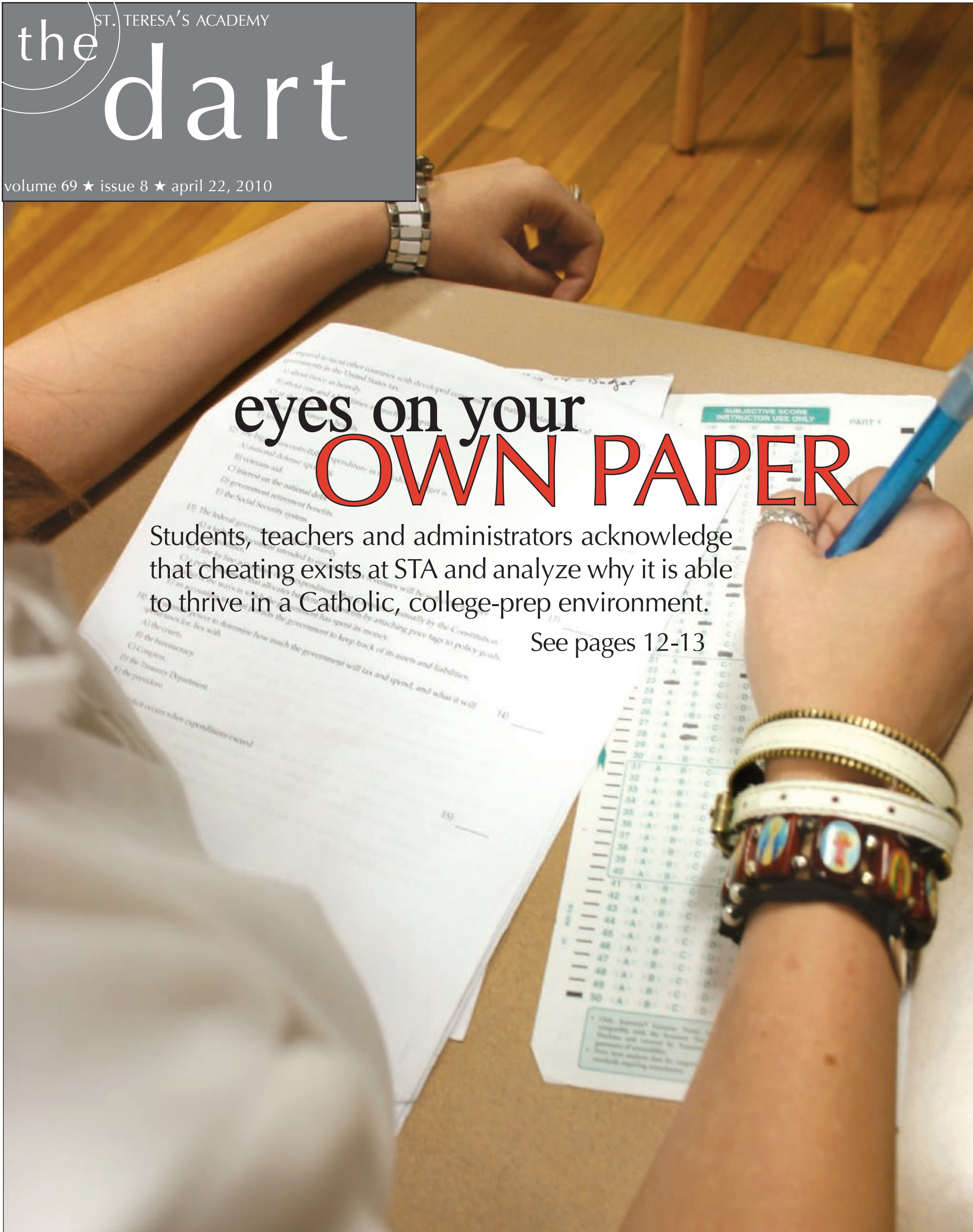


eyes on your OWN PAPER

Students, teachers and administrators acknowledge that cheating exists at STA and analyze why it is able to thrive in a Catholic, college-prep environment.

See pages 12-13



First comes baby, When comes *marriage?*

Faculty members, alumnae and administration explain STA's view on teen marriage

by TAYLOR BROWN
Centerspread Editor

"What do I do? This isn't supposed to happen," was the first thought that crossed alumnae Maureen O'Rear's mind when she read the results on her second pregnancy test.

Positive.

Maureen (Mo), 15 at the time, discovered she was about one month pregnant in August of 2005 after missing her menstrual cycle and taking two pregnancy tests. Questions and worries were all that she could think of in that moment.

"I was scared, first of all," Mo said. "I wasn't exactly sure what I was going to do. My initial thoughts were a combination of everything: What are my parents going to say? What's going to happen with my life? What is my boyfriend going to say?"

Although Mo kept her pregnancy a secret between her and her then-boyfriend of eight months for half of her sophomore year at STA, her family and the STA administration and faculty eventually found out. Despite Mo's worries, STA was supportive of her pregnancy in recognition to STA's "Statement on Pregnancy" found in the student handbook:

"In considering the good of the student involved, St. Teresa's Academy will follow the leadership and directives of the Catholic Bishops who urge us...to provide an environment where a pregnant teenager can find support and compassion."

The statement requires a meeting with the student, parent(s) and an administrator and that the "student seek professional counseling and proper medical attention during the pregnancy."

Since the Catholic Church denounces premarital sex, it may seem contradictory that STA supports pregnant teenagers but, according to the handbook, does not allow "students who enter the marriage state" to continue their education at STA.

Even Mo did not understand the reasoning behind STA's marriage and pregnancy statements before she herself had gotten pregnant. She thought it was interesting that students could be pregnant at the school but not married. After she experienced pregnancy, childbirth and giving her son up for adoption, though, she now understands and agrees with the rules.

"Marriage is a choice that you would make, where teenage pregnancy is usually an accident," Mo said. "I think that [STA] wants you to grow and become the woman that you are supposed to be and when you're 16, your school should come first. When you choose to get married, you make the choice for your husband to come first. STA doesn't want for you to be married because they want for you to keep your priorities straight. However, if you are pregnant, they want to support you because they don't want you to turn to abortion."

Likewise, president Nan Bone, principal for student affairs Mary Anne Hoecker, Mo's mother and STA physical education teacher, Ms. Stacie O'Rear, believe that this statement is not contradictory and that it promotes what is best for students at an all-girls Catholic high school like STA.

"Catholic Teaching will say to support the young woman who decides to give birth to her child rather than abort," Hoecker said.

"For marriage, I don't know if I'd say this is [Catholic] Teaching or if I'd say it's a strong suggestion, but students in high school don't marry. Most of the time it's because they don't work out. For high school students, their job is to discover who they are and to get the best they can out of high school and to prepare themselves for college and for a career. It may not be a law of the Church, but it certainly is a recommendation."

According to Bone, STA's statement on pregnancy is not meant to encourage teenage pregnancy, but rather to uphold STA's mission: neighbor to neighbor, without distinction.

"We certainly hope that we have done a good job at STA making you not ever get in a situation where you need to see this rule enforced," Bone said. "I don't really like to think of it as a rule, though. We call it a statement. It's a way for us to support that accidents sometimes do happen. It allows for us to support

"STA doesn't want for you to be married because they want you to keep your priorities straight. However, if you are pregnant, they want to support you because they don't want you to turn to abortion."

Maureen O'Rear, alumnae

a pregnant young woman in those difficult times."

Both Mo and Stacie feel that STA's position on and reaction to pregnant students could not be better.

"It was a very difficult time - one that I would not want another teen to go through - but [our family] couldn't have asked for a better support system," Stacie said. ★

★ STA Statement on Pregnancy

"In considering the good of the student involved, St. Teresa's Academy will follow the leadership and directives of the Catholic Bishops who urge us...to provide an environment where a pregnant teenager can find support and compassion."

Source: St. Teresa's Academy Handbook

inside *out*

dart news *online*



Close Up:

Sister Joan made the decision to devote her life to God.

See Page 9



Sports:

St. Teresa's Lacrosse team to become an official school sport.

See Page 14



Dart News Online:

Check the site for additional content.

