTESY OF MARVEL ENTERTAINMENT LLC

US military who went by the name Carol Danvers. She was also working for Dr. Wendy Lawson, who was secretly Kree, on Project Pegasus: an effort to find an alternate energy source. Both Danvers/Vers/Marvel and Lawson were perceived to have

died during a test flight in 1989. Though there are possible suggestions that the movie is trying to make a subtle political message, I think the only theme the movie was truly focusing on was female empowerment. This is the first Marvel movie with a female main character (Black Widow and Scarlet

Witch do not have solo films), since the start of the modern Marvel Cinematic Universe (MCU) in 2008. Moreover, *Captain Marvel* debunked the myth that people are not willing to watch movies with female superheroes by raking in over \$1 billion globally. There are young girls out

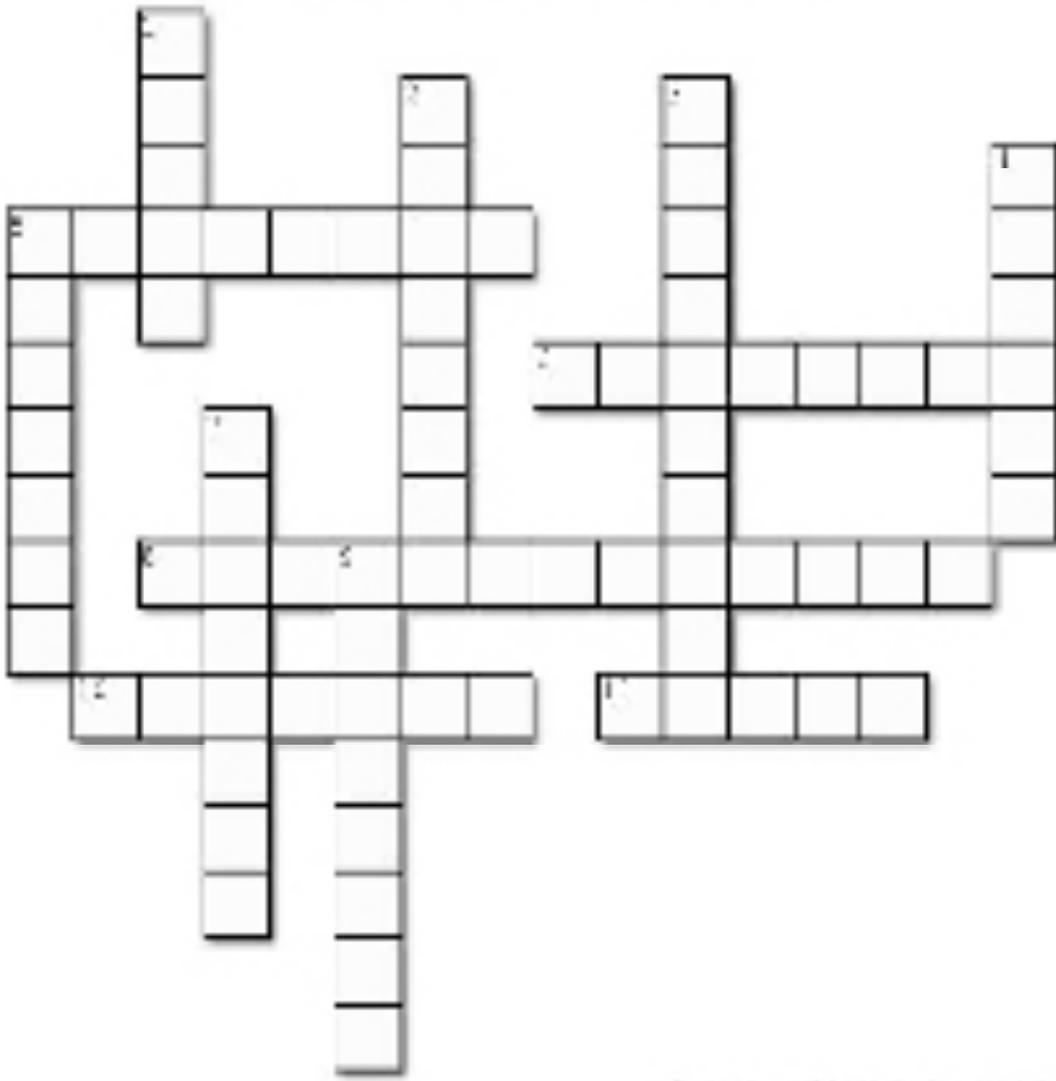
**Clearly, the movie was inspirational. Whether people liked it, found it cliché, or thought Wonder Woman was better, Captain Marvel made an impact.**

