

FULL DISCLOSURE

THE RETURN OF THE CONDOMS?

WRITTEN AND EDITED BY JULIA BERLEY



<http://www.glamour.com/sex-love-life/blogs/smitten/2014/06/sex-advice-using-protection>

The nurses at the Madeira Health and Wellness Center can do many wonderful things. They can give you Advil if you have a headache, let you take a nap if you don't feel well, give you more Advil for cramps, and can even give you information about how to access prescription birth control if you feel that using it is the right choice for you. But they can't provide you with condoms. Why not?

Some people believe that when a school provides condoms to its students, the students are encouraged to be sexually promiscuous, and that therefore schools should not provide condoms to students.

In a recent interview with a source who would prefer to remain anonymous, I was told that, during the previous administration, there was a push to have condoms on campus. And, for a while, there were condoms in a bowl in the health center. However, due to protests from parents, the condoms were removed. This policy remains in place today, although some girls at Madeira think that it is time for a change.

THE GOOD, THE BAD, THE LUNCH LINE

WRITTEN BY AYANNA COSTLEY
EDITED BY MADDY CLEMENTE

When the new schedule was released this past January, many students were excited because of the five week rotations, the new Co-Curriculum block, and the new choice of electives. The area of most concern was consistency between classes. When asked about how she felt when the schedule was released last year, senior Abigail Covington said, "I was nervous about retaining the information between modules. If I had a math class module one, and didn't take it again until module four, would I forget any information?" When prompted about her initial thoughts relating to the big lunch change last January, she said "I did not really think about the lunch aspect. It did not faze me".

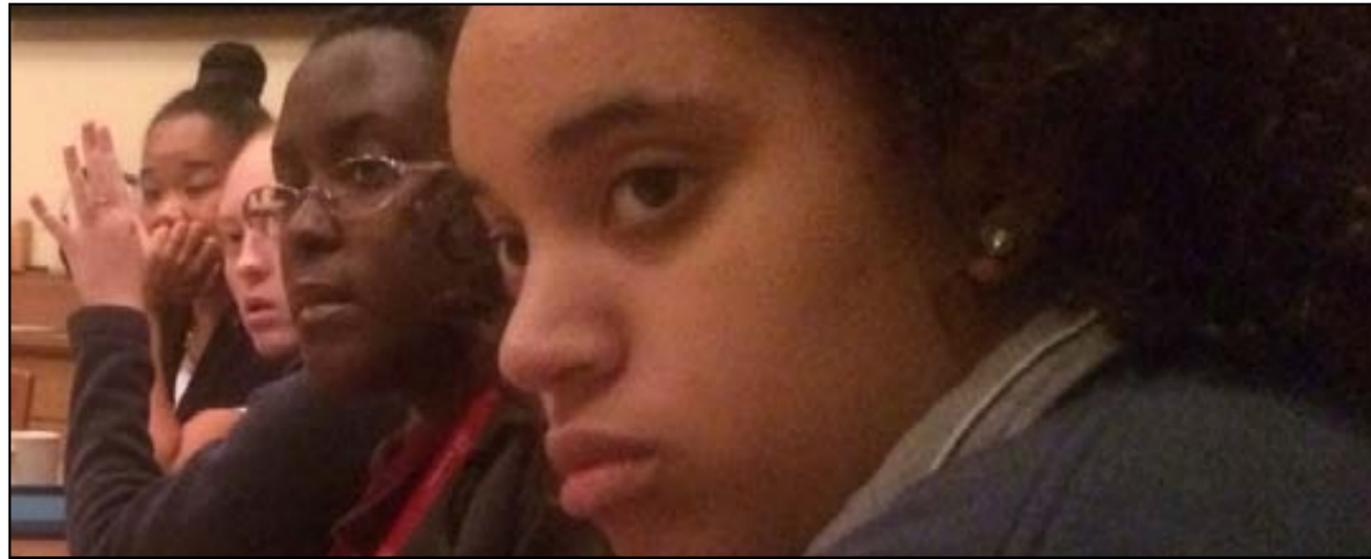
Faze, it did. Each day over the first two weeks of school, the bell would ring at 11:40 am, signaling the start of the most anticipated block: Lunch. Backpacks flung on the student center floors, doors not being held for the next person, and the infamous lunch line began.

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GETTING THERE: A CALL TO ACTION ON ISSUES IN DIVERSITY AT MADEIRA

WRITTEN BY ABIGAIL COVINGTON



At Madeira we have a diverse population of students. Our student body represents fourteen countries and eighteen states. With 32% students of color, Madeira beats the national average in minority representation. As an onlooker, one thinks that everything is well. But as an insider, things are a little bit different. That's not to say that behind the white fence things are awry, but it is to acknowledge that we as a community still have some growing to do.

Some people may raise an eyebrow at that last sentence. But let's take a moment to analyze what the meaning of diversity is. Many schools define the word diversity differently. When various students at the University of North Carolina - Chapel Hill were asked to define it, they described it saying:

"My definition of diversity would include openness to differences among people, cultures and perspectives."

"Diversity to me is the ability for differences to coexist together, with some type of mutual understanding or acceptance present. Acceptance of different viewpoints is key. Also, diversity means inclusion of everyone and inclusion of everyone's viewpoints and perspectives."

The University of Oregon's diversity statement says: "The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status,

age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual."

These institutions' portrayal of their feelings about diversity maintains a consistent theme: inclusion, understanding, and openness. Madeira's diversity statement reads, "We have diversity and are committed to honoring differences of race, ethnicity, religion, age, gender, sexual orientation, ability and socioeconomic class." However, in a recent poll, half of the student body stated that there is a lack of understanding of others' cultures

institutionally.

For example, this is seen in the inconsistency of cultural ASMs. As a four-year senior, I have seen the progression of ASMs from the forty-five minute blocks of time during my freshman year, to the haphazard night edition of the cultural showcases my sophomore year, to the aimless coordination of all four culture clubs last year. There has not been one consistent method of showcasing our student population's culture. This inconsistency has left many of the cultural performances and programs with a cliché showcase of themselves.

With limited time to develop ideas and performances in culture shows, the stigma of cultural ASMs has become solidified as dances, fashion shows, step-dancing routines, and singing. These student performances aid in the stereotypical treatment of cultural performances. While performances are ways to display culture, our intent should also be to educate the public. Education is hard to do in fifteen minutes and leaves room for stereotypical illustrations of culture to fester. After asking an anonymous teacher about the time spent on cultural ASMs, they said, "It would be great if we could have more teaching and less entertaining." I, along with the majority of the student body, are well aware that there is no way to illustrate an entire culture in forty-five minutes.

However, to take the time we do have and manipulate it down into a fraction of the original time asks for the stereotypes to be given. This in no way aids diversity or helps our community understanding of other people and their customs, cultures, or traditions within.

Granted, with four culture clubs on campus, if each one had their own individual ASM, that would take up four days. However, condensing them all into one day is not

"The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences."

necessarily the best solution either. We have to find some forum that involves the entire school that can be used as an educational tool when it comes to the topics of cultural awareness and understanding on our campus.

When it comes to religion, we as an institution face a similar issue. Inclusion regarding religious beliefs of students is not as present as some may think. 67% of students polled said that they do not think Madeira is successful at including people from all religions. During religious holidays, rather than including everyone, we parade around like religion does not even exist. Our institution does not encourage the open promotion of individual religion. When asked about whether or not other people celebrating their

individual holiday offends someone 100% of the people who responded to the survey said "no". While this is understood, why is it that some of the students surveyed said that they were afraid to celebrate or observe their religious holidays out of fear of offending someone else? This shows that our community has not been effectively inclusive of all people and their beliefs, and there is disconnect between the administration and the student body. If students must initiate the celebration of religious holidays, but they are fearful of celebrating them, what's the point?

Our institution must do a better job at recognizing and acknowledging

students who are different from the majority. For too long I have listened to various students complain or argue about religious options and diversity. It is time for a call to action. Madeira cannot continue to provide "one size fits all" solutions to issues of diversity.

As Amartya Sen once said, "We are all diversely different...". We are all individual in our backstory, our history, in our homes, and in the paths that we walk in life. Madeira as an institution needs to reflect on what it truly means to be diverse. It means diving into the opinions and feelings of the faculty and students to create a more diversified environment. One that accepts all people, includes all walks of life, and aims for the goal of mutual understanding amongst the population.

CULTIVATING SPACE FOR TRANSGENDER STUDENTS

WRITTEN BY KATIE BARACK



“I feel so blessed,” 16-year-old Elijah James Thornburg conceded in an interview this past week. The teen came out as a transgender identifying man at the start of this past school year and has already felt overwhelming acceptance from his peers. For Thornburg, coming out is an adventure on its own, as transgender people have always had limited rights in the United States. However, it isn’t even the scariest part for the young man, who goes to an all-girls private high school in Palo Alto, California.

So, what is it like being the only boy at an all-girls school? Thornburg has had an exceptionally amazing experience coming out and being the only guy on campus. “When I asked my classmates to use Elijah and male pronouns for me, they all applauded, and many hugged me afterward.” He even says that when he emailed the school explaining his situation, people he didn’t know reached out.

“I got more than 50 responses in 24 hours, overflowing with positivity and love.” Thornburg shared that he is allowed to use gender-neutral bathrooms and has exceptions to the dress code that would normally require the students to wear skirts. The example of Elijah’s school and the amazing response to his identity begs the question of our very own Madeira school. Also a single-sex education institution, how might our administration here at Madeira handle this situation?

Head Mistress, Pilar Cabeza de Vaca, admits that there is not currently a plan. However, she and Dean of Students, Kim Newsome, both promise that a meeting to discuss this issue is in the works for later in this year. But why is a policy on being inclusive to transgender students so imperative in schools like Madeira?

Well, as happy as Elijah has been since coming out,

it wasn’t always like this for him. When he was exploring the source of his unhappiness earlier in high school, he lacked resources to help him. “People constantly asked if I was gay, if I had been abused, if I’d experienced sexual harassment- all of the things that they’d identified as potential triggers of big emotional issues. But, no one asked me how I identified. No one just said ‘who are you?’”

As a freshman, Thornburg’s inability to find help with his crisis was tearing him apart and soon he felt hopeless. “I was suicidal and was self-harming quite frequently. My mind was in absolute ruins and I had no desire to live.” Thornburg is not alone either. Transgender people in the United States have a staggering 41% rate of suicide attempts, as opposed to 1.6% of the general population. Thornburg wishes just one person had reached out with information on the true source of his pain.

“I was tentatively diagnosed with a crazy number of things, ranging from depression, to PTSD, to schizophrenia, to borderline personality disorder.

None of these were accurate. I was struggling with gender identity, but was too scared to talk about it, and not a single person thought to ask,” he said. Thornburg is just one of many who could not be themselves for a long time.

Ashlee Rose Edwards had similar fears. Edwards, now 21, transitioned from male-to-female after high school, where she was terrified of rejection. “My high school experience was lonely,” she was forced to recall, “I didn’t feel like myself. I wish I would’ve come out.” Ms. Edwards was afraid others would not accept her, even though she went to a coed high school. And for some, the fear does not end at school. “My parents refuse to acknowledge or respect my gender,” says 26 year-old Stephanie Porto, who had the courage to transition this past year.

This is one example of many losses Thornburg and others may encounter. Transgender people, in the United States, suffer the hands of social and legal challenges--which include no military service after having gender-affirming surgery. 61% of transgender people have been the victim of sexual or physical abuse, 55% have lost a job because of discrimination, and 51% have low-income households. When

presented with these facts, an anonymous student at the Madeira School responded, “That’s crazy, how can people be so cruel?”

How can we be less cruel? 18 year-old Natalie Swire, who transitioned recently, thinks schools should start and “take in preferred name and the gender you identify as instead of one’s legal documentation. It would help so many people and even help non-trans people who want to be called something else.” Swire also thinks schools need “some kind of

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education telling us that being gay or transgender is not a bad thing, and that we shouldn’t feel lesser because of it.”

Would students in our community be open to this? In an anonymous survey of over 100 Madeira students, more than 80% said they really wanted to learn more about the transgender community. An overwhelming majority of survey takers also said they would welcome a transgender student with open arms. Responses ranged from people feeling “frankly, kind of excited” to “uncomfortable at first, but wanting to be open and accepting”. One student even passionately declared

that as long as “the person is alive and smiling and breathing and healthy- the only thing we should feel is happy.” With the support of our students in mind, what should Madeira’s policy be about transgender students? Ms. Taylor, of the Math Department, caught the sentiment of most that responded when she said, “I hope our Madeira community lovingly embraces all of its members.”

Elijah Thornburg, the famous boy at an all-girls school in Palo Alto, California, says many of his fears and sadness went away when he came out. He said it was instantaneous. “They quite literally disappeared, almost overnight.” But, even though he is a much happier person today, and finally confident in his identity, Thornburg still struggles with the everyday complications his identity has cost him. He finds it hard to compete on girls’ teams since he does not fit that identity, and once he starts on hormone therapy to help his transition, it won’t even be an option anymore. “I’m definitely an athlete and I love playing sports. Now, that option has been totally eliminated for me,” Thornburg admits, defeated.

He won’t be the last to give up something they love. Let’s hope that the Madeira School can better support students in these situations and can be the next school to break headlines with overwhelming love for students who may need it the most.

MRS. RUMSEY: MOTHERHOOD AND THE MADEIRA COMMUNITY

WRITTEN BY CELINE XING
EDITED BY MADDY CLEMENTE

Mrs. Jeannie Rumsey, a popular person around Madeira, has been recently more known for her pregnancy. In terms of pregnancy, Mrs. Rumsey suggests that she feels tired but glad to be a mother. In fact, a lovely baby girl will become the newest member of our Madeira community, for whom Mrs. Rumsey already has a name in mind.



Mrs. Jeannie Rumsey has multiple responsibilities here on campus. She is a teacher in the math department, coach of Cross Country team, senior advisor, house adult in New dorm, and sponsor of Affinity Groups. Thus, during her maternity leave, different substitutes will try to take over her responsibilities.

When asked how she spends her time, Mrs. Rumsey said, “I like playing with children around campus, and walking dogs every day. My life is really boring.” Certainly her life does not sound boring, but more like a balance of leisure and work. “I guess my life will be extremely busy after the birth of my baby. I will probably spend all of my time at home taking care of her.” Mrs. Rumsey predicts that positive changes will come to her life, after the birth of her daughter.

But does it mean that the baby will keep our lovely Mrs. Rumsey “invisible” from our sight? Her answer is no.

Usually we see her around the campus, abreast with campus news and communicating with people. Campus babies connect our community. Can’t we see how adorable Dr. Campos’ baby is? And Dr. Ward’s son, Spencer? Babies call forth our greater passion to teachers. And so will Mrs. Rumsey’s daughter!

Besides all the new roles associated with her baby, Mrs. Rumsey also has a significant plan for herself. Other than her master degree in math, she is going to finish her master degree in private school leadership at Columbia Teachers College in New York at the end of this year. We’re excited for her lovely future and our community with a new angel!

GEOHERMAL HEATING AND COOLING

WRITTEN BY RAMSEY ALDRICH
EDITED BY CHIOMA ANOMNACHI

The buzz around campus lately has been about dorm renovations and Geothermal Heating and Cooling. But what is it exactly? Even some of the science teachers are not confident they know how it works.

Geothermal Heating and Cooling systems are an eco friendly way to heat and cool buildings. The ground absorbs almost 50% of the sun’s energy as it hits the Earth, and geothermal systems are able to tap into that energy. Long tubes are drilled deep into the Earth and are able to extract heat from or return heat to the ground.

When asked if the geothermal heating and cooling systems are the most eco-friendly, Mr. Hamer replied, “Yes, I do believe that geothermal HVAC (heating, ventilating, and air conditioning) is the most environmentally friendly of the current systems available. It doesn’t directly use fossil fuels in order to operate as there isn’t a boiler or flame involved. This system relies only a series of pumps to move the water through high performance plastic hoses from the wells to the building and back. The water is the “heat exchanger” which eliminates the need for noisy condensing units and evaporators.”

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LUNCH LINE, CONTINUED.

The line, made up of at least a hundred and fifty students, rumbles through the threshold of the servery, creating a “Hunger Games” like experience. One student described the lunch line as “long, slow, and pushy”, while another sighed, “annoying, stressful, and aggressive”. In the truest sense, Madeira girls are not pushy and aggressive, but why when it comes to the lunch line do we seem cruel and merciless? Time.

Time always seems to be against us on the Madeira campus, as students, teachers and faculty members all struggle to finish our assignments. Because of the big schedule change, the amount of time for lunch went from forty-five minutes, and even an hour and five minutes once a week, to thirty minutes. The difference does not seem like a lot, but it takes away from other things that can be done.

“My sophomore year, I would basically do errands during that time. Use the bathroom, fill out green cards, switch my books. Things you need to get done, but don’t have the time to do.” explained Abby Covington.

Another student, Leah Zeng, said that she used the extra time to “Get ready for sports, or you know, just relax!” Both Leah and Abby shed light onto the problem of not having enough time.



Since Madeira is dedicated to the new schedule, we have to learn how to work with the shorter block.

When questioned with whether or not the lunch line matters, Ms. Miller, Director of Admissions here at Madeira, brilliantly sums it up by saying, “Of course it does. Food matters.” Every Madeira girl can agree with this. But as a community what can we do to make our lunch experience better?

A student, who will remain anonymous, admits that she “strategically skips” the line at lunch. This Madeira girl, explains, “I do not have the time to wait. And I know that no one has the time, but I have things I need to get done. I could be a good Samaritan and wait in line for fifteen minutes and get my food, and rush [to] advisory. It’s a survival of the fittest mentality.” This student represents the extreme on the lunch line spectrum.

The lunch line is a problem, we all know that. But in order to make the experience better, we need to each do our own part.

One tip of advice that Ms. Miller gave when talking about how to get around the line is to “Grab a bowl of soup or some salad, then get a table for my friends, enjoy my “appetizer” and then go to the lunch line when the line is less crowded.”

One of Madeira’s community values is respect for self and others. As we move toward making our dining time better, please be mindful and aware of others.

Skipping the line on a constant basis like that anonymous student affects everyone. Don’t make it a habit.

As the community moves toward being more mindful, all students, teachers, and faculty members should be aware of themselves. How are you affecting the lunch line? Take this quiz to find out! <https://www.qzr.co/quiz/which-lunch-line-person-are-you>

WHY SHOULD WE CARE? DOMESTIC VIOLENCE

WRITTEN BY LAUREN LANGFORD
EDITED BY CHIOMA ANOMNACHI

What exactly is domestic violence?

The United States Department of Justice defines domestic violence as a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic Violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person, including any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, or wound someone. A recent case involving Ray Rice, a former running back for the Baltimore Ravens Footage has Rice beating his then-fiancée, now wife, Janay Rice, in an elevator in New Jersey. Rice has since been released completely from the Ravens' team.

It is important to be informed about a topic such as domestic violence here on the Madeira campus because as females, it is more likely that we can become victims. In response to a survey, one girl said, "Knowing more about domestic violence at a young age will hopefully allow girls to avoid these types of situations in



<http://www.mannaexpressonline.com/domestic-violence-how-to-get-away-with-murder-in-the-so-called-civilized-world/>

the future and at the very least, know what to do, if it does happen, to put an end to it. The more we know and educate ourselves as a community, the more likely it is that people will hold themselves accountable if they, or someone they know, is involved in domestic abuse."

Of five interviewees, none knew that October is Domestic Violence Awareness Month. However, all of them believe that it is important in raising awareness. One interviewee, Ayanna Costley, says, "It needs to be something we talk about every single day, not just one month, because it affects people every single day."

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- 5 Facts About Domestic Violence:**
- 1 in 4 women will experience domestic violence.**
- On average, an abuser hits his spouse 35 times before she makes a police report.**
- Intimate partner violence is most common among women ages 18 - 24.**
- Without help, girls who witness domestic violence are more vulnerable to abuse as teens and adults.**
- 1 in 3 girls of high school age in the U.S. experience violence in a dating relationship**

RETURN OF THE CONDOMS? CONTINUED.

It is important for adolescent girls to have access to birth control. According to statistics from the Guttmacher Institute, 61% of eighteen-year-olds have had sexual relations, and 48% of seventeen-year-olds. Considering these numbers, it is important that Madeira girls are informed about how to be able to protect themselves. By the time they graduate some of them are likely to have had sex at least once, and because unprotected sex can not only lead to pregnancy, but also to an array of sexually transmitted diseases, including HPV.

Madeira is, at its core, an educational institution. Preparing girls to venture out into the world as confident, knowledgeable young women should include access to contraception. Part of that knowledge is knowing how to protect oneself in all situations, including during sex. Regardless of one's personal views on sex, it is important to know about condoms and other types of contraception because they enable women to take control of their sexuality.

Health and Wellness Center director Ms. Susan French and school counselor Ms. Tracie Epes expressed similar views when I interviewed them. They suggested a return of condoms to school grounds, with one key caveat: girls would have to have a conversation with a nurse and a counselor before receiving the condoms, not to dissuade girls from having sex, but simply to educate

them about the risks involved and the proper use of protection. As Ms. French said, "If people are going to be sexually active, you want them to be aware and responsible."

A survey conducted recently showed that over 50% of Madeira girls asked supported the Health Center's plan. When asked in the same survey what kind of contraception they would like to see available in the Health Center, many girls said that condoms would be their preference.

Given this strong feeling amongst Madeira girls, I was surprised when Ms. Cabeza de Vaca told me in my interview with her that I was the first person to bring up the issue in her almost five years of being headmistress. "It's not been on our radar screen," she said of the policy. She admitted in our interview, however, that "it's [the issue of contraception on campus] something that now that you've asked the question I think I will take a deep look into." Ms. Mahoney and Mrs. Newsome echoed the sentiment, and all said they were willing to consider changes to the school's policy.

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GEOHERMAL HEATING AND COOLING, CONTINUED.

Heating: During the months of the year when buildings need to be heated, the geothermal heat pump extracts the heat from the ground and supplies it to the air ducts of the home. This energy from the Earth can also be used to heat floors and water.

Cooling: During the months of the year when buildings need to be cooled, the geothermal pump extracts heat from the house and returns it to the ground or uses the heat to warm water in the water tank.

This technologically advanced system uses substantially less energy than regular heating and cooling systems, and produces a fraction of the carbon dioxide that normal heating and cooling systems. In fact, a geothermal system produces one pound less of carbon dioxide than a conventional system. After a period of 20 years, the one less pound of carbon dioxide emitted would be the equivalent of planting 120,000 acres of trees.

Madeira will not only be saving energy, but saving the world, one pound of carbon dioxide at a time!

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MINDFUL EATING ON MADEIRA CAMPUS

WRITTEN BY LINDA YANG



<http://www.eatright.org/nnm/#.VFFEtUvITf0>

When the clock in the dining hall of the Madeira School struck a quarter to twelve, students had already lined up in a queue, yearning for the delicious food served on the hot bar. The lunch menu was placed at the entrance of the cafeteria. Entrees included pasta with marinara sauce and meatballs, sandwich with fried fish and mayonnaise, grilled zucchini and garlic bread baked in olive oil. As the Sodexo staff was busy changing the sandwich and bread trays, students loaded their plates with pasta and meatballs. Grilled zucchini remained less popular.

When a student was asked about how she feels about the food, she responded by saying, “I love Madeira’s food. There are a variety of choices and the grilled cheese is amazing,” said one student as she held a salad bowl and a fish sandwich in her hand. “I have to say that we all

love junk food, but they [Sodexo] shouldn’t serve it that often.

What I mean is, sometimes [I] don’t perform as well as [I] want to during D-block because of the food [I eat].”

According to a recently conducted survey, most students have identified that Madeira’s food nutrition is only slightly better than average. Despite these responses, the Sodexo team believes that numerous efforts have been made to improve the freshness and healthiness of food ingredients over the past few years.

“We are going local as much as we can,” said chief chef Andrew Gaylord, who has worked at Madeira for twelve years. “Our suppliers are from Maryland, and most food ingredients we get come from farms in Virginia,

Pennsylvania, Maryland or North Carolina.

In terms of freshness, we have food delivered every day, but our major deliveries only arrive on Tuesdays and Thursdays.”

Starting from 2012, all the eggs and egg products served to Madeira students have been laid by cage-free chickens. Over the summer of 2014, the Sodexo team participated in the “Better Tomorrow” program and eliminated trans-fat and flavor enhancers such as MSG from its meal plans.

Food preparation is another important aspect when speaking of nutrition. Different cooking methods and food combinations can have huge impacts on the food itself. “Each year I work with two nutrition interns to plan our menus for the year,” continued Mr.

Gaylord, “I would check the Sodexo recipe database every day and choose the healthier recipes.

The food has really improved drastically; when I first came here in 2002, there were French fries at every single meal. Now we only use the fryer once a week at most.”

All the special dishes served at the dining hall are properly labeled as “vegetarian”, “vegan”, “local” and “mindful”. “Mindful” meals – labeled with the image of a green leaf -- contain less sodium, calories and saturated fat than normal entrees. Still, the Sodexo team chooses not to label specific macronutrient contents because most students do not have sufficient nutritional knowledge to utilize the information properly. People might make poor decisions based on calorie contents, said Mr. Gaylord.

As the dining service is offering a variety of healthy choices, the initiative of healthy eating depends largely on students themselves. When asked to evaluate the extent of Madeira girls’ awareness of health and nutrition, Tracie Epes, Director of Student Counseling, put on a solemn expression. She suggests that students should consider the importance of eating breakfast, decreasing snack binges, and eating more protein instead of carbs.

The most popular food groups among Madeira girls include starches, grains, meat and fruit;

salad, vegetables and dairy are consumed less often, according to a recently conducted survey. In terms of dining hall entrees, fried chicken, General Tso’s, grilled cheese and ice creams are most liked; tater tot casserole and sloppy joes are among the least favorite, survey shows.

Mr. Gaylord expressed similar concerns regarding students’ limited health consciousness: “Whenever I serve French fries and grilled cheese, I see girls overloading their plates. Once I saw a girl with four grilled cheese sandwiches. Sometimes I have to turn off the cappuccino and the frozen yogurt machine because students consume too much of them.”

The ideal portion size of lean meat should be no bigger than a deck of cards, and no more than one roll of bread should be included in one meal, according to Ms. Epes. “However, you can have as much fruit and vegetables as you want.”

Among the numerous macronutrients needed by teenage girls, protein and calcium are the most important. Protein provides sustaining energy and therefore should be included in every meal. Milk, yogurt and cheese, rich in bone-strengthening calcium, should also be consumed on a regular basis because females are more prone to osteoporosis than males.

Many factors can contribute to a lack of health awareness in students today. Fast food restaurants with humongous portion sizes are easily affordable and accessible. Stress,

a common issue among teenage students, causes unnecessary food cravings and unmindful eating. One of the best ways to combat unhealthy eating habits is to take time and pay attention to what you are putting in your mouth.

As a nutritionist and a counselor who knows many Madeira girls well, Ms. Epes encourages girls to get in the habit of looking at the menus and practice putting together a healthy plate. Plates must contain a variety of colors. It may be good to try staying at the salad bar first and going to the bread section last. Fruit juices are also okay in moderation, but if pure fruit has more nutrition.