See dartnews-online.com

Girls crack codes, school cracks down

Students find codes easy to obtain, school thinks supervision is necessary

by **SHAUGHNESSY MILLER**
News Editor

Imagine this: you have had a stressful week at school and just want to go home. The minute the bell rings, you bolt from the building, forgetting a few books. Later, you realize your error and panic. You now must face the dilemma: use a teacher's code to get into the buildings after hours or do without study materials or personal items.

"It's not like I'm doing anything wrong," said one anonymous student, who stayed after school late and left something in her locker in the other building. "I'm just getting my keys and leaving."

This year STA installed a new code system and gave each grade a specific code that only functions between 7:15 a.m. and 3:45 p.m. Faculty and staff are in possession of their own specific codes, which function at all times and sometimes fall into the hands of students. Principal for Student Affairs Mary Anne Hoecker does not know how girls obtain these codes, but wants to eliminate their spread, as she stated in a recent lunchtime announcement.

"It's similar to if a student had a key," Hoecker said. "That's why I made the announcement... for security reasons number one, and I don't think it's a good idea."

Senior Angelica Desimio and the anonymous student agree that the codes are easy to obtain through friends or even to guess. The anonymous student said a friend saw what a teacher typed and it spread from there.

"It might be easy for the girls to remember [the codes], but it might be easy for everyone else," Desimio said. "They're trying to make our school more protected with these codes, but if they don't make it more difficult they're not re-

ally doing the job of protecting the school." The student said she knew she was not supposed to have the code, but did not fear being caught prior to the announcement.

"Initially, before Ms. Hoecker made the announcement, it never really crossed my mind that I could get in trouble because I was using [the codes] for school-related purposes," she said. "But now I'm always checking over my shoulder to see where [the security guard] is and make sure I'm not going to get caught."

In addition to the threat of SBRs and the presence of security guard Bob Wessling, commonly known as Security Bob, new technology adds to the reasons not to use after-hours codes.

"I don't know if students understand this or not, but say a student gets in after hours," Hoecker said. "We can look at the film. We can figure out the time she entered and code she used."

This fact alone was enough to scare the same student, who used the codes frequently before the announcement.

"That terrifies me," the student said. "I kind of feel like our administration has been giving us so many empty threats over the years... and I don't know if they would actually do that, but it made me rethink ever using the teacher codes again."

Still, there will always be panicked students who want to get in the building while school is closed, and, according to Desimio, the school should be open during certain hours for them to come after school or on weekends. The anonymous student feels the best solution is to find Security Bob and ask to be let in. Hoecker said she is willing to open the school up for special circumstances such as practices and after school activities, but students must let her know ahead of time.

Though there may be flaws to the system, according to Desimio, Hoecker has made it clear that students will no longer enter using an after-hours code or they will receive an SBR.

"In high school, you have to be supervised," Hoecker said. "We're still a high school, and so the expectation is students are moderated."★



Punch it in ★ Sophomore Colleen McInerney punches in the sophomore code the morning of March 31. The administration is asking students to not use codes other than the one assigned to them at the beginning of the year. **PHOTO BY HANNA KATZ**

Editor's Note: The interviewee and Hoecker asked that the individual remain anonymous for disciplinary reasons.

DARTBOARD

by **HANNA KATZ, LAURA NEENAN** and **KYLIE HORNBECK**

DartNewsOnline wins award

The National Scholastic Press Association announced that the DartNewsOnline is among 12 winners of the Pacemaker award on Saturday. The Pacemaker is the highest honor for journalism students across the United States.

Seniors Sydney Deatherage, Kayla Loosen, Michelle Reichmeier and juniors Morgan Said and Betsy Tampke have worked for nine months on the St. Teresa's Academy student news site using coverage provided by the 26 staff members.

The judging team, made up of professionals with online media experience, judged the 132 high school websites that entered the contest based on content, coverage, design, navigation, multimedia, writing and editing. The DartNewsOnline was divided into the category for schools with fewer than 1,500 students and was the only Missouri school to receive this award. Said was given the news through a text from Mr. Thomas during her junior ring dance pictures.

"I was screaming and everyone else was like what is going on," Said said. "I started tearing up but I had to tell myself I couldn't cry because we were taking pictures [for my junior ring dance]. We have invested so much time and energy into the site and I am glad other people have started to realize the passion we had [for the website]."★

Grandmother's come to STA

STA will host the annual Grandmother's Tea tomorrow at 1 p.m. in Goppert Center. Each spring STA invites students and their grandmothers to attend an afternoon tea during the school day.

"I love going to the [Grandmother's Tea]," junior Beth McBee said. "It is fun to see what girl's grandmothers are like. A lot of times you can see the similarities in their personalities which can be interesting."

For some STA students, it is not only a chance to socialize with their grandmother, but an opportunity for them to see their grandmother who may live in another city.

"My mom's mother comes up to STA from Emporia, [KS] every year," McBee said. "My other grandmother lives in Texas, but I am happy I can spend the afternoon with at least one of [my grandmothers]. Every [STA student] should try and go because it really is a lot of fun."★

SADD Club raises awareness

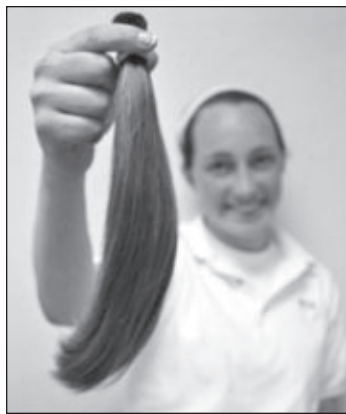
Students Against Destructive Decisions (SADD) club put together a number of activities and events last week to help prevent students from making destructive decisions. With STA's prom for seniors last Friday and junior ring dance for juniors the following night, SADD wanted to emphasize and spread awareness about the effects of destructive decisions, according to club member senior Caroline Farchmin.

During the week, SADD put up posters across campus and presented each senior with a yellow rose at pre prom at STA last Friday night as reminders to make good decisions.

According to Farchmin, though, the most well-known and favored event was the annual "Grim Reaper" day, which took place last Thursday. During this day, SADD club members selected various students to "kill." Each student they killed represented an individual who died as a result of drunk driving to remind students to make good decisions.

"I think [last week's events] are just good, simple and effective ways to get the message across to students," Farchmin said. "We want to remind students that there are consequences for making destructive decisions."★

STA to adopt 'Wigging Out'



Helpful Hair ★ Senior Kylie Hornbeck holds a foot of her hair that she cut off for Locks of Love. Junior Taylor Kramer wants to start a school-wide Locks of Love program. **PHOTO BY TRACY BURNS-YOCUM**

Junior Taylor Kramer proposes program for Locks for Love

by **MEGAN SCHAFF**
Opinion Editor

Approximately eighty girls in plaid skirts anxiously sit in chairs, waiting for at least eight inches of their hair to be cut off by their closest friends. The entire student

body of St. Thomas Aquinas High School watches eagerly, all sporting matching t-shirts reading one simple message: "I hate cancer." A video plays, showing students narrating their personal stories about how they fought cancer desperately or how they supported its victims. A countdown starts and as it slowly ticks down to zero, razor-sharp scissors cut across the volunteers' long hair; they have been waiting for this one moment for months. Applause fills the students' ears, tears fill their eyes and hope fills their hearts.

This scene could soon be a reality at the original STA. Junior Taylor Kramer is currently looking into starting Wigging Out, a program that benefits Locks of Love, next school year. STA would hold an assembly similar to the one Aquinas holds every spring and then donate all cut hair and proceeds to Locks of Love, who would use it to make wigs for cancer patients undergoing chemotherapy.

Kramer first got the idea to start Wigging Out after she cut the hair of her best friend, Aquinas junior Katie Gould at the annual assembly in March. She believes the program would make a beneficial addition to STA's service program.

"It's something I hear a lot of girls talk about doing anyway on their own time," Kramer said. "These girls are so giving and generous. They wouldn't hesitate at another

chance to give back because that's what our school is really about."

STA has been especially touched by cancer this year due to English teacher Pat Dunlay fighting breast cancer since last December.

"Cancer touches everyone's lives in one way or another," Kramer said. "It would be a really amazing way for all of us to give back, touch lives and bring up awareness."

The program reaps benefits not only for Locks of Love, but for students as well. According to Gould, the assembly affects many students emotionally, brings a spiritual connection to the school and increases awareness of cancer.

"I felt helpless and [Wigging Out] was the answer to my prayers," Gould said. "It felt really great to know my hair was going to help someone."