Whether people liked it, found it cliché, or thought *Wonder Woman* was better, *Captain Marvel* made an impact. So, I would recommend that everyone see it, ei-

ther to be inspired, to just have a good time watching superheroes and 90s references, or to get ready for *Avengers: Endgame* because the movie ties up a number of loose ends. *Captain Marvel* was not revolutionary, nothing super unexpected happened, but it was still all in all a very good movie. ♦

ther to be inspired, to just have a good time watching superheroes and 90s references, or to get ready for *Avengers: Endgame* because the movie ties up a number of loose ends. *Captain Marvel* was not revolutionary, nothing super unexpected happened, but it was still all in all a very good movie. ♦

## Crossword: Fun in the Summer!



### Across:

5. After a long day, we gather around the \_\_\_\_\_  
 6. We can go to the Tropics... or anywhere!  
 8. Soaring heights and random concession stands with water that costs \$5 found at \_\_\_\_\_  
 10. Go to Southern Cali for some good \_\_\_\_\_  
 11. The biggest threat here is a shark

### Down:

1. \_\_\_\_: the pre-summer fun killers  
 2. \_\_\_\_: Sizzle with some sauce  
 3. \_\_\_\_ made for the king and queen of the beach  
 4. \_\_\_\_: trees, more trees, darkness, and bears  
 5. Hope it doesn't rain for \_\_\_\_\_  
 6. \_\_\_\_: burning some calories and enjoying the summer sun

9. Swimming  
 7. Gym Drill  
 4. Picnic  
 3. Sandcastle  
 2. Barbecue  
 1. Exams  
 11. Beach  
 10. Surfing  
 8. Amusement Park  
 6. Vacation  
 5. Campfire

## Bryn Mawr's Production of the Complete Works of William Shakespeare

By Katie Butler

In a school where the arts are a serious commitment, this year's Upper School play, *The Complete Works of William Shakespeare (Abridged)*, brings a change of pace with some new comedy to Centennial Hall. *The Complete Works of William Shakespeare (Abridged)* lets both the cast and the audience laugh at the shenanigans in this show.

*The Complete Works of William Shakespeare (Abridged)* is a story of four presenters and their company of actors who assume the remarkable challenge of condensing all of Shakespeare's plays into one show or "37 plays in 97 minutes." This plan, however, quickly erupts into chaos as the presenters and players both fail to stick to the script, causing shenanigans such as crashing costume racks, haphazard sword-fighting, and audience intimidation to ensue. From the presenters staging *Romeo and Juliet* as a Titanic-like dramedy to the players reenacting *Titus Andronicus* as a Betty Crocker-style cooking show, *The Complete Works* is a hilarious—and oftentimes barely comprehensible—concoction of many unusual elements. The production contains many pop-culture punchlines and characters



PHOTO COURTESY OF LANA MILMAN

cobbled together from Shakespearean canon and the actors' own personalities. When asked about her decision to host such a whimsical production, faculty director Ms. Grace O'Keefe '12 said that incorporating contemporary elements into a canon of works usually dismissed by students as uninteresting or unfunny was "[essential to maintain] some degree of relevance." Ms. O'Keefe also shared with *The Quill* that she loved getting to direct this show because it helped introduce girls into the comedic

genre of theater, one that is typically male-dominated. Due to a lack of female representation in comedy, it is difficult for young women to feel confident in their ability to be funny. However Bryn Mawr's all-female cast of *The Complete Works* allows for the young women of the Upper School to "exercise [their] comedic muscles" as Ms. O'Keefe told *The Quill*.

