

THE VOICE

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Saints Advance to the Semis



Left: The Girl's Varsity Field Hockey team celebrating their ISL Tournament win over Episcopal. Photo taken by Yvonne Carson. Right: Boy's Varsity Soccer makes history for making it to the Semi-finals of the VISAA Tournament, the farthest a 12th seed has ever made it. Photo taken by Melissa Ulsaker Maas '76.

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Morning Meeting Monopoly?

By Katie Wood '16

One of Joan Holden's greatest legacies is morning meeting, a time for students and teachers to come together as an entire community once a day. Yet, this great tradition has become discombobulated at times due to lengthy announcements and teacher versus student frustration.

According to Mr. Mills, "Morning meeting has always been the same, teachers on the left, students on the right. However, I think that over time the announcements have just gotten longer because of videos and activities. I've just been trying to get people to think about whether they need to make an announcement or if it can wait."

After Mr. Mills' announcement regarding the new regulations about club announcements, a wave of discontent erupted from the students. Brian Johnson '18 expressed, "I think the whole thing is a little hypocritical." While Haley Hassell '16 said, "Teachers shouldn't be allowed to make jokes and show videos when we aren't."

According to club advisor Mrs. Myhre, "The original basis of morning meeting was to have everyone gather as a whole and give announcements that pertain to the entire community, but it gets so long when there are announcements that only apply to tiny groups. With all of the technology that we use at this school those announcements could just be emailed."

Bit Brown '16 reiterated Mrs. Myhre's idea saying, "Smaller groups that only have a couple people shouldn't be making announcements to the entire school when they could easily text it."

Mr. Garikes offered a different philosophy, "Yes, we could just email all of the announcements and cut out morning meeting completely, but it just wouldn't have the same effect."

College Counselor Mr. Doyle disagrees with the idea of shortening announcements in place of emails, "No one would really read emails if we sent them out all the time. I mean

I guess it depends on if the person is a visual or an auditory learner, whether they would actually absorb the information in our emails."

This is why the club's board was created. It is supposed to serve as a place where smaller groups can announce their meetings and draw interests to their club. Yet, many students have expressed discontent with the board. As Mollie Miller '17 put it, "An announcement is just much more memorable when it comes from an interesting announcement rather than just reading the board," and Anne Macon Edwards '17 echoed saying, "I can't even read the board from where I sit."

An important experience that comes from morning meeting is practicing the art of elocution. For many students it is one of the few times in their lives that they will be speaking to hundreds of people in that setting. Adele Reardon '17 mentioned, "Student announcements allow students to practice public speaking, and the board kind of takes away from that."

Many students have suggested various ideas to switch up morning meeting. Robert McPherson '17 said, "in the last SCA meeting I actually suggested that rather than the faculty always giving their announcements first, the students would get to go first every other day."

When asked about possible changes to the morning meeting format, Mr. Mills responded, "I know that there has been some talk of forming a committee of student leaders and teachers with Mr. Garikes to discuss those kinds of issues."

Mr. Garikes responded by saying, "You know I am a firm believer in upholding Mrs. Holden's standard ideas of morning meeting. We go to a daily school so it isn't like a boarding school where we get together and have dinner everyday. Mrs. Holden believed that it was critical that we all come together, whether it be in chapel or morning meeting, and meet as a community. With that being said, I do think that we could move more quickly and we can always visit the idea of having student announcements first."

Saint Studies in Sénégal

By Katie Connor '16

The atmosphere was different than usual in Madame Scott's afternoon AP French class. The students, arranged in their usual semi-circle of desks, intently faced a laptop in the center of the room. The subject of their interest? SSSAS student Jason Carroll '17, who was video chatting all the way from Dakar, Sénégal.

SSSAS offers its students a taste of the study abroad experience with its Spring Break trips. But for a whole year, Jason has the opportunity to live and study in a foreign place with a host family. For the next 45 minutes, Jason regaled the AP class with tales of Sénégalese culture. For example, at dinner time, he and his host family eat a meal of meat and rice with onion sauce from a large bowl, unlike in the U.S. And when he returns to SSSAS as a senior, he will also hold a degree from the Sénégalese school he attends, as over there he is considered a senior this year, a fact met with oohs and aahs.

Needless to say, the AP class was impressed. "I think he's having an incredible experience. It's so unique," commented Greer Bateman '16 after the Skype call. "I would love to have an opportunity like that to experience a new culture."

"I think it was most surprising that in Dakar he is driven around; he is totally in a different socioeconomic place than he is here. And on top of that, his host family is so much stricter about where they let him go and where they don't let him go," said Eric Karsten '16.

"Part of the appeal to me of the 'YES' program was its mission," explained Jason in an e-mail following his Skype session. Jason traveled to Dakar with a program called the Kennedy—Lugar Youth Exchange and Study program—the YES program. Created in the wake of September 11, 2001, the YES program provides scholarships to students from predominantly Muslim countries to study in America for a year. The program hopes to cultivate an exchange of learning between American and Muslim communities overseas. Then, in 2009, YES accepted its first American high school exchange students through the

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Got Sleep? Got a 4.0? Probably Not Both

Each new year of high school marks another year characterized as “the biggest year of your high school career.” So with four substantial years filled with tests, homework, research papers, and readings - not to mention, sports and extracurriculars - when are students supposed to find time to sleep? *The Voice* sent out four reporters to find out how each grade deals with their busy schedules and sleep.

Freshman Year

By Rachel Suleymanov '19

The screen goes dark and begs one blunt question: “Are you still watching?” Yes, Netflix, I am, in fact, still watching season 7 of *Friends* on a Wednesday at 12 o’clock at night. With a mindless click of a button, I fuel the need for sleep and continue to watch. We’ve done it before—thinking that we can pull through just one more glorious episode, maybe even season, completely ignoring the fact that we’re losing time for sleep. Most freshmen think that they can successfully binge watch or abuse social media because, frankly, they did it in eighth grade. However, as the responsibilities of freshman year begin to snowball, the mere idea of checking Snapchat or Twitter accounts becomes a punchline to a very lonely joke.

Freshman year includes a time of adapting and adjusting: adapting to the new classes, the new teachers, new responsibilities and adjusting to the new schedules and commitments. Despite being the easiest year of our high school careers, as freshmen, our schedules are disorganized. Along with sport commitments, school assignments and projects, and a desperate need for sleep, freshmen don’t always reach the necessary schedule goals. In fact, according to the survey taken by freshmen Saints, the majority of students struggle to get at least 8 hours of sleep. Their sleep schedules are affected by their sports schedules and their homework load.

Most extracurricular activities last for more than 2 hours everyday, and for some students, more than three hours per day. Though such activities are necessary for every Saint, 5/6 freshmen interviewed agreed that their athletic practices, games, and tournaments extract a relative amount of time away from their personal lives.

Despite loving her sport, Evelyn Perfall '19 admits that the time commitment wasn’t easy to schedule around. She says, “It’s so much nicer not having sports. I have more time to study for tests and to be prepared for them, I have more sleep time. I can take my time eating dinner and doing homework, because I finally can. I don’t have to rush to everything.” Evelyn also goes on to explain

that she wishes that coaches were more understanding of players’ personal lives and other commitments—a concept that is certainly agreeable to most athletic students. The freshmen I interviewed unanimously expressed that the timing of sports often disrupt their sleep schedules.

When asked about her current sleeping schedule compared to last year, Helen Sweeney '19 says, “Now, I sleep less than I did last year. I think that it’s mainly because of sports; we get back so late and then we have to start homework pretty late.” My classmates reasoned that their sports schedules combined with the homework load decrease their sleep time significantly—each putting more emphasis on their homework load.

When I asked the freshmen how much sleep they are getting, they smirked. Helen Sweeney '19 even laughed when she said, “Sleep? That’s funny, I probably get around 6 hours.” This unhealthy sleep pattern arises in most of the interviews, Christina Cavallo '19 even admitted to being tired at the time of the interview saying, “I get around 7-8 hours of sleep, it’s really not that much. I’m really tired right now.”

The freshmen, of course, believe that their sleep schedules are incredibly affected by not only the amount of homework given for each class, but the quality expected of the homework for each assignment. Mason Edwards '19 says, “teachers should give us extended time on projects” and goes on to suggest that every assignment needs to be done thoroughly, which creates a lack of patience and even a desire to take more time on each assignment. Mason’s opinion reiterates Helen’s thoughts when she says, “If we thoroughly do the homework for every class every day, students would have no free time. I’ve never not done my math homework thoroughly. If I had to do that for every class, I would have no alone time.” The freshmen then elaborate on their ideas and explain that they feel as though their teachers could be more understanding about homework assignments. 88% of students surveyed said that it takes them 2-4 hours or more to complete their

homework assignments. However, when interviewing freshmen individually, I found that there were a slight mix of opinions.

While most freshmen agreed that their homework load is fairly heavy in regards to their personal lives, some showed little anxiety about the topic. Mary Margaret Lehmkuhler '19 and Elise Massie '19 both agreed that their homework load this year is more manageable than last year. Mary Margaret says, “Actually, the homework this year is a lot better! Even though I’m getting home later, I feel that the limited time forces me not to procrastinate, and to use every second to work.”

And while the majority of freshmen I interviewed thought otherwise, some believe that the homework load on weekends takes away from their personal lives emotionally. Christina Cavallo '19 tells me that she becomes anxious if she hasn’t finished her homework during the weekends and is instead spending time with her friends and family. She says, “The amount of homework takes away from my family spending time; it takes away a lot emotionally.” The emotional challenge that homework can create during the weekends was a topic that Lucas Bires '19 touched on as well. He explained, “I’d say that the homework right now isn’t overly difficult, but the homework on weekends gets to be a lot. It can get kind of stressful due to other commitments during the weekend.”

Despite having some mixed opinions on how stressful the freshmen homework load is, the freshmen I interviewed all ended the interview with the same thought: they all had wished that their teachers were more understanding in terms of deadlines and quality of work, especially projects. They also shared that their schedules practically revolve around their homework because they know to what standards each assignment is to be done and how much time that would take; their homework assignments, no matter how little, are incredibly relevant to their personal lives. And, their assignments not only affect their social lives and time to be spent with family, but their sleep schedules and the amount of glorious episodes they can watch on Netflix.

Sophomore Year

By Marta Rich '18

One of the most common things you hear when entering sophomore year is “this is when it’s time to get serious.” Your grades start to really matter, and you are given the chance to take AP’s and multiple honors courses. The leap from freshman year is not as great as the leap to junior year, but it is still full of changes, one of them being how much sleep you get.

However, despite the change in schedule and slight increase of assignments, according to the survey that *The Voice* sent out, sophomores get an average amount of sleep (around 6-7 hours), while freshmen receive 8-9 and juniors only 5 hours of sleep on average. This shows a steady decrease in the hours of sleep you receive beginning in freshman year and ending in junior year.

I asked several sophomores if they are able to complete assignments and still manage to get a good night’s sleep. Lindsey Ellison '18 responded, “it depends on the kind of night,

sometimes I have sports so I am at school until late. And then I have tutoring, so by the time I get home it is pretty late, and I still have most of my homework; therefore, I sometimes stress to finish all of my homework on time to get a good night’s sleep.” Jenna Lindsey '18, also felt that extracurricular activities affect the amount of sleep she gets. “My grades were better this year, but I start my work a lot later in the night.”

The changes in homework and assignments cause stress for sophomores to also be well rested and show up to school not looking like zombies. “I have more work, I get home later, I have less sleep, I have more afterschool activities and overall, sophomore year is a tough year, a lot harder than freshman year,” said Mark Slacin '18. “I suggest that freshmen learn good study habits this year, so they can cope with the workload. How much sleep do I get? Not enough.”

Junior Year

Katerina Silis '17

Lately, I have found our school halls overflowing with sleep-deprived zombies, students and teachers alike. Now more than ever, students are running on fumes, will, and the power of caffeinated beverages. Of course at a school like St. Stephen’s & St. Agnes, the workload can be overwhelming for anyone, especially with time management and the combination of academics and extracurriculars.

Still, why can’t we hit the sack early enough at night? Is it the procrastination of pulling an all-nighter to finish an essay? Could it be the lure of social media and the call of Netflix? There’s always the classic “I’m going to take a two-minute nap” that becomes a two-hour nap. To get to the bottom of this, I decided to take on the challenge of figuring out what keeps the Junior class up at night.

The stress of Junior year alone gives underclassmen nightmares about the standard of having perfect grades to apply to an Ivy League school. Once the year known as the most important in your high school career begins, it

can be difficult not to feel the stress. J.P. Wilusz '17 commented on this, saying "Most student athletes do not even get home until 6:00 or later. Even then, teachers think that students have all the time in the world to do work for their class and do not take into consideration that they could be taking other honors or AP classes with more work. They don't realize that every class is about an hour of work and there simply are not enough hours in the day to get it all done." In fact, according to our school-wide survey, most members of the Junior class only get 6-7 hours of sleep, with a minority that gets 5 hours or less.

While academics and the daily burden of homework keep students from hitting the snooze, social media and other distractions keep people from getting enough sleep at night. In our school-wide survey, we found that though most students only have an hour of social media use a day, 27.4% of our responders said they used social media at the unhealthy level of 2-3 hrs a day. Considering the fact that most students have 2-5 hrs of

homework every night, that amount of time can lead you to completely neglect your homework.

Clearly, we as students on some level prioritize our social lives above our academic lives with a bit of a social media obsession. With apps like Snapchat and Instagram, we can completely ignore the world off-line: "You have to check social media to keep up with your friends, but school is mandatory. Trying to balance both can be a lot," remarked Adele Reardon '17.

Though technology can keep us from hitting the hay, activities outside of school like sports can have the same effect on us: "I play lacrosse all year round. For another team outside of school. It's two hours four times a school week. I go to bed at 11:00 or 12:00 and usually get up at 6:00 so I can throw for lacrosse," exclaimed Jacob Williams '17. During our chat, he gushed about the beacon of college after high school, making his devotion to lacrosse worthwhile, replying, "I definitely

want to be successful [with lacrosse] and get into a very nice college."

In the end, I cannot report there is just one source for our sleeping dilemma. The reality is it is more of a combination of factors that vary from person to person including the classes one takes and the workload that comes with them. In fact, the survey results showed a general consensus that between this year and last year, our workload went up significantly or stayed the same between years for members of the Junior class. In the words of Stephany Guadalupe '17: "I feel like I'm okay at managing my time but I do not have enough time to even do that."

Ultimately, it's all about making time for your priorities. Obviously there are going to be some nights where you cannot go to bed at an ideal time, but, as Adele Reardon '17 said, "I think that Junior year gets a bit of a bad reputation but if you can just manage your time and get some sleep you'll be all right."

Senior Year

Haley Hassell '16

Sleep and senior year--two things that should go hand in hand but rarely do. A defining moment of my twelfth grade year thus far was the time spent studying an ironic AP Psychology unit on the essential nature of sleep. As it turns out, sleep is a rather foreign concept to many seniors. In an online survey of the SSSAS 2016 class, only 12% of students reported getting more than 8 hours of sleep, even though teens should sleep for at least 9 hours each night. The problem for most isn't a social media or Netflix addiction, but homework, extracurriculars, and of course, college applications. The majority of seniors spend between 2 and 3 hours on their homework, and one-third of the class spends 4 or more hours on assignments each night. Extracurricular activities only add to our lack of sleep, as 92% of seniors have commitments outside of school, 89% of which take over two hours.

Sleepless nights aren't a new trend in the senior class; I know many of us had our fair share of them last year as well. The majority of survey respondents, however, reported having more and/or harder homework this year than in the past. Ann Bailey '16 feels that "the pressure to finish college applications and maintain your grades, all while taking

the hardest classes you've ever taken" contributes primarily to the stress of senior year. Thankfully, students are able to relax a bit more on weekends. Many seniors report spending their free time going out with friends or, unsurprisingly, sleeping. But even the precious time students spend trying to catch up on sleep can be stressful. Ann also admits that she has "dreamt about derivatives and the mean value theorem a couple times."

In contrast, there are the lucky 18% of seniors who report getting more sleep this year than during junior year. At first glance, I figured that these students must not take many AP classes, not be involved in extracurriculars, or simply not do their homework. But a closer look at survey responses allowed me to understand that it is possible for seniors with demanding schedules to get more sleep. One student responded to the question "how much sleep are you getting compared to last year?" by saying "a little more, I have standards now." Perhaps seniors who paid the price of a sleep deprived junior year are starting to prioritize sleep in their last year of high school.

Insufficient and irregular sleep patterns have definitely taken a toll on seniors this year. Kelly Nirenberg '16 has started to "rely on coffee to help [her] stay alert during the day."

Kelly freely admits to her caffeine addiction, and also expresses that the combination of a lack of sleep and heavy workload have contributed to her dependence on coffee. "I used to only need one cup to feel awake," she says, "but this year I need 2-3." Sleep loss can't be solved by caffeine, and continues to affect students throughout the day, not just in their morning classes. John Sweeney '16 says that after "a rough night...I'll unintentionally nap and then wake up at like 8 and not be able to sleep again...so it just becomes a cycle." As John expressed, one night without enough sleep can continue to affect students for the entire subsequent day. Sleep deprivation, then, is more than just a recurring theme among seniors--it's a way of life.

Finding time to sleep in the midst of demanding AP classes, extensive extracurricular activities, and the college process is a strenuous endeavor. While some seniors struggle with this more than others, seeking balance in our busy lives is an important part of growing up. I hope that once college applications are submitted, more seniors will find time to sleep, or at least "have standards" for the amount of sleep they need to feel good and thrive in our academic environment.

Crossword Answers



Cartoon by Nick Gerson '16

- Down:
- 1: Hamilton
 - 2: Dances
 - 5: Morning Meeting
 - 7: Mr. Mills
 - 9: Trips Abroad
 - 12: Junior Year
 - 14: Senior Year
 - 16: Alcohol Edu
 - 17: Lacrosse
 - 18: Ping pong
 - 19: Holden
- Across:
- 3: Hamilton
 - 4: Club Meetings
 - 6: Spirit days
 - 8: Middle School
 - 10: Bishop Ireton
 - 11: Mr. Miriani
 - 13: Sleepy Thompson
 - 15: SCA
 - 20: Honor rule
 - 21: Dress code
 - 22: Fun Friday

“The Greatest City in the World!”

By Eden Solomon '16

In the midst of studying for tests and doing college apps, 106 SSSAS students from all four grades took a step back from it all, leaving the chaos behind by going on a three-day trip to none other than New York City. On this trip, students would get to see four shows, two of which were required and two that each student could pick, attend a master class, and enjoy the city in the time between.

On the morning of October 10th, we all arrived armed with everything we would need for the next three days. We met in CPAC and boarded the busses shortly after. Departing at 7:30 am, we were tired yet somehow wide-awake with anticipation of the trip, not to mention that bus rides are always the best. About five hours later, we finally arrived at Rockefeller Center, where we met our animated and sassy tour guides who would lead us for the duration of the trip.

After grabbing what we were told would be a “quick lunch” but really ended up being a “sprint to the nearest decent-looking shop and grab a bag of chips if you can find one,” we were on time for our first show, “An American in Paris” at Palace Theater. After the three-hour long show, we departed the theater and made our way towards HB Burger, where we got to meet the cast of “An American in Paris.” We got to ask them questions about their acting careers and about the show itself. That was one of the coolest parts of the trip.

After going on a long bus ride, rushing about the city, and stuffing ourselves with a feast of sliders, pasta, and cookies, a wave of exhaustion came over us, but the day wasn't over yet. We all had one more show to watch, but this time we would split up into groups according to which show we had signed up to watch. The four shows that we chose from were *The Curious Incident of the Dog in the Nighttime*, *Il Trovatore*, the Baptiste Trotignon Quartet, and the Shen Yun Symphony.

“Each [show is] so different and engaging from both an aesthetic and artistic point of view,” says Dr. Criswell.

Mr. Taylor's favorite show was the opera *Il Trovatore* because “it was definitely the most ‘metal’” of the four shows he saw. “During the opera, there was a song (the Anvil Chorus) in which the cast was hitting the anvil to the beat of the song. It was very cool to see that,” he says.

Curious Incident, based on Mark

Haddon's novel about Christopher John Francis Boone, an autistic boy determined to solve the mystery of his neighbor's dog's murder, was a big hit among all that saw the show. “The high-tech stage was awe inspiring,” marvels Ms. Ambrose. Mr. Marvin notes that “the way all of the stage elements were used to help tell the story from an autistic boy's perspective, the lighting, the set, and all of the movement and acting worked together to create an abstract, yet believable world.”

Much to our dismay, we had to wake up the next day at 7:00 am the next day, which was pretty rough considering that most of us had stayed up pretty late. After a “quick breakfast” which was really a “grab something, anything and go, go, go”—are you sensing a pattern here?—we loaded the buses and left for our next adventure.

We arrived at 42nd Street & 8th Avenue to hop onto yet another set of buses. But these buses were no ordinary buses. Each bus carried 49 passengers, all of whom faced a giant window on the side of the bus that looked out into the city. On “The Ride,” we were accompanied by two spirited hosts who gave us facts about the sights and led us in a game of trivia, and we were joined in by “random people on the street” who broke out into rap, song, and dance. Sam Burke '16 says this was “[one of] the best part[s]” of the trip.

Our tour of New York came to an end, and we finally got some free time, where we had the chance to eat and enjoy the sights at our own leisure. “[I] went to Chipotle and Guy Fieri's restaurant, hung out in Times Square, window shopped, took photos, [and] hung out with friends,” Bit Brown recounts. Some other things students did was raid the M&M store, visit the giant Toys“R”Us, and shop in the Forever 21.

Then we split up to watch our third set of shows. This time we split into two groups, one that saw the Ballet: “Liebeslieder Walzer” “Tchaikovsky Suite No. 3” and the other that saw *Hamilton*.

Hamilton, a musical about Alexander Hamilton's life and legacy, was by far, the most memorable performance of the trip. “The music was SO GOOD and the acting was amazing (King George OMG) and it was basically the best thing ever,” Ann Bailey '16 exclaims. Mr. Marvin agrees, saying it was one of his favorites “because of the synergy of

American history and the hip hop music. Both working together to make the characters very modern and able for us to connect with them on a visceral level.”

“I love Lin-Manuel Miranda, the composer,” says Ms. Byrne, “The show was captivating, made history exciting, and used a variety of popular styles of music to tell the story.” We got lucky, as we ordered our tickets long before it became a big hit and the ticket prices skyrocketed (one of the actors from an American in Paris mentioned that even he couldn't get tickets to the show). Long story short, seeing *Hamilton* should be on everyone's bucket list.

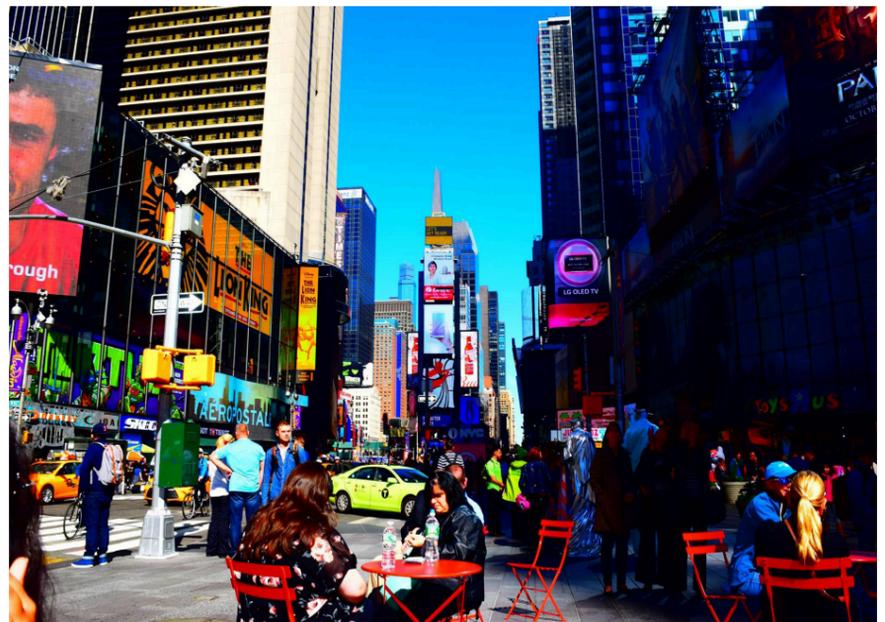
Afterwards, we enjoyed a family-style dinner at Buca di Beppo, where we ate an Italian meal of spaghetti with marinara, fettuccine alfredo, chicken parmesan, and, the best part, chocolate cake for dessert. Once we finished dinner, we made our way to the St. James Theater, where we would watch one final show, *Something Rotten!* After seeing *Hamilton* (which the majority of us saw), our expectations were a little too high. Basically, the main takeaways were the overused sexual innuendos and the fact that Shakespeare was the Elvis of his time.

The next day we woke up at- you guessed it- 7:00 am; and this time we had to be on time for our master classes. At DiMenna Center, we attended one of four master classes: The Orchestra/Wind Ensemble/Jazz Band workshop “Orchestral Workshop,” the drama workshop “Stage Combat,” the techie workshop “Let's Get Technical,” and the chorus workshop “Singing as One.”

Dr. Criswell explains that in the Orchestral Workshop, the clinician played keyboards for many Broadway shows, including *Wicked* and *Phantom of the Opera*. “He brought the intimate knowledge of the shows and the ear of a Broadway musician to encourage the ensemble to dig more deeply into the musicality and feeling of the music (*Phantom of the Opera*) that we are preparing for our Winter Concert. It was an excellent experience that certainly gave our musicians a different, yet in some ways similar, point of view and style of preparing a piece for performance.”

In the stage combat masterclass, students learned exactly that. Students really enjoyed the class overall and learned a lot

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Clockwise from top left: A group of students pose for a picture outside the Ethel Barrymore Theater after seeing *The Curious Incident of the Dog in the Nighttime*; a sunny photo of Times Square; Kelly Nirenberg '16 shows of a souvenir from *An American in Paris* with Haley Hassel '16. Photo Credit: Elizabeth Brown '16

Wacky Ways to Celebrate Each Day

By Jacob Lipton '17

While everyone has a favorite holiday, the answers are always the same; Christmas, Halloween, Thanksgiving, and The Fourth of July dominate discussions surrounding favorite holidays. Contrary to what you may think, fun holidays are not something that have to be long awaited. In fact, every day of the year is occupied by a holiday you have probably never heard of.

From New Year's Day all the way to Christmas, celebrate the wackiness of holidays such as Step-in-a-Puddle-and-Splash-Your-Friends Day on January 11th, or False Confession Day on November 21st. However, make sure you celebrate all of these holidays safely, and within reason. Do not take it too

January

3rd: Humiliation Day
14th: Dress Your Dog Day
17th: Ditch Your New Year's Resolution Day

February

4th: Thank a Mailman Day
11th: Don't Cry Over Spilled Milk Day
17th: Random Acts of Kindness Day

March

3rd: If Pets Had Thumbs Day
16th: Everything You Do is Right Day
28th: Something on a Stick Day

April

4th: Tell a Lie Day
16th: National Stress Awareness Day
27th: Tell a Story Day

May

1st: May Day
9th: Lost Sock Memorial Day
13th: Friday the 13th (Only one in 2016)

June

1st: Dare Day
18th: World Juggler's Day
20th: Finally Summer Day

far like falsely confessing a crime or losing a friend over a puddle.

While most people focus on the big holidays that bring families together and take students out of school, every day has a chance to be celebrated. Craving some ice cream but it's 7:30 AM? If it's February 6th it would be wrong to NOT eat ice cream for breakfast on Eat-Ice-Cream-for-Breakfast Day. Proud of your middle name? Tell everyone to acknowledge it on March 10th or Middle Name Pride Day. Go a little too far on April Fool's Day? Don't worry, you can make up for it on National Reconciliation day, cleverly scheduled on April 2nd.

July

2nd: I forgot Day
12th: Different Colored Eyes Day
28th: National Milk Chocolate Day

August

6th: National Mustard Day
10th: Lazy Day
13th: Left Hander's Day
18th: Bad Poetry Day

September

4th: Newspaper Carrier Day
13th: Fortune Cookie Day
23rd: Dog in Politics Day

October

9th: Leif Erikson Day
22nd: Make a Difference Day
30th: National Candy Corn Day

November

8th: Dunce Day
21st: World Hello Day
30th: Stay at Home Because You are Well Day

December

4th: Santa's List Day
17th: Maple Syrup Day
20th: Go Caroling Day

Many people wonder how these holidays come about. The real motive for creating most of these holidays will shock and sadden you, as it did to me when I stumbled onto holidayinsights.com. Most of these holidays are created by either individuals or companies with the intent to copyright and profit from them. While this is a disheartening explanation to the creation of all of these obscure holidays, it does not have to be the reason you celebrate.

Obscure holidays are more than just funny things to do during a day. They provide a fun way to break a rut or give a little boost to your day. Here are some of my favorite holidays from each month.



CAPPIES Review: *The 39 Steps*

By Amanda Johnson, Dominion HS

The show opens with a chaotic mob of animated, larger-than-life characters rushing the stage, immediately indicating the energetic and fun tone of the rest of St. Stephen's and St. Agnes School's performance to come.

The 39 Steps is a hilarious melodrama based on James Buchan's 1935 novel and Alfred Hitchcock's 1935 film, both of the same title. The original play, starring just four actors, had its initial run in England, lasting on the West End for a whopping nine years. It eventually gained traction in the United States as well, even running on Broadway for two years. The show tells the thrilling story of a visitor to London named Richard Hannay. After meeting and agreeing to help hide an enigmatic woman named Annabella Schmidt in his flat, she is suddenly killed by a couple of secret agents. Afraid that he will be prosecuted for the girl's murder, Hannay goes on the run from the police in an effort to get to the bottom of the mysterious spy ring and, in return, prove his innocence.

Despite not having the classic four-person cast, the entire ensemble was incredibly talented as a whole, staying focused and in-character even when the spotlight was not fixated on them. From a couple of sociable Scottish innkeepers (Sam Stevens and Nancy Brooks) to sinister secret agents (Lily Smith and Ben Johnson), nearly every character was able to remain in-the-moment and thus

anchor the story.

The lead role of Richard Hannay was performed by the talented Jack Dewhurst, who was able to efficiently meet the difficult-to-manage needs of playing such a pivotal, major character. Though he was on stage for the majority of the show, even opening and closing it, Dewhurst seemed to have an unlimited supply of energy and skill.

Some of the best roles, however, were the majority of the general ensemble of minor characters. A few of the many shining stars included Nicki Gray as the theatrical Mr. Memory, Bobbie Benjamin as the mysterious Annabella Schmidt, and Nancy Brooks as the gullible milkman.

One of the ultimate stand-out elements of *The 39 Steps* besides the talented cast was the impressive set by Eric Karsten, Nicki Gray, and Katie Henshaw that included impressive scaffolding that formed a smaller proscenium arch and a rolling platform that formed a smaller stage, both of which made the performance seem more intimate and personal. Another remarkable technical aspect was the sound effects by Katie Henshaw, Dokken Shapero, and William Moore that would either assist beautifully in setting the scene, or add an extra layer of hilarity to even some of the tiniest actions performed by the actors.



Bobbi Benjamin '17 as Annabella Schmidt and Jack Dewhurst '18 as Richard Hannay. Photo credit: Susan K. Hamon

World News Page

Nous Prions Pour Paris

On Friday, November 13th, 2015, Paris, France was victim to a terrorist attack that echoed throughout the world within minutes. A planned attack that included shootings and suicide bombings resulted in more than 130 deaths, and left more than 350 people injured. Deaths were reported at a heavy metal concert at the Bataclan nightclub, a French vs. Germany soccer match at Stade de France, La Belle Café, the Le Petit Cambodge restaurant and Le Carillon bar, as well as one other undisclosed location. Following the attack, ISIS took responsibility and threatened the same outcome on other cities worldwide that have chosen to take part in airstrikes against the group in support of France. Below are bullet points of the recent news from four major news outlets.

NPR:

- "According to two sources close to the investigation, Salim Benghalem, 35, is considered the supervisor for French would-be jihadists who travel to Syria to live and train with the group. He is the most high profile Frenchman with ISIS and considered the 'Jihadi John' of France. He grew up in Paris suburb of Cachan."

CNN:

- "Prior to Friday's attacks, Iraq shared intelligence that ISIS leader Abu Bakr al-Baghdadi had ordered an attack on countries fighting against ISIS, though there were no specifics about when or where the attack would take place, a senior Iraqi official has said."

- "Authorities revealed that at least one of the suspects believed to be involved in the Paris terrorist attacks entered Europe among the current wave of Syrian refugees. He had falsely identified himself as a Syrian named Ahmad al Muhammad and was allowed to enter Greece in early October."

- "Wednesday's raid on a building in the northern Paris suburb of Saint-Denis happened after Belgian and French security agencies picked up phone communications indicating a relative of suspected Paris attacks ringleader Abdelhamid Abaaoud was there, a Belgian counterterrorism official told CNN. French police also had strong information that Abaaoud was in France. A woman blew herself up when authorities raided the building and French forces used powerful munitions to counter the suspects, resulting in an entire floor collapsing, the source said. Investigators have found body parts among the rubble."

- It turns out Abaaoud was in that building in Saint-Denis. And after a violent firefight that included explosions and gunfire, he was dead. In a statement released Thursday, the Paris prosecutor's office said that Abaaoud's body was found in the Saint-Denis building riddled with bullets. The office said that he was positively identified using papillary prints, which include patterns on fingers, palms and the soles of the feet.

- "More than half the [United States] governors say they oppose letting Syrian refugees into their states, although the final say on this contentious immigration issue will fall to the federal government."

FOX NEWS:

- Authorities identify Abdelhamid Abaaoud, as the suspected mastermind of Friday's deadly attacks, who also is believed responsible for an attempted terror attack on a high-speed train that was foiled by three Americans this past August.

NBC:

- A statement issued by ISIS later claimed responsibility for the attacks, according to global security firm and NBC News analyst Flashpoint Intelligence. ISIS has previously threatened France due to its military operations against the group in Syria and Iraq.

- "We are at war," France Prime Minister Manuel Valls tweeted. "And this war, we will win."

- ISIS released an undated video Saturday urging Muslims who are unable to wage holy war in Syria to carry out attacks in France, according to an unclassified FBI document.

- President Barack Obama said the violence was an attack on "all of humanity"



A New Age of Change Spurred at Mizzou

By Taheeb Sonekan '16

Recently the University of Missouri has been drawing national attention for its students and faculty member's public opposition to administration, particularly due to a lack of effort in addressing discrimination and harassment of African Americans and other minorities on campus.

This case made even larger headlines recently when the president of the university, Tim M. Wolfe, resigned and the chancellor, R. Bowen Loftin, announced that he will be stepping down to a less prominent position on campus at the end of the year. CNN news reports that both announcements were made on Monday November 9th in separate news conferences.

Tension between the administration and the university body had been growing since Wolfe was hired in 2012, however September 2015 sparked the turning point. National outrage began when the President of Student Association, Payton Head, who is African American, took to Facebook to address an incident in which a group of men yelled racial slurs at him, and the administration paid no attention to it. It took nearly a week of protesting before the chancellor addressed the incident, The New York Times reports.

Later in October, other major incidents made headlines. A student group called the Legion of Black Collegians was rehearsing a homecoming performance when a white man came on stage and yelled racial epithets. Later that month, smeared feces in the shape of a swastika was found on a bathroom wall in a new residence hall.

Opposition to administration grew so large, that it proved to be undeniable. Protests began to form under the lead of the activist group "Concerned Student 1950," a reference to the year the first black student enrolled in the university. Deans from nine of U of M's individual colleges requested for Mr. Loftin's removal.

According to The New York Times, a number of Jewish groups told Mr. Loftin they were "dismayed" after his lack of action after a swastika was drawn on a dormitory wall. Even more attention was drawn after graduate student, Jonathan Butler, announced a hunger strike, pledging that he would not eat until Mr. Wolfe was gone.

Following that, the biggest blow may have come when, via twitter, Missouri's Legion of Black Collegians announced, "The athletes of color on the University of Missouri Football team truly believe 'Injustice anywhere is a threat

to Justice Everywhere'" and "'We will no longer participate in any football related activities until president Tim Wolfe resigns or is removed due to his negligence toward marginalized students' experiences WE ARE UNITED!!!!!"

ESPN.com reports that 42 of 64 players on Missouri's depth chart are African American and that a change.org petition made to remove Wolfe from office gained over 2,000 supporters. Having the majority of the team not play would have caused the University to forfeit their upcoming game against Brigham Young University. CNN reports this would have cost them a loss of at least one million dollars in revenue. "That got the attention of the alumni and the board, along with the substantial penalty they would be facing," said Representative Democrat William Lacy Clay of the St. Louis area.

All of the large efforts to fight back from students and faculty led to the recent resignation of President Wolfe and also much more. The opposition also led to policy changes as The New York Times reports the Board of Curators released a set of new initiatives to address racial tensions on campus. These changes include requiring diversity and inclusion training for all faculty, staff members, and incoming students.

Turning Tables and Flipping Classrooms

By Afua Nyantakyi '18

"The virtual teacher has arrived," according to the New York Times. Many teachers are trading their in-class lectures for video lectures that their students can view as homework. This practice is called "Flipping the Classroom," and it includes students learning from the class lecture as homework, then working on practice and activities in class the next day. "It leaves students more time to explore the material," said Ms. Sellon, the learning specialist at SSSAS.

"Flipping the classroom can be beneficial for students who learn at different speeds. If a student doesn't understand the first time, they can go back and watch the example again and (hopefully) understand it better the second time," explained Mr. Cotter of why he believes flipping the classroom is beneficial.

Technology has made this process possible and many teachers assign video lectures as homework that students can watch through their own technology devices at home. Being able to go back and "rewind" their lesson that day is a huge advantage for students that experience flipped classrooms. Websites like Youtube, Flipped classroom

Association, and TED Ed have been allowing more and more teachers to use this method to find and create their own lecture videos with ease.

Co-Founder of FlippedLearning.org Jon Bergmann leant his opinion on the technological aspect of flipping the classroom to The Journal. He stated "I can say prior to us, in 2000, a couple of professors from the University of Miami wrote an article on what they called the inverted classroom. It didn't take off, because I think it wasn't the right time. YouTube wasn't around yet."

Although Flipping the classroom has its obvious advantages, some teachers could sight some cons to the practice. Mrs. Geiger stated that the most "commonly cited disadvantage" was that "students were not able to ask questions until the next class." Mr. Cotter also expressed worry that "the students may not actually watch the full video, or may watch it, but may become distracted while watching it."

Many teachers also tend to take their own unique twist when incorporating "Flipping the Classroom" into their classes. "I used online assessments through our class website to check my students' progress throughout the unit. The short quizzes helped me get a quick sense of how the day's lesson

went, and the students also got immediate feedback on how they were doing," said Ms. Geiger.

Progress evaluating assessments seem to be the trend at battling the proposed cons of flipping the classroom. Mr. Cotter also stated that he and Ms. Canfield are "trying to use EdPuzzle more, where the students are required to answer questions throughout the video, to help keep them more engaged."

Generally, the students tend to prefer flipping the classroom to the traditional method of teaching. "I think it's better because of the fact that we do the homework in class. I think it frees up a lot of time when you're at home and you have other subjects to focus on," said Christian Corpening '18. Another sophomore, Jadyndy Chandler '18 agreed that it was better because "you don't have to wait until the next day to ask questions."

In the end, it can be seen why Flipping the Classroom is primarily used by Math and Science teachers. "To me, it seems that topics that are more procedural in nature, as opposed to conceptual, lend themselves to this type of learning. For example, the unit that I flipped was about vectors and complex numbers. These topics are very concrete and skill-based. It would be more challenging to teach how to sketch the derivative of a function in a 10-minute video, let alone analyze a piece of art or a poem!" explained Ms. Geiger. Ms. Sellon also agreed that certain activities such as "analyzing difficult text are better done in the classroom during a discussion."

Performing Arts Trip Cont'd

about stage combat, an aspect of theater that perhaps does not get as much attention as others. "The instructor did a phenomenal job involving all students," praises Ms. Ambrose, "He had a progressive approach, building on the lesson throughout the workshop."

The technical theater workshop gave the techies a peek into the world of professional theater. "[The workshop was] very practical about what a lighting designer needs to do to work with directors and put a budget together to get everything built and working for a production," says Mr. Marvin.

Finally, the choral masterclass was led by Jeanne Lehman French, who was Mrs. Potts from *Beauty in the Beast* on Broadway. "In her kindness, she sang the song Ms Potts (she) sings in the musical (a solo), which everyone enjoyed," says Kai Freeman, "The other teacher was a fantastic piano player and when we had finished with the "class" part of our time together some of the the chorus students (including myself) sprung into spontaneous song." The students had a great time and benefitted from the class, as French, according to Ms. Byrne, "helped the kids to improve their

vocal tone."

Then we had one final lunch in the city followed by a tour of Central Park, where we got to enjoy the sights one last time before our departure.

Overall, the trip was a big hit among students and teachers alike. For a moment, we forgot about all the stressful work we had waiting for us at home and made memories to last a lifetime. "[The most memorable part was] the boys doing a kick-line and singing "New York, New York," says Ms. Stone. "The Hamilton soundtrack will always be a classic,"

says Bit Brown. Dr. Criswell says, "The most memorable and inspiring part for me (as the organizer) is seeing the smiles and observing the excitement after the different shows from our students and watching the bonding that takes place over the weekend. It is what makes all of the behind-the-scenes stuff worthwhile and keeps me coming back to organize the next trip." So to the freshmen and sophomores who didn't get to go this year, don't worry; you'll be able to go in two years. And to those of you who are unsure of going, go. There's nothing like being in the Big Apple.



Above: Jason Carroll '17 at the Island of Gorée Right: Jason at the African Renaissance Memorial with two other exchange students



Jason Carroll Cont'd

YES Abroad program.

Getting to Dakar was a mixture of hard work and chance. In fact, it was his mother, after hearing about it from an acquaintance, who recommended the idea to him. After finding out about YES through his mom, Carroll had to submit an online application and then go through an in-person interview in Washington, D.C. Out of 130 semi-finalists, he was one of 65 students selected.

"While on program we are able to share American culture, explore our host countries, do charity work, attend a local school, and meet amazing people," he explained. "Long story short, I choose to do this study abroad program to be able to have the time of my life while still giving back and being productive."

And having the time of his life he is.

"My favorite part about Senegal is that I live 3 miles away from the beach and it will be warm enough to swim all year. Also, I love the food," added Jason.

Of course, his days are mostly filled with school, which is markedly different from SSSAS. For one, students don't change classrooms--the teachers do, akin to American elementary school. Another difference is the diversity of language spoken at his school. While Jason is in Sénégal to ameliorate his French, at his international school he also hears Wolof, Serer (both Sénégalese languages), German, Italian, and Korean throughout the day. "I believe this experience will help me appreciate all that St. Stephen's does to try and help its students to succeed," expressed Jason. "From STAT time to the array of choices when picking your classes St. Stephen's gives its students much support throughout the years.

In his daily life, he also notices

differences between the United States and Sénégal. For one, there is more of a culture of casual sharing in Sénégal. "Meals are often eaten around a bowl, one's belonging can easily become everyone's shared belonging, it's common for siblings of all social classes to share one bed, and people always want to be around each other," he remarked. "In contrast information is something not seen as being too important to share. My friends on the same program and I all have said that members of our host families have invites us to go somewhere just as they were about to leave. Also one must ask the same question multiple times to multiple people in order to get all the information about any given topic."

Spending a year away from home has its difficulties--Jason states that he misses his family, his dogs, and American fast food. "Sadly, there are no Chick-Fil-A's in Senegal," he lamented. But he couldn't be happier at the present moment.

Puzzling Things About SSSAS

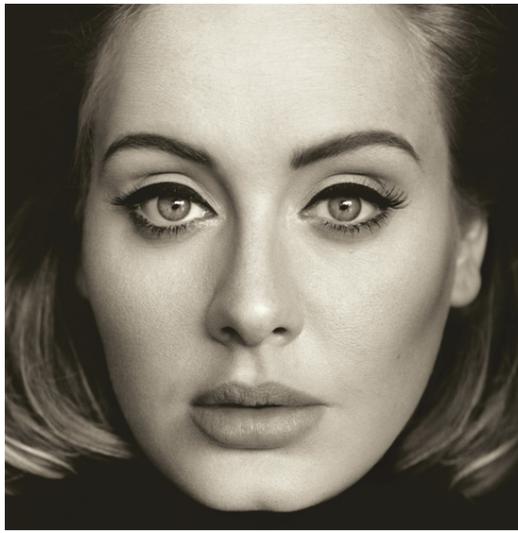
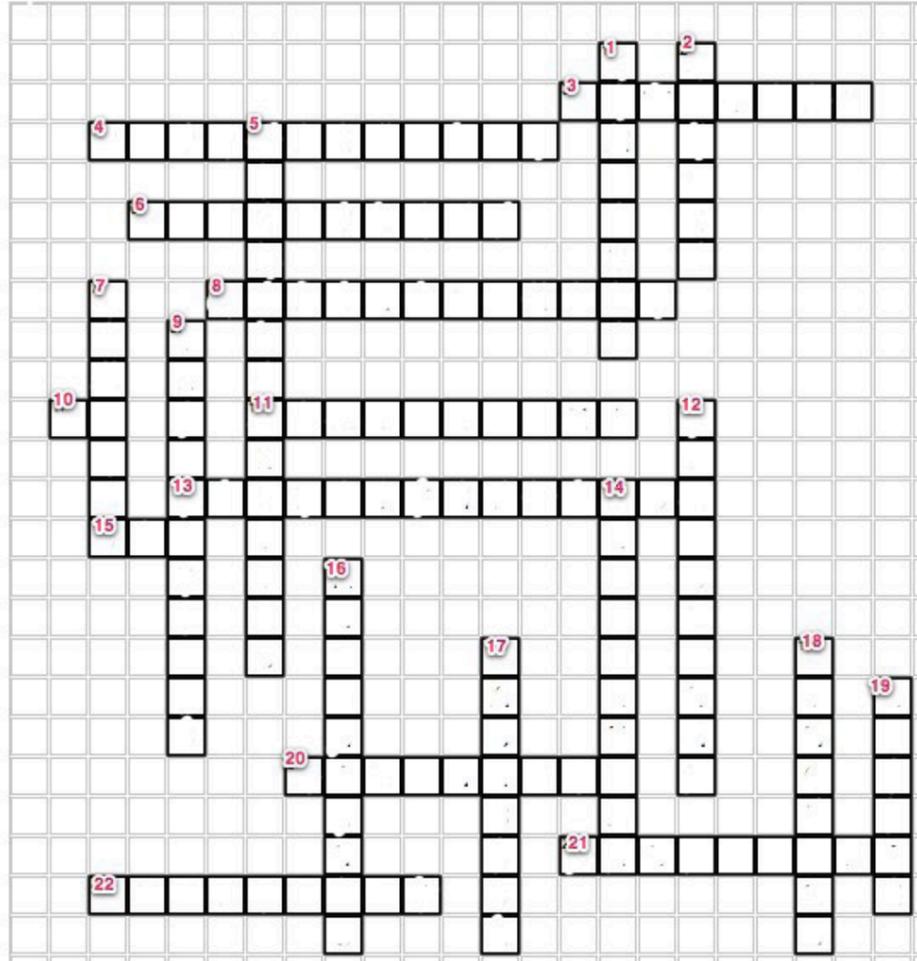
Katerina Silis '17

Down

- 1 Who lives, who dies, who tells your story?
- 2 These always become the most drama-related social events of the year and are often held in claustrophobic places.
- 5 Simple announcements or subliminal mind messages?
- 7 Our fearless leader: nothing scares him except leggings
- 9 How we all plan on meeting attractive, exotic people.
- 12 Most important year in high school? (at least grade-wise)
- 14 Is horribly stressful first semester but gets better later in the year?
- 16 A chore for freshmen
- 17 SSSAS's only year-round sport
- 18 The weird cult among the senior boys?
- 19 Rhymes with golden and at our school always follows the word Joan

Across

- 3 The style that Charlie O'Brian rocks 365 days a year
- 4 The reason I always eat lunch during my E Period class.
- 6 This pep-related activity was sadly cut short this year because of the PSATs
- 8 The most awkward time of our lives with the most cringe-worthy yearbook photos
- 10 Joke of the week (abbreviation)
- 11 We all know he has ties with the Italian mafia.
- 13 The only time it is ever okay to throw toilet paper if you are not 'teepeeing' a house
- 15 A school organization that was broke before the invention of doughnut sales.
- 20 Hit song of SSSAS: "For St. Stephen's and St. Agnes School with tradition, pride, and _____."
- 21 The thing that makes me think twice when I look in the mirror every day.
- 22 The most beautiful rite of passage ever invented by this school (as long as you don't wear a white shirt and are prepared to get wet).



In	Out
Leggings in Dress Code	Detentions
Blake and Gwen	Blake and Miranda
Red Starbucks cups	Fall Starbucks cups
"Hello" by Adele	"Can't Feel My Face" by The Weeknd
Paul Ryan	John Boehner
Pizza and Cookie Sales	Bake Sales
Fallout 4 & Black Ops 3	Fallout 3 & Advanced Warfare
PS4	Xbox One
Kendall and Gigi	Alessandra and Candice
Eccentric Shia LaBeouf	Actor Shia LeBeouf



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