Community Service Club moderator Betsy Hansbrough thinks the program would only increase the already prominent service atmosphere at STA.

"Anything that increases empathy [is positive]," Hansbrough said. "Our job is to care for the dear neighbor no matter what. To be able to give that gift through programs like these is a big accomplishment."

Although a program such as Wigging Out would hopefully be an overwhelming success, according to Hansbrough, it takes months of strong leadership, specific plans, at-

tention to detail and support from the STA community. No specific plans have been made, but Kramer has run the idea by both Hansbrough and principal for student affairs Mary Anne Hoecker and hopes to get it started next school year.

"It'll be a success if you tell the story right," Hansbrough said. "To just say it's for Locks of Love isn't going to have the effect [students] want. You have to tell people's stories."

Telling people's stories and unifying the school community is exactly what Aquinas has done since Wigging Out was started in 2007.

"Each year it's been getting bigger," Gould said. "Everyone gets pumped and the whole school gets involved. In the end everyone is applauding like crazy and there isn't a dry eye in the room."

Kramer hopes this atmosphere will transfer to STA if the program is started next year.

"We always focus on service and making a difference," Kramer said. "We're an all girls school and I know we could get a ton of girls to participate."

Gould agrees that STA's all girls environment fosters service and a commitment to helping others.

"If anything it'll be even cooler at STA," Gould said. "There are such wonderful girls at your school and the sisterhood aspect will make it even bigger and better."★

District to change with 'Right Sizing' plan

Kansas City School District closings

High schools

- Westport High School
- Southeast High at Manual

Middle schools

- Afrikan-Centered Education Collegium Campus 6th Grade Center (Relocation: ACE Upper Campus/former Southeast High building)
- Kansas City Middle School of The Arts (Combining with Paseo Academy – Grades 7-12)
- Lincoln College Prep (Combining with high school students – grades 6-12 in high school building)
- Westport Middle School – (building to be used for staging in SY 10)

Elementary schools

- Askew
- Franklin (Program to move to Faxon building)
- Knotts
- Ladd
- Longan French Immersion (Program to be added to Foreign Language Academy) McCoy
- Moore
- Northeast Elementary
- Pinkerton
- Richardson (Program moves to Weeks/King complex)
- West Rock Creek
- ACE Lower Campus (Relocation: ACE Upper Campus/former Southeast High building)
- Swinney
- Woodland

Source: KCMSD's website

Plan for KC district cuts costs, changes attendance lines

by CARA MCCLAIN
Staff Writer

The Kansas City Missouri School District, KCMSD, approved the Right Sizing plan March 10. This plan, proposed by Superintendent Dr. John Covington, will save money in the Kansas City district by combining some public schools and closing others.

Out of 61 total school buildings in the district, 28 are either closing or combining with another school.

On KCMSD's website, Covington said the next step after the School Board has approved of the Right Sizing plan is the "Transformation Plan, a blueprint that will guide us through a reorganization of the District." In this step of the condensing process, Covington and his team will determine "new attendance boundaries" for the schools. In other words, they will be deciding which neighborhoods or areas attend certain schools.

"The Right Sizing proposal my team has submitted was crafted after receiving responses from more than 1,400 community members during five public forums and through an on-line survey," Covington said in an article on KCMSD's website. Covington also said the goal of the proposal is to

use the districts current resources more effectively to provide better programs for the students.

Lincoln College Preparatory Middle School will be combining with Lincoln College Preparatory High School so that grades sixth through twelfth will be located in the same building.

Bishop Miege High School junior Chanda Reed attended Lincoln from 2004 to 2007. She sees both the pros and cons to the Right Sizing plan.

"The plan works for the schools that have a lower rate of [attendance]," Reed said. "It's good if you have a building that could hold 500 [students] but only 75 showing up. It's just wasting tax money."

However, she believes the cons outnumber and outweigh the pros.

"Some cons are people getting laid off, seniors having to adjust their last year, and rival schools combining," Reed said.

Reed also questioned the maturity of sixth graders that will have to be in the same school as older seniors. She hopes the older students will not take advantage of the younger students in any way.

Lincoln College Preparatory High School sophomore Claire Mansur says many of her classmates are concerned about the logistics of the combination.

"Well a lot of kids are frustrated with the choice to combine the two schools because our school



School's out forever ★ The Kansas City Board of Education in downtown Kansas City decided to cut almost half of its public schools next fall due to budget cuts and enrollment decline. PHOTO BY TRACY BURNS-YOCUM

is small and we don't understand how things will work like passing periods and lunch shifts," Mansur said.

Mansur thinks the school district should have left Lincoln alone because the middle school is a good size and in decent shape.

Many other Lincoln students disagree with the Right Sizing plan, going as far as creating a Facebook group to dispel their criticisms.

Overall Mansur feels that although she does not know what her school will be like with the Right Sizing plan in action, she knows there will be many changes in her school life. On KCMSD's website Covington promised that the School Board will work "quickly and collaboratively."

"We ask for the patience of our families as we bound over the first hurdle," Covington said on KCMSD's website.★

Congress aids student loan packages



Sign on the dotted line ★ President Barack Obama signs the Health Care Reform Bill March 23 in the East Wing of the White House. In addition to offering uniform health care, the bill added a college aid reform plan which will require student loans for college to be paid through the U.S. Department of Education, instead of private lenders. PHOTO COURTESY OF MCT CAMPUS

Direct federal loans go into effect for the fall semester due to Health Care bill

by CARA MCCLAIN
Staff Writer

A college aid reform plan, called the Direct Federal Loan Program, was included within the Health Care Bill which passed March 21. The new plan will replace private lenders, who loan students money for college, with the U.S. Department of Education.

Many people disagreed with passing the college aid reform in the health care bill because it is unrelated, but Avila University's Director of Financial Aid Nancy Merz considers the program a win-win situation for students.

With the former program, students could pick which bank to borrow from. Merz said the banks offered incentives, like a lower interest rate, to market for the student's business.

"Under the new Direct Federal Loan Program, these incentives go away, but what also go away are the subsidies that the Federal Government was paying those lenders," Merz said.

Because Congress canceled the subsidies,

money the government gives to foundations or companies, they have extra money to give as Pell Grants to students in need. A Pell Grant is a form of financial aid that students do not repay, unlike a loan.

Merz assures students starting college this fall that they will meet no difficulty in receiving a loan under the new program. Students who need a loan must fill out the Master Promissory Note, a legal agreement promising to repay any borrowed money. Merz said students could fill the note out in a few minutes online.

Students have many options for paying off the Direct Loans from the government. According to studentloans.gov, students can switch their plans of repayment if their financial situation changes. Merz said students do not have to begin repaying their loans until they are six months out of school.

Private lenders, including America's Student Loan Providers, are against this bill because it takes their jobs and gives them to the government. In an article from washingtonpost.com, Ms. Elena Lubimtseva, a government-relations officer from Edamerica, a loan providing company based in Tennessee, predicted the Direct Federal Loan Program will cut 30,000 jobs.

Although Merz said student loans will become more accessible for students, some students, like senior Holly Haywood decided not to apply for a student loan.

"My parents would rather get [a] loan [taken] out through their bank because it is an institution they have all their money with and feel they can trust," Haywood said. "Personally, it is difficult to trust the government especially with the reforming and financial problems our country is facing, so I don't think I would want

to rely on the government with my money unless the interest rates were a lot lower than other institutions and the money was secure."

Haywood thinks this new loan program will not be beneficial to students like her. Along with other high school seniors preparing for college, Haywood is dealing with many changes and would rather not deal with a new loan program.

Merz advises students to apply for as many scholarships as possible and to reuse their scholarship essays.