Edits of the script of *The Complete Works* are encouraged, an aspect that Ms. O'Keefe greatly enjoyed. She uti-

lized this freedom to edit roles to each actor's strengths and to make *The Complete Works* as funny as possible. This means that Bryn Mawr's performance of *The Complete Works of William Shakespeare* is unlike any other performance of this play.

*The Complete Works* ultimately speaks to countless student frustrations over required Shakespeare readings in Bryn Mawr English classes. The production aims to prove how Shakespeare's plays were penned with the intention that

the humor would be accessible to the average person. While scholarly influence has caused Shakespeare's works to gain an unfounded reputation of academic ambiguity, *The Complete Works of William Shakespeare (Abridged)* aims to invite the Bryn Mawr community to share in what continues to make Shakespeare's work relevant to this day. ♦

## 2019-2020 All-School Election Results Are In!

By Naomi Fotenos

Election season has come and gone, folks. We have six all-school organizations here at Bryn Mawr: Arts Council (AC), Athletics Association (AA), Community Service Learning (CSL), Community Alliance for Everyone (CAFE), Environmental Coalition (EC), and Student Government Association (SGA). On April 11th and 12th of 2019, students took to the Centennial Hall stage to make their case for occupying President, Vice President, and Secretary Treasurer roles in each organization. It is a simple, straightforward

process. Every candidate, even those running unopposed, must write and deliver a 90 second speech. Votes are tallied. The person with the most votes wins.

This year, 33 students ran for all-school positions, 5 unopposed. There are 21 roles available in total. In President, Vice President, and then Secretary/Treasurer order, here are the results. For SGA: Sona Kukreja, J'nai Knox, Cammy Suntha. For AC: Gray Purcell, Fia Hunder, Naomi Fotenos. For AA: Abbey Hurlbrink, Emma Joyce, Zoe Faraone. For CAFE: Maelynn Ugokwe, Sophie Hood, Sophie Leheny. For CSL: Astri Doub, Ava Scharf-

stein, Mia Eventoff. For ECo: Trinity Eimer, Charlie Crawford, Cynthia Summers.

Despite the simplicity of the elections process, all-school organizations are a serious commitment. Sophie Wachs '19, departing All School President, says: "I have devoted countless hours to a variety of class and all-school SGA events." Keri McClelland '19, departing president of Arts Council agrees, saying, "AC did add some extra stress to my day." But leaders emphasize the rewarding nature of leadership work. McClelland says, "I always felt proud of the work we were doing, and the oth-

er members were so much fun to work with that it never felt like too much of a burden." Wachs similarly attests: "It has been something I look forward to every week for the past four years. I have met some of the most amazing leaders and people in my time on SGA."

Delivering a speech in front of the entire Upper School can be a nerve-wracking experience. Despite the occasional stutter or poorly-landed joke from your faithful article writer (AC Secretary Treasurer, 2019-20), this year's speeches were concise and confidently delivered. Talia Titus, Director of Global Programs & Diversity, said, "I thought the speeches, across the board, were thoughtful. I was inspired. There was an appreciation for Bryn Mawr and what it means to be a part of this community. Community was a highlight for this year's candidates, as many called for help from the student body and appealed to the power of listening to others. According to Titus, the message "wasn't about [the candidates'] own glory, or their own excellence, or their own superior intellect. The leadership [demonstrated]... was really in service to other students."

Now onto the ab-

stract: leadership is a nebulous word, but an important one. Does leadership require data-driven, concrete plans for action? Does it entail being a morally responsible person? A figure of inspiration? A realist? An idealist? There were some candidates at Bryn Mawr who chose to use their fleeting 90 seconds to detail ideas and proposals. Some candidates chose to emphasize their personal strengths and qualifications. Some candidates called on community. Some chose to appeal to humor, others to morality. The question of what people want in a leader and the range of candidates' answers are indicative of larger themes that loom as we navigate a world full of those who wish to lead. As an election year – a big one – approaches in the US, the question of leadership looms over our gubernatorial races, our presidential races, and our high school student government races. Perhaps the lesson is this: as each of the all-school organizations contribute to the tapestry of this school, it is clear that we need passionate students to follow through on their promises. Passion and community are needed here as they are needed everywhere. ♦



PHOTO COURTESY OF SHREYA GANDHI '19

## Plane Crashes Around the World

By Cammy Suntha

While spring break was a time of calm and relaxation for many students, the week leading up to it certainly was not. Sure, Bryn Mawr students were facing tests, quizzes, and projects—wrapping up those last few days—but many were also facing the very real possibility that they would be traveling to their vacation destinations in a Boeing 737 Max 8 plane, a model in the news due to several mysterious and unfortunate crashes.

The scare started on October 29, 2018, when Lion Air Flight 610, a 737 Max 8 jet, plummeted into the ocean only 13 minutes after takeoff. The flight was heading to Pangkal Pinang, Indonesia, and the crash killed all 189 people on board. Many believed this situation to be an isolated incident. However, in the following months, this theory sadly proved false.

On December 14, 2018, Norwegian Air Shuttle flight DY1933, also a 737 Max 8 plane, was forced to make an emergency landing on its way to Norway due to an issue in the left engine's oil system. Fortunately, there were no reported casualties on this flight, and the models continued to fly in and out of airports daily.

The most publicized incident with Boeing's plane occurred on March 10, 2019.

Ethiopian Airlines Flight 302 crashed only six minutes after takeoff, killing all 157 people on board en route to Kenya. The plane was relatively new, with only four recorded months of use.

As if these three seemingly isolated incidents were not frightening enough, investigators recently discovered a correlation between the Lion Air and Ethiopian Airlines crashes. According to the US Federal Aviation Administration (FAA), the two flights behaved "very similarly," as illustrated through collected data. In both crashes, the airplane was forced into crashing through a complete nose-dive to the ground. Analysts discovered that the root of this peculiar type of crash was due to a malfunction in both planes' software. In order to combat different readings in the plane's angle of flight, an automatic safety system was triggered which pushed the nose of the plane down. Despite both pilots' attempts to correct the angle of the plane caused by the software error, the plane's descent nose-first was inevitable.

For many aviation authorities, this was the last straw. After the Ethiopian Airlines Flight 302 crashed, countless airlines grounded their 737 Max jets. Southwest, a major American airline, was among the last to ground its fleet, only doing so after an announcement from

the FAA on March 13, 2019. The FAA, under direction from President Trump, ordered the grounding of all Boeing 737 Max 8 and Max 9 planes flying in U.S. territory or operated by any U.S. airlines.

While it seems as though we can all breathe a sigh of relief, the utter shock and confusion of these aviation scares continues in the news today. On March 25, 2019, the passengers on a British Airways flight from London to Dusseldorf, Germany, unbuckled their seatbelts and folded

up their tray tables to what could only be described as a cruel, practical joke. A CNN article summed up the sheer confusion best: "British Airways flight was supposed to go to Germany. It went to Scotland." Apparently, due to an incorrectly filed flight plan, the entirety of the plane's crew believed they were flying to Edinburgh, Scotland. However, all of the passengers intended to go to Germany.

While the airline promises to contact all passengers individually to apologize,

and the majority of passengers took the situation lightheartedly, this represents a wider disconnect in the aviation industry. Sure, mistakes are mistakes, and a falsely labeled flight to Scotland is a mistake that can be mended; however, as depicted in the heart-wrenching stories above, some mistakes are irreparable. The aviation industry needs to hold itself accountable in the face of future incidents in order to maintain and safeguard the safety and comfort of all of their passengers. ♦



PHOTO COURTESY OF AIRLINE GEEKS AND ABC NEWS

## Dunkin': A Sweet Relief for Sleep Deprived Students

By Anisha Narasimham

FINALLY. For the past few months, the Bryn Mawrket has been selling iced—well, cold—coffee. There's nothing like getting three hours of sleep at night, walking in at 7:45, and getting a nice bottle of Dunkin' Donuts (or is it just Dunkin' now?) coffee. The (almost too) sweet taste mixed with caffeine can sure wake you up for that first period math test, or ensure you don't accidentally fall asleep in a Harkness discussion. It's hard to deny the pros of selling coffee at school, but is the caffeine REALLY helping us?

As ninth graders recently learned during FCD week, caffeine is a drug. So when people say that they need coffee, or are "addicted" to it, this could very well be true. In fact, it is more likely for teens,

rather than adults, to develop side effects as a result of more caffeine. These side effects can range from cavities (from added sugars) to jitteriness. According to the American Academy of Pediatrics,

adolescents should have around 100 mg of caffeine a day maximum. While that might sound like a lot at first, the average cup of coffee contains at least double that amount. In fact, the amount of caffeine in the iced coffees at the

Bryn Mawrket is actually 171 mg per bottle! Although the argument of "not drinking the whole thing" can be used, how often do you see someone throw away a little less than half of their coffee, especially

drink coffee. Studies show that three out of four teens drink coffee at least once a day, and the majority of them drink more than recommended. However, too much caffeine is still not healthy,

talked mainly about the cons of consuming too much coffee, there are some pros to drinking caffeine. Since coffee is a stimulant and can provide quick relief from drowsiness, it relieves fatigue, allowing students to concentrate better on their school work in the morning.

A 2014 study showed that drinking one strong cup of coffee can improve memory and keep it sharp for up to 24 hours. "It helps us to handle the little to no sleep many of us get, considering the constant workload pressure we have," says freshman Kiara Waller '22.

Many schools, including the school I used to attend, do not allow coffee on campus. Although Bryn Mawr may give us lots of work, and many sleepless nights, at least they let us have coffee! ♦



PHOTOS COURTESY OF TREEHUGGER.COM

if it's an unnecessarily expensive Venti from Starbucks?

Don't get me wrong, I do not want coffee to be taken away from the Bryn Mawrket. I am not saying that you should feel guilty if you

and the Bryn Mawrket has done a good job of making sure that they restrict the caffeine intake for younger teens by only allowing upper schoolers to buy coffee in the first place.

Although I have

## SUBMIT A LETTER TO THE EDITOR

Do you have a comment on any of these articles, or a piece that you want to share with us? Submit a letter to the editor! Email your submission to [eimert@brynmawrschool.org](mailto:eimert@brynmawrschool.org), [cucuzzellae@brynmawrschool.org](mailto:cucuzzellae@brynmawrschool.org), and [summerst@brynmawrschool.org](mailto:summerst@brynmawrschool.org). Letters may be edited for length and clarity. We look forward to all submissions!



# The Quill

The Newspaper of The Bryn Mawr School for Girls

### EDITORS IN CHIEF

Elizabeth Cucuzzella  
Trinity Eimer  
Tabitha Summers

### FACULTY ADVISORS

Ms. Wachs  
Ms. Lanterman

### PAGE EDITORS

Grace Anderson  
Gillian Blum  
Isabelle Easter  
Olivia Fox  
Lilly Graul  
Sabira Hans  
Noran Shalby  
Kavya Uppalapati



PHOTOS COURTESY OF DAVID STEPHENS