

The Cistercian Informer

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The Electoral College: What and Why?

After one of the most unusual and highly controversial elections in the history of the United States, Donald Trump will become the next president. During the days leading up to the 2016 election, many people reacted to the mere thought of Trump possibly becoming president with fear and disbelief. Now that Donald Trump has been confirmed to receive more than the 270 electoral votes required to win the election, some disgruntled voters, dissatisfied with the results, are questioning the legitimacy of the electoral college. Their argument is that, since Hillary Clinton won the popular vote with a lead of over 2 million votes over Donald Trump, she should be elected President. Whether or not this electoral system is flawed and will be revised or eliminated is up to the future leaders of the United States government. However, these recent events do give us an opportunity to enlighten ourselves about the history of the Electoral College, which will hopefully help people on both sides of the argument better understand this controversial system.

The Constitutional Convention of 1787 shaped the very foundation of the country we live in today, and so it also determined the method of electing the United States' President. The method that was decided upon, after much deliberation, came to be known as the Electoral College. Those who proposed this system said that the electoral college sought to, "reconcile differing state and federal interests, provide a degree of popular participation in the election, give the less populous states some additional leverage in the process by providing 'senatorial' electors, preserve the presidency as independent of Congress, and generally insulate the election process". Originally, electors were chosen by the state legislatures in most states.

Another aspect of the Electoral College that used to be different was the method of choosing the Vice President. It used to be that the candidate that ranked second in amount of Electoral College votes was elected vice president. Ironically, this resulted in some cases in which the President and Vice President had opposing ideas about how to govern the country, considering that the second place candidate was likely the first candidate's opponent in the election. This system was fixed in 1804 with the 12th amendment which stated that both the presidential candidate and his or her vice president would be on the same ballot. The Electoral College attempts to balance out individual states' powers in electing the President by giving states electoral votes based on the population and on Senate seats. Each state receives a minimum of 3 electoral votes, including the District of Columbia. Of those minimum 3 votes, 2 are electoral votes corresponding to Senate seats, and at least 1 is related to how many reps a state has in the House of Representatives.

Naturally, since state populations change, the electoral votes are adjusted in a system called "reapportionment". In 48 states, there exists a "winner takes all" system in which the winner of the popular vote in the state gets all of the electoral votes. Maine and Nebraska give electoral votes by "proportional representation". The final stage of the electoral vote is the official counting of the votes on January 6. However, this counting is mostly symbolic, considering that the electors have pledged to give their votes to the candidate who won their state. The argument that Hillary Clinton supporters are making is that the electors can become "faithless" electors and cast their votes for Clinton instead of Trump. While there have been "faithless" electors in the past, their votes have never changed the results of the election, and so while it is technically possible that Clinton might be the next President of the United States, it is highly unlikely.

Alonso "Flies To" Medina, '18

**By The
Numbers**



**# of electoral
college votes
needed to win
the presidency**

270



**# of electoral
votes Trump has
over Clinton**

74



**# of popular
votes Clinton
has over Trump**

2,305,263



**# of presidents
we've had be-
fore Donald
Trump**

44



**# of riots
against Donald
Trump**

2

MANY



Best of Secret Santa Gifts

5. **Christmas Sweater:** Winter is cold, and who doesn't love sweaters?
4. **Woolen Socks:** You lose a lot of heat through your feet, so... socks!
3. **Video Games:** It's hard to go wrong with these, just make sure he has the right console.
2. **Candy:** Sugar.
1. **Money:** Cash may be the best present ever. It represents complete freedom because you can use it on any of the previous gifts and many, many more.

Jimmy Garda, '19, is all that.



SPORTS UPDATE

Basketball

12/6/16: Ft. Worth Christian 44-34 (L)
12/3/16: Bishop Dunne 40-30 (L)
12/2/16: RL Turner 54-45 (L)
12/1/16: McKinney North 70-26 (L)
11/22/16: JPII 35-40 (W)
11/19/16: PoP 40-46 (W)
11/18/16: Woodlands Christian 53-51 (L)
11/17/16: Sunset 40-68 (W)
11/15/16: CoCo 72-44 (L)
11/11/16: Frisco Legacy Christian 59-45 (L)

Soccer

12/2/16: Parish 0-1 (W)
11/28/16: JPII 1-4 (W)
11/21/16: Highlands 0-8 (W)
11/17/16: Dallas Lutheran 0-9 (W)
11/11/16: TCA 2-2 (T)



2016 Cistercian Football Review

Despite falling in the SPC 3A Championship game to a talented Fort Worth Country Day team, the 2016-17 Hawks broke many records. More importantly, the team set a high standard for those following in their footsteps. The Hawks finish the season with 8 wins and 3 losses, the best in school history since the 2005-2006 championship season. Junior quarterback Max Schieferdecker threw for 2,630 yards, the second most in school history. He did so by spreading the wealth among a talented group of receivers; 6 of them had 275+ yards. Next season Schieferdecker plans on taking down Matthew Merrick's ('15) all time passing yards record. Sophomore running back Harry Crutcher also had a breakout season, accumulating 1,431 all purpose yards and 16 touchdowns. Defensively, the group led by Coach Andre Bruce racked up 29 sacks, 18 takeaways, and gave up only 18 points per game. Defensive end Jack Mackenzie('17) impressively had 10 sacks for the season. All Conference honors went to Losson, Mackenzie, Crutcher, senior receiver/defensive back Danny Garda, and receiver/strong safety Mike Garnett ('18). 16 seniors leave the program in a better shape than they found it, with a high standard for next year's team. The season, although filled with ups and downs, provided many great memories for not just the players, but all members of the Cistercian community. "My favorite game was the Greenhill one. We went crazy in the stands. That night we had the better team and better fans," said fan Cole Gimenez. We are blessed to already be in a such a warm and cohesive community, and football brought together boys of all forms, alumni, parents, teachers, and friends of Cistercian alike.

Emmanuel Adesanya, '17, is a pretty nice guy.



Letter From The Editor

Friends, Students, Cistercians,

As 2016 draws to a close, it is worthwhile to look back upon the highlights of the year. El Chapo was captured, Leo finally won an Oscar, the UK left the EU, the USA won the Olympics, and Mother Teresa was canonised by Pope Francis. Despite all of these historic events, what most Americans would consider to be the climax of the 241st year of their country's existence was the presidential election of Donald Trump on November 8th. This election is widely considered to be one of the most divisive in the history of the United States because of the campaigns run by each of the candidates. I am lucky enough to have been taking a class on U.S. Government while the election was taking place, but I know that the vast majority of the students at Cistercian were not as lucky as my fellow seniors and myself. So what was the experience of a senior during this election?

Perhaps the most relevant aspect of my government class when it comes to the election was the major project we had assigned early in the first quarter: Cistercian was to have its very own mock election, complete with debates, ads, posters, and ending with a school-wide vote. This project was eagerly anticipated, because there are few things high school boys like to do more than to compete. Each campaign was searching through their candidate's policies to find those which would most appeal to Cistercian students. Some campaigns aimed for the middle school vote, planning on persuading them with funny and effective ads. Others knew that the juniors and seniors were worried about college (paying for it, specifically) and tried to find ways to spin their candidate's policies towards helping college students. Still others decided that the better tactic would be to follow the tactics of the actual campaigns themselves and focus on tearing down the opposition. According to Mr. Saliga, the junior U.S. History teacher, he created the project to "invest in investigating." The passionate, insightful instructor wanted his students to discover that labels aren't everything.

However, for various reasons, the administration decided that there were significant problems with the project, especially considering the fiery nature of this year's election. There were concerns that the campaigns could negatively affect middle schoolers, whose parents also may not have been ready for them to enter the political fray. Consistent with Catholic moral teaching, the headmaster believed that formation of children was first and foremost the responsibility of the parents. In a meeting with *The Informer's* editors, Fr. Paul expressed that allowing the project to proceed without any advanced warning to parents could cause significant distress when their kids came home discussing the election. Therefore, there would be no soapbox speeches in the lunchroom, no school-wide debates, no posting of political ads, and no school-wide vote. Fortunately, the juniors and seniors were still allowed to host a debate and ad-viewing session. Candidly, this decision frustrated several members of the senior class; one of the usually quieter students even proclaimed, "Bruh, do you even free speech?" Another student echoed this by confiding that he was "disappointed that [the administration] put their public image above students' interests." However, as another senior reminded us, he had "always felt as though I could say my mind without offending anyone" and after a week, most of the seniors had moved on to worrying about more pressing matters.

In conclusion, I appreciate the opportunity that the school gave me to study the election and to debate the important aspects of the presidential campaigns with my classmates. While I regret that other students could not study the election in as much depth, I am grateful that Fr. Paul took the time to explain his decisions to our editorial board. In retrospect, I believe that the juniors and seniors learned much more this semester than we would have otherwise, and I hope that the school can find similar ways to engage the entire school in future elections.

A note before I leave: this letter is aimed more at middle school students than those in upper school. I want you to see the possibilities available to you in upper school, and how public events like elections can provide a forum for healthy debate. I want you to see Cistercian as not just a place to grow academically, but a place where you can grow in your understanding of yourself and the world. I believe that, if implemented as planned, the election project could have evoked deeper discussion and deeper insight into the political situation of the country by the whole school. I know that I would have enjoyed witnessing these campaigns as a middle schooler, and I hope that you will be able to participate in such opportunities in the future.

Sincerely,
Luke Maymir, The Editor-in-Chief

If interested in writing for *The Informer*, come to the Library Classroom for activities.