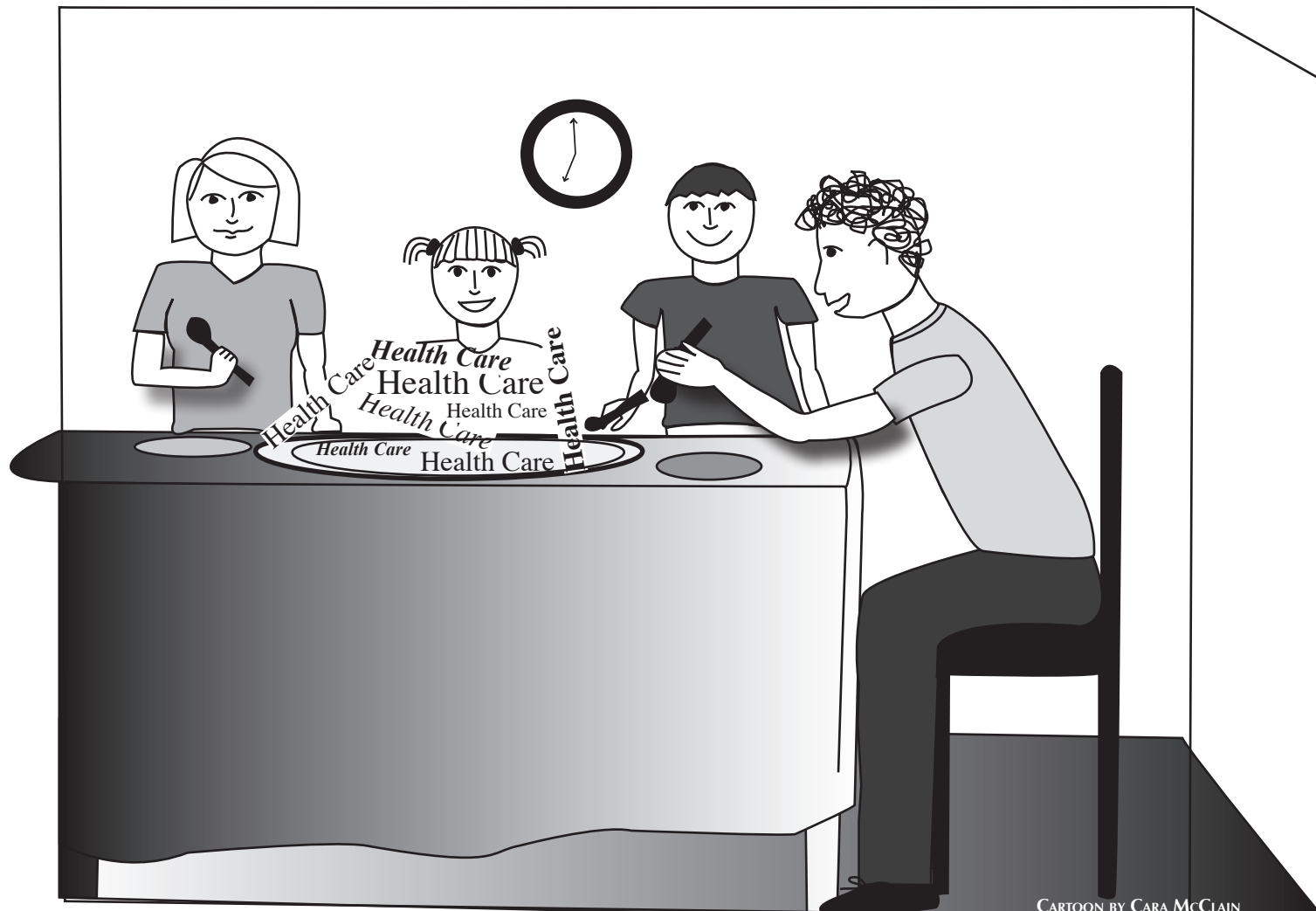
"Watch what you borrow," Merz said. "Remember, sooner or later, it will need to be paid back. So if you don't need the money, don't borrow it. If you do have to borrow, don't freak out."★

How to Sign the Master Promissory Note Online:

1. Apply for a PIN on StudentLoans.gov
2. Sign in the website with your PIN
3. Complete your entrance interview questionnaire.
4. Review your student loan Rights & Responsibilities.
5. Review and sign your student loan promissory note.
6. Print your signed promissory note.

Source: signmyloan.com and StudentLoans.gov

Dinner Time



Health care for the whole family

The recent health care overhaul will grant health insurance to more than 32 million previously uninsured individuals. Students and young adults will make up a large part of this 32 million by September of this year. According to the bill, which was signed by President Barack Obama March 23, children will be able to stay on their parents' health insurance plans until they reach 26 years of age.

Young adults from ages 18 to 24 make up 8 million uninsured individuals in the United States according to the 2007 US Census Bureau Report. As a result of the passage of the health care legislation, approximately two million previously uninsured young adults will be covered under their parents' plans.

This provision in the bill will immediately and drastically affect those of us that are going on 19. Now, students do not have to worry about health care until they can actually afford it, or when they have a full-time job that provides health care.

The reconciliation bill, passed by Congress March 25, will not only allow parents to keep their grown children on their health insurance policies, but also require all insurers to make coverage available through existing policies. However, the dependent coverage will only be made available to the adult child if he or she has no other options to attain insurance from an employer.

But the number of adult children with "no other options" is vast.

According to the Kaiser Family Foundation, young adults, specifically within the age group 19 to 24, are the age group most likely to be uninsured. Individuals aged 25 to 34 are the second most likely age group to live without insurance.

According to the not-for-profit health organization Families USA, individuals aged 19 to 29 make up 23.3 percent of the uninsured population in Missouri and 23.4 percent of the uninsured population in

Kansas.

This is most likely due to the attitude of many young adults today: "I'm young and healthy," they think, "No way will I ever get sick." Though this perception may be true to an extent, it is unacceptable for any American, despite their current state of health, to live without insurance.

The availability of health care coverage should no longer be seen as an expensive out-of-pocket privilege, but rather a human right.

Other provisions in this bill will also drastically limit the insurance companies' repeated abuses on their clients. According to the Commonwealth Fund, a US philanthropic health care foundation, insurers will no longer be able to refuse people due to their health or past medical bills. Under the new law, the government will require insurers (kicking and screaming) to accept children with "pre-existing conditions." And insurers will no longer be able to deny coverage to, say a pregnant woman, stating that she has a "pre-existing condition." Women, families and young adults will not only experience the benefits of this bill in their wallets, but also in the Emergency Room, at the hospital and in their overall lives, with benefits like maternity care coverage, included in the standard benefit packages.

The Patient Protection and Affordable Care Act does just that—it makes health care affordable and available to millions of more Americans. It will keep insurance companies fair and unbiased and help protect Americans' rights. This health care overhaul will decrease

cost for individuals and families while increasing competition among insurers and thereby increasing families' choices.

The legislation will recover two million adult children and 30 million others from possible bankruptcy, neglected health problems and all difficulties that accompany a lifestyle without health insurance. ★

The staff editorial represents the views of *The Dart* editorial board

5 out of 6 editors voted in support of this editorial.

The Final Say

Health care is a right, not a privilege, that all Americans need to have. The new health care bill will ensure students are covered until their 26 birthday, allowing them to cut unnecessary expenses and search for jobs for a longer amount of time after graduation.

Percentage grading not fair to all AP classes

AN OPINION BY



TAYLOR BROWN

Although the new grading scale system—which will be employed at STA next year—may improve opportunities for students and appeal to colleges, it won't give students in honors courses as much credit in grade conversions as they receive from our current system.

Starting next year, STA will begin using percentage reporting, which means all assignments will be based on a 100-point scale, grades on transcripts will show up as percentages rather than letter grades and GPAs will be in the form of percentages. Honors, AP and level III or higher foreign language courses will be given an additional 5 percentage points each.

With our current grading system, weighted or honors classes are calculated on a 5.0 scale rather than a 4.0 scale. So, if you have a B in your honors algebra II class, instead of having a 3.0, you have a 4.0 on your transcript.

Using the new percentage reporting, if you have an 89 percent in a weighted class (a B on our current grading scale), that will become a 94 percent (an A- on our current grading scale). A 94 on the 4.0 scale is only a 3.7. Therefore, the student in an honors course will receive less credit in the new system than she does in the current.

In all honesty, many students aren't taking honors courses just to become more intelligent or to challenge themselves, but rather to up their GPA. On the GPA scale, a 3.0 to a 4.0 is a pretty significant jump. On the other hand, an 89 to a 94 isn't as significant. Therefore, there is less of an appeal to take weighted courses in the future system than there is now.

However, I am positive that STA students will still be a competitive and ambitious bunch, so I don't see this issue affecting the enrollment of students in honors courses in the future. After a few years, students in these classes may not even realize that the new system gives them less of an advantage than the old system. But if the STA administration is worried about this discrepancy in weights on honors courses, they should consider changing the extra 5 percentage points to a more comparable amount. ★

Want to learn more about STA's new percentage grading system starting next school year? Visit STA's school website for a Q&A:

www.stteresacademy.org

New chapel is a necessity at a Catholic school

AN OPINION BY



BETSY TAMPKE

STA has an absolutely unique campus. The kind of campus that makes me happy to arrive at school in the morning. The kind of campus that makes me anxious to walk across the quad in the snow because the icy trees make it look like a scene from "The Chronicles of Narnia." The kind of campus that makes me proud of my school, and if I may say, a little bit vain about it.

In other words, STA has the kind of campus that makes me want to walk up to a stranger and say, "I go to St. Teresa's Academy."

So then the stranger will say, "Oh really? I live around there; it's such a beautiful campus."

Therefore in turn I am free to nonchalantly say, "Yeah, [sigh/shrug/smirk/wink/stick my tongue out] I know..."

Okay, maybe I am exaggerating a bit. But my point is that STA is beautiful, and while the campus has grown to meet its own expanding needs, its buildings have maintained cohesiveness.

When STA moved to the Windmoor campus site in 1909 it only had one brick building, now known as the M&A Building. A second building, Donnelly Hall, was added in 1941. It carefully mirrored the architectural design of the first building and served as the city's first college for women. A third building, the Goppert

Center, was added in 1982 between the two buildings to accommodate the growing women's athletic program. After the last addition many believed the campus was finally complete, the first building became dedicated to music and arts, the second dedicated to math and science, and the third dedicated to athletics.

Perfect, right? This sounds like it's everything one would need for a CATHOLIC school founded by the Sisters of St. Joseph... right?

What do you mean, where is our chapel? Didn't I mention that we have a small, dark, rarely used room with mismatched chairs and a wooden cross shoved into the corner of M&A? Oh I didn't? Well... that's our chapel.

In case I was too subtle in my intentional sarcasm, I do not think the campus of STA was complete with the building of a gymnasium in 1982. A chapel is not a luxury in my opinion, but a necessity at a Catholic school.

Due to our lack of access to clergy and scheduling conflicts we have few masses at STA a year. However, during those few special times when we can pray as a school STA has relatively few options. Students are either haphazardly stuffed into the auditorium, forced into sitting on ledges and leaning over the balcony; or staring out the windows of the gym watching a Waste Management truck empty out a dumpster. Both locations also create the awkward dilemma of having to sit after consuming the Eucharist instead of more respectfully kneeling or standing, due to a lack of space/kneelers.

I understand that the new chapel will not be big enough to fit 500+ students in it, but my point is that STA, a Catholic school, currently does not have a place for prayer.

Frankly, STA needs a chapel. The



Going to the chapel ★ STA's chapel is currently on the first floor of the Music and Arts Building. A fourth building, incorporating a new state of the art chapel and four additional classrooms will begin being built next fall. PHOTO BY TRACY BURNS-YOCUM

chapel will be big enough to house grade wide masses and provide a place where we can pray together and support each other. The mere presence of a chapel will change the atmosphere of the school and remind us how special it is that we are receiving a Catholic education.

Some people are nervous about how "the look" of our campus will be affected by the change. I would be surprised if every addition to the campus was not initially greeted by similar apprehension. A chapel will not obstruct our campus but complete it. I'm certain the new chapel won't feel like an unwelcome addition, but more like the final piece of a puzzle a century in the making. ★

The Final Say

A Catholic school should have a place for prayer and reflection; the new chapel will be a welcome addition to STA's campus.

Pack your Nalgene, you're going to need some H2O

AN OPINION BY



MOLLY MEAGHER

With summer right around the corner, everyone has noticed the temperature change from below zero to almost heat stroke hot, especially on the third floors. Although it would be extremely nice for the air conditioning to kick in every once in awhile, it would be even better if coaches would let their players get a little water after running nonstop for what seems like eternity.

Not to say I am pointing fingers at any particular coach(es), I'm just saying that athletes and coaches need to be careful to prevent dehydration at practice. It is now even more important that athletes maintain hydration in the hot weather. And preventing dehydration is simple. All you need to do is drink water routinely.

I thought this would be the perfect opportunity to refresh not only athletes and coaches on dehydration but students

as well. After all, STA students are practically sprinting between three buildings and six floors everyday.

Our body consists of over 70 percent of water that needs to be maintained in order for the body to properly function. About 20 percent of our water intake comes from our food, the rest should be through beverages. Make sure you are staying hydrated by following these two tips: Check for clear

Effects of Dehydration

With hot days and summer months approaching, make sure to look for these signs of dehydration.

- Mild to excessive thirst
- Fatigue
- Headache
- Dry mouth
- Muscle weakness
- Dizziness
- Light-headedness
- Acne

Source: www.mayoclinic.com

pee and make sure that you are not thirsty. Never wait until you are thirsty to drink water because you will already be dehydrated.

Although the required amount of water needed to maintain hydration differs from person to person, nutritionists estimate that

six to eight glasses per day should be the minimum. This estimate does not include physical activity and heat, which can increase necessary intake up to 16 glasses additional to the original eight. Compensate for caffeinated and alcoholic beverages, which dehydrate the body by adding an extra glass of water for each that you drink.

For athletes, it is vital to maintain hydration throughout the day so you don't come to practice already dehydrated. If you are dehydrated before practice, you are already behind because dehydration sucks the energy out of people, causing a drop in performance. And you cannot regain hydration by chugging water before practice, you must drink it throughout the day.

The main point is everyone needs to bring their Nalgene or CamelBak to school 'cause the heat is about to get brutal. Increased heat means increased sweating which means quicker dehydration. As for coaches, scheduling in a couple of two-minute water breaks into practice doesn't seem that impractical, does it? And maybe let up on the sprints to prevent heat stroke too. ★

The Final Say

Students, teachers and athletes need to drink more water, especially while exercising. Also, look for signs of dehydration.

Dispersing 'rowdy' crowds of teens or racial profiling?

AN OPINION BY



MICAH WILKINS

We decided to finish our night at Winstead's. Our ears ringing, sweat still shining on our faces and Julian Casablancas's lyrics still reverberating around our brains, we scarfed down french fries and milk shakes after a concert April 10.

The Final Say

The incident at the Country Club Plaza April 10 was simply a matter of racial profiling and attempting to rid the shopping district of black youth.

Before we had ordered our food, our waitress explained to us that Winstead's had just begun enforcing a new rule. After dark, minors have to pay in advance because a lot of people started walking out on their checks at the fairly casual restaurant. "But I think I recognize some of you guys from when I've waited on you before, so you don't have to worry about it," she told us.

Well into our meal, at about 11 p.m., we noticed the waitresses, bus-boys and even what looked like the manager, scrambling and running around.

"Are you going to order anything?" the manager demanded of three teenagers who had just entered the restaurant and were talking to some of their friends who were sitting at a table.

The manager seemed to be panicking, saying things like "I am not going to play this game" when she would pass our table.

We had begun to notice a fairly large group of teenagers congregating outside, and occasionally some coming inside and sitting down. "Alright, I'm locking the doors!" the manager had threatened.

Through the window's blinds, I saw some people outside running away from Winstead's.

I was thoroughly confused at this point. What was going on? Why is the Winstead's manager so upset? What's happening outside?

Before long, police cars started showing up one by one.

Our waitress came over to our table and gave us our checks. When we asked her what was going on, she told

us that she was "freaking out. Apparently some of them have..." she pointed her index fingers and lifted her thumbs, making guns with her hands.

As the staff continued to scramble around us, a group of teens behind us asked for the manager. "We've been sitting here for 20 minutes and haven't been waited on," one boy from the table said. The manager eventually told the table to leave, explaining that "the kitchen is closed."

After a delayed paying process, we eventually left the fast food restaurant. When we walked out of the doors, we were surprised to see police tape zig-zagging through the Winstead's parking lot. My parked car was contained within the police tape. Despite the waitress's rumors that "somebody got shot," I saw no stretcher, no injured person, and not even an ambulance. All I saw were cop cars and police tape, which seemed totally harmless to me. I slipped under the tape and began to walk toward my car.

"Hey!" one policeman yelled towards me. "That's my car," I said. He told me to go back on the other side of the tape. When I argued with him a little more, he told me my alternatives: "You can get your car if you want to get your DNA tested in the crime scene, or if you want to go to jail with me, it's your choice."

So, crossing the tape was probably not my best idea that night. But I had no idea what the tape was there for, and what exactly the crime even was.

I ended up having to wait for the "crime scene" evidence people to come around. After half an hour of sitting in the parking lot with my friends, having the "ghetto bird" (police helicopter) circling above us, futilely shining the light around the parking lot, I grew impatient, and finally accepted my friends' offer to drive me home. I would pick up my car the following day.

The day after that confusing night of April 10, I read the paper to see what really happened.

According to the *Kansas City Star*, "the Country Club Plaza area was awash with pepper spray Saturday night as police struggled to disperse a rowdy gathering of hundreds of young people." One person was reported having a serious head injury, however the cause of the injury is unknown.

"Several dozen police officers spent much of the eve-



Keep your hands up ★ Kansas City police arrested several teenagers April 10 after they used pepper spray to control a group of predominately black teenagers at the Country Club Plaza. PHOTO COURTESY OF KCTV5

ning attempting to disperse large crowds—totaling an estimated 500 to 1,000 people—that gathered at various spots in the shopping district."

However, one witness said to several policemen spraying pepper spray that "he hadn't witnessed them misbehaving when a police car pulled up and officers told them to 'move on' before unleashing a blast of the chemical spray."

There were no guns. No violence that I saw. Just a large group of black teenagers, who apparently were threatening the older, white shoppers and eaters at the plaza that night.

After years of the Plaza's attempts to rid the ritzy shopping district of black youths, it has resulted in an unpleasant backlash.

This is just my opinion, from my point of view, as a first hand witness: Why should a large group of [black] teenagers threaten merchants and consumers on the Plaza when there are constantly large groups of white teenagers throughout the Plaza causing ruckus and being "rowdy" (as the *Star* article describes these teens from that night)? As for the police officers unleashing pepper spray on the otherwise innocent group of teenagers walking the streets, it is definitely a case of racial profiling. Because my friends and I were all white, we were treated with respect at Winstead's during the affair, and even our waitress came over to "comfort" us and see if we felt uncomfortable or in danger.

The only time I felt personally threatened was when the police officer threatened to take me to jail. ★

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STA logs in to new system, PowerSchool

School updates technology, opens portal to students, parents and staff members

by KYLIE HORNBECK
Academics Editor

With STA's adoption of a new student management system, PowerSchool, students and their parents will have total access to grades electronically, beginning next school year, according to Principal for Academic Affairs Barbara McCormick.

"We do have a lot of motivated students, who are really looking for feedback," McCormick said. "For students, PowerSchool gives them that immediate feedback. It shows them not only a single grade on an assignment, but total grade in the class and overall. Their GPA will show up at the bottom of the screen and [that will] constantly be changing, too."

According to registrar and academic scheduler Kathy Walters, STA has been looking to switch to a new system for several years, but last summer, the school received an e-mail that ultimately persuaded the transition.

In this e-mail, administration learned that Pearson Education, the educational publishing company which administers STA's current

student management system, SASI (Schools Administrative Student Information), would not offer technical support for this system after 2010.

STA has used SASI, which encompasses the programs ClassroomXP and Integrate Pro for attendance and grading purposes, for nearly nine years. If STA had technical problems with any of these features in the past, it could rely on support from Pearson. However, without it, STA would struggle, according to Walters.

Because of its discontinuation of tech support for SASI, Pearson is offering discounts on its other programs to schools currently using SASI. STA has chosen to take Pearson up on the offer and turn to PowerSchool, another student information system which Pearson administers.

This switch will keep STA moving forward technologically, Walters believes.

"I'm very excited," Walters said. "I think PowerSchool is going to be great for [STA]. This is the way of the future."

According to Walters, PowerSchool is more advanced than SASI. While SASI encompasses multiple programs, PowerSchool will condense these features and others, like e-mail and transcript software systems, into one system.

PowerSchool will be the only place for teachers to enter grades electronically, according to McCormick, who hopes this will increase the speed at which teachers update their gradebooks. However, STA administration and faculty have yet to meet to discuss exact guidelines for teachers, and how often they must update student grades in PowerSchool.

Sophomore Melissa Lane is especially looking forward to using PowerSchool. Lane and her parents used the system previously at her elementary school, Academy Lafayette. However, she believes it will be more helpful for students at the high school level.

"I think it'll help a lot because there are times when I really want to see my grades, and I can't," Lane said. "It's frustrating [coming from a school that used PowerSchool], when I don't have something like PowerSchool to know how well I am doing in a class."

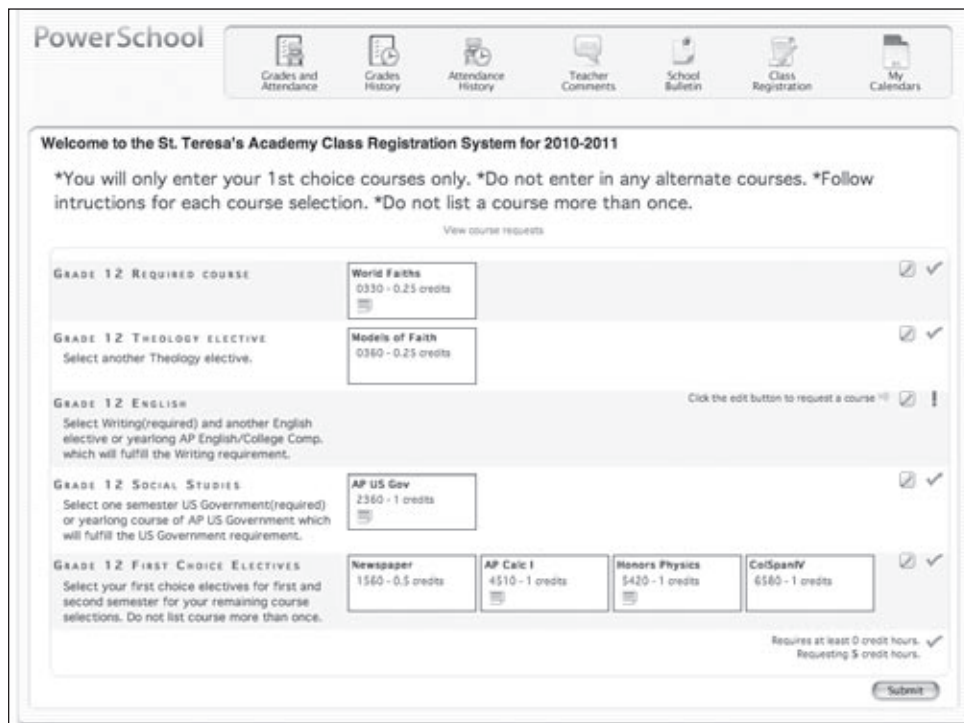
While Lane believes that PowerSchool will help students become more aware of their grades, she thinks it may also cause some students to become more competitive, resulting in a tenser student environment.

PowerSchools

Some area high schools are already using PowerSchool, including:

- Park Hill District
- Liberty
- North Kansas City
- Excelsior Springs
- Kearney
- Smithville
- St. Joseph
- Independence District
- Raytown
- Lee's Summit District
- Grain Valley
- Blue Springs District

Source: Ms. Jill Anderson, Missouri PowerSchool user



Power to the school ★ STA will fully switch over to a new student management system called PowerSchool beginning next fall. STA will use PowerSchool for grades, attendance, class registration and several other purposes. PHOTO BY AVERY ADAMS

Similarly, campus ministry department head Robin Good believes that while PowerSchool has its benefits, no program is perfect. Good's son, Tim, is a junior at Lee's Summit High School and has been enrolled in schools using PowerSchool for the past seven years. Good currently has her son's grades e-mailed to her weekly.

"I really think I have mixed feelings [about PowerSchool]," Good said. "I think anything that gives parents and students information is helpful, if it's used in a healthy way, but [PowerSchool] really could easily be abused."

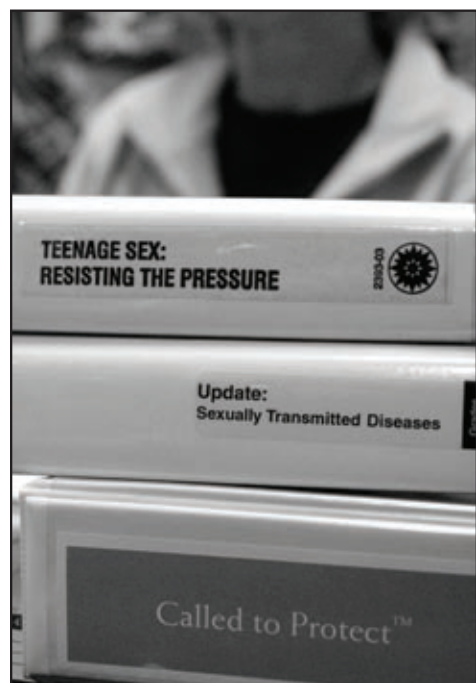
Good has concerns that abuse to the system may come in the form of "overly-involved parents," as she describes them. She stresses that PowerSchool should give parents only a glimpse of their daughters' educations.

"I really think parents need to use common sense," Good said. "I think there is the possibility for a parent who already seems hovering to look at their daughter's grades on a multiple-times-a-day basis. This puts stress on kids. I personally use [PowerSchool] as a snapshot. Honestly, every day isn't a good day, and every assignment doesn't get the same attention."

Despite her concerns, Good is ultimately pleased with STA's latest technological advancement. She, McCormick and Walters believe the switch from SASI into PowerSchool will overall benefit the school and keep STA moving forward.

"I like PowerSchool," Good said. "I feel more knowledgeable. I really think it's a move in the right direction, as long as everybody uses it in ways that are healthy." ★

Health class adjusts to student suggestions



PE teacher revamps course to generate student discussion

by PAIGE WENDLAND
Staff Writer

Physical Education teacher Ann Bode-Rodriguez, has "totally revamped" her health course, which freshmen experience during the third quarter of their required physical education class.

Though next year Bode-Rodriguez will not return to STA, she reworked her class to tackle more current issues that girls can relate to and encourage class discussion. Her class now focuses more on current news articles and other pieces of reading, instead of lectures.

Bode-Rodriguez now has her students keep health journals, in which they write about topics the class covers each day.

"I like doing the reading because it makes all this stuff seem more like real life," freshman Felicia Warren said. "It's showing us what's going on in our world, not just telling us."

Since Bode-Rodriguez came to STA in 1979, her time allotted for

health class has decreased. Previously semester-long and four days a week, the class only runs during third quarter, three days a week. She can no longer include all she wants in her curriculum, like CPR certification for every student, which she provided when health was semester-long.

"I really wish [health] could be a semester-long class," Bode-Rodriguez said. "There is so much more I wish I could say, but I just don't have the time."

At the beginning of third quarter, Bode-Rodriguez asked her students to write down three things they wanted to learn about in health class. She said the answers surprised her.

"I thought, okay, 75 percent of kids wrote down they wanted to talk about abortion," Bode-Rodriguez said. "I didn't want to touch that with a 10-foot pole."

Nevertheless, Bode-Rodriguez worked to include everything girls wanted to hear into her curriculum.

"By having us write that stuff down, it made it seem like she was focusing on what we wanted to know, not what she thought she should teach," Warren said. "It made it more personal."

Bode-Rodriguez thinks STA's all-girls-Catholic-school environment lets her delve deeper into sensitive topics that public or co-ed schools may not cover.

Missouri law requires public high schools recommend "abstinence from sexual activity as the preferred choice of behavior for unmarried pupils" and advise that "teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy."

"There's no way they're ready [to have sex], and I'm scared. They need to know how to protect themselves."

Ms. Ann Bode-Rodriguez,
Physical education teacher

Bode-Rodriguez also worked to create an atmosphere in which girls could comfortably express opinions in response to current articles, especially from the Center for Disease Control's website, on topics like abortion and the school-sponsored distribution of free condoms.

"There's no way they're ready [to have sex], and I'm scared," Bode-Rodriguez said. "They need to know how to protect themselves."

Bode-Rodriguez uses visitor presentations and up-to-date web materials, rather than textbooks to make her class seem realistic to students.

"I've brought in speakers on pregnancy during high school and adoption, HIV and AIDS and being sexually abused," Bode-Rodriguez said. "Real people are relatable. The girls understand them because they are relatable human beings."

Bode-Rodriguez fears girls do not know enough about sex before entering her health class. She hopes to teach them to act assertively, understand boundaries and avoid pressure, in ways that will more greatly benefit them than her previous approach.

"There's stuff out there that they need to know," Bode-Rodriguez said. "My job is to teach it to them in a way that is relatable, truthful and effective." ★

Sex Ed ★ Physical Education teacher Ann Bode-Rodriguez uses many different teaching resources for her Sexual Education class. Bode-Rodriguez used these videos along with the Center for Disease Control website this year to promote student discussion. PHOTO BY AVERY ADAMS

at a glance
in **300** words

Modeled after Brady Dennis' original 300 word series, this series captures people and moments in 300 words: no more, no less.

by MORGAN SAID
Deadline Editor

Lunchroom Loudspeaker

Regardless of the day or of her mood, senior Alli Calia stands up on her brown lunchroom chair and belts it out:



Calia

"Attention lunchroom!" she begins. "Today is a very special day! We are celebrating (insert name)'s birthday! So let's use our loudest, proudest voices and sing! 1...2...3..." the countdown begins. "Happy birthday to you...!" All of the seniors chime in.

And it's just that simple - everyone acknowledges the birthday girl, and although a little off-key, sing as loud as they can to show their appreciation for their fellow classmate.

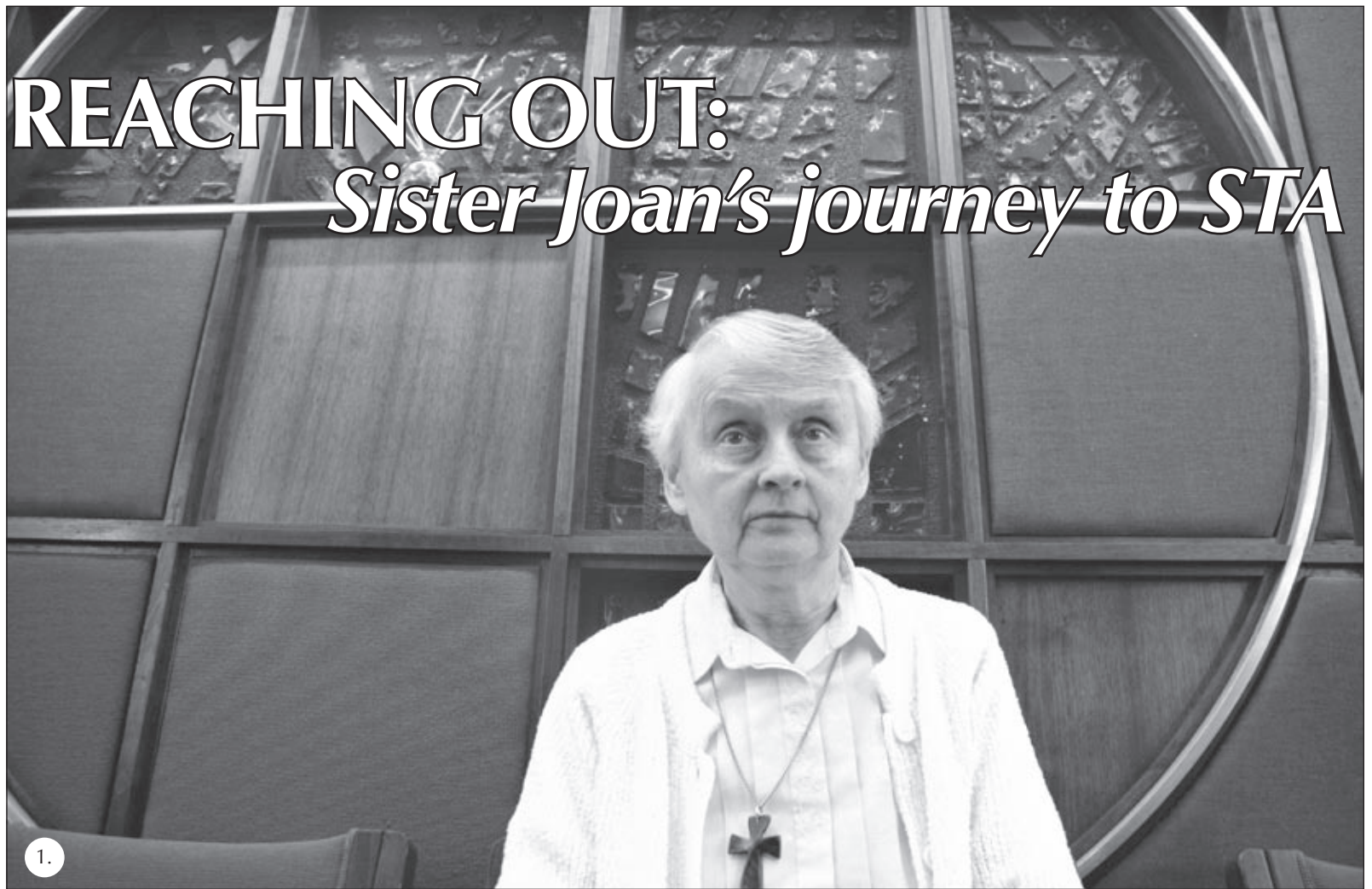
Alli isn't concerned about some of the eye-rolls she may receive, instead, she's too engaged in the birthday festivities surrounding her.

Her outgoing personality and laid-back mannerisms allow her to create a fun, inclusive environment for herself and her grade, and produce an example of confidence and ease to the underclassmen.

Midway through her junior year, Alli began acknowledging and singing to miscellaneous girls in her grade for their birthdays, and sometimes, even half birthdays.

Although singing to her classmates for their birthdays is a quirky way to bring the grade closer together, Alli ultimately enjoys the satisfaction of brightening someone's day, even if it's just in a few seconds worth of song.

So once she discovers the birthday of the day, she begins again: "Attention lunchroom!" she begins. "Today is a very special day! We are celebrating a birthday! So let's use our loudest, proudest voices and sing! 1...2...3..." the countdown begins. "Happy birthday to you...!" And all of the seniors chime in. ★



Through youth, high school and into the Sisters of St. Joseph, Tolle chooses God

by KATIE HYDE
Staff Writer

Sister Joan Tolle, STA's only remaining Sister of St. Joseph, has chosen God many times in her life.

Tolle's life, a story of choosing God, begins when she was in kindergarten.

The first of three children, Tolle decided that instead of attending the public school across the street from her house, she would attend a Catholic grade school.

"My mother asked me if I wanted to attend the public grade school or go to the Catholic grade school and learn about God," Tolle said. "I knew it was important to know Him and grow with Him, so I decided to go to the Catholic school."

Tolle grew up in a Catholic family that attended Church weekly. Although she found God daily through prayer, she was first called to a religious vocation when a missionary visited her school in fifth grade. After hearing the missionary speak, Tolle felt a calling from God.

"I liked the way the missionary approached God," Tolle said. "From that point on, the idea to become a sister was always in the back of my head."

When Tolle began planning her future in her senior year of high school, she remembered how the missionary had inspired her.

"I just realized how much God did for me, and I wanted to do something for him," Tolle said.

Tolle spoke with Sister Marie Loyola, her

homeroom teacher, about her idea to become a sister. Because Tolle wished to work with the poor in missions, Loyola suggested the Maryknoll Sisters and the Sisters of Saint Joseph because both had international missions.

Loyola told Tolle to pray a novena, or a prayer repeated each day for nine days asking for a special grace.

"During my novena, I thought about God's plan for me and asked God to show me which order was right," Tolle said.

After kneeling before the altar in prayer, Tolle felt called to become a member of the Sisters of St. Joseph. She joined the order in September 1954, after graduating from STA. After joining the order, Tolle spent six months in postulancy, a period of candidacy for the order.

Tolle took the name Sister Jerome Francis and officially became a Sister of St. Joseph in 1955 when she took vows of chastity, poverty and obedience.

"I chose the name Francis because I had read about Francis of Assisi in school, and I admired him for the work he did with the poor and his love of animals," Tolle said. "His lifestyle was inspiring."

Tolle changed her name back to Joan after the order told the sisters they could return to their birth names.

Although Tolle never worked in the missions as she had initially intended, she worked at inner city schools in St. Louis, Michigan and Jefferson City.

"I like working in the inner city because I get to work with the poor," Tolle said.

After teaching in schools outside of her hometown, Tolle decided to return to Kansas City.

"Although I moved a lot, I did not mind the changes," Tolle said. "I like the challenge. I enjoy moving and meeting new people."

After working in the Catholic Worker House

and the Agnes House, two shelters for the poor and jobless, Tolle decided to apply for a job as a computer teacher at STA.

"I wanted to get into computers," Tolle said. "I like breaking them apart and figuring things out."

Tolle contacted Sister Barbara Verheyen, the principal at the time, and asked if she could work with computers at STA.

Tolle finds God at STA, where she has worked in the computer lab since she was hired in 1984.

According to principal of student affairs Mary Anne Hoecker, Tolle reflects principles of service and kindness.

"[Tolle] is one of those steady people that just keeps on ticking," Hoecker said. "She is a behind-the-scenes kind of person. She takes care of all of the little things that maybe are not so little."

Although Tolle is the only Sister of St. Joseph at STA, Hoecker believes Tolle continues the order's legacy.

"There's not a mean bone in her body," Hoecker said. "She'll give an SBR if needed, but she's very kind. I see kindness and service to others in everything she does here at STA. Its part of who she is and how she lives."

Computer teacher Kathy McCarthy also believes Tolle exemplifies the motto of the Sisters of St. Joseph.

"Sr. Joan is all about the phrase 'neighbor to neighbor without distinction,'" McCarthy said. "She is a very, very dear person. She's so quiet, but she's there."

In her life of choosing God, Tolle encourages others to listen to Him as she did.

"God is everywhere, really," Tolle said. "You just have to tune in to Him." ★

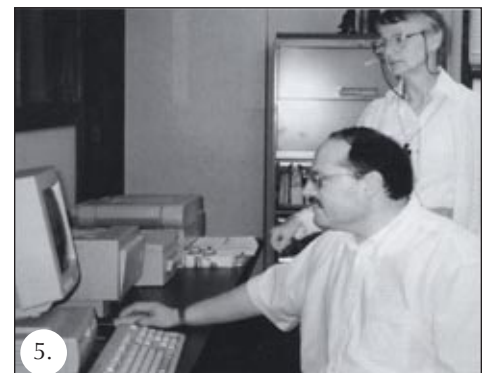
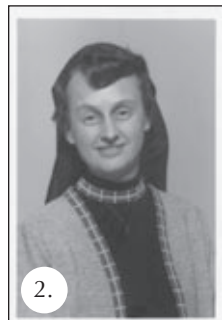
1. **Praying sister** ★ Sister Joan Tolle prays in the STA chapel on April 8. PHOTO BY TRACY BURNS-YOCUM

2. **All Smiles** ★ Sister Joan poses for a portrait. PHOTO SUBMITTED

3. **Soul Sister** ★ Sister Joan is poses in her habit. PHOTO SUBMITTED

4. **Former Alumnae** ★ Sister Joan stands near the altar in the chapel at STA on April 8. PHOTO BY TRACY BURNS-YOCUM

5. **Tech Saavy** ★ Mr. Scott Burkholder, Sr. Joan Tolle work out a computer glitch in the computer lab in 1999. PHOTO COURTESY OF TERESIAN ARCHIVES



5.

A rigorous college preparatory school sometimes causes students to cheat, despite Catholic teaching

by ELIZABETH WILSON
Managing Editor of Copy

The top two administrators at STA admit their school has a hidden problem with cheating. They acknowledge students write answers on their body parts. They know students provide other students answers to exams. They hear of students using cheat sheets. They realize students look at other students' tests. They understand students copy one another's homework assignments. They talk to students who plagiarize. And they discipline students writing formulas on calculators.

But are some of these things really cheating? Or, as some students believe, are students just being resourceful?

As a college preparatory school, some girls feel pressure to cheat in order to achieve. At a school with tuition and fees over \$10,000 per year, parents reprimand their daughters for their grades, mentioning how much money has been spent on their education.

And with the label of "college preparatory" comes a rigorous workload. Daily, the stress and pressures can cause students to cheat. In fact, some of this cheating has become so habitual that students no longer recognize their behavior as cheating.

But as a Catholic school, STA teaches a Christian moral code. Theology classes like morality and Christian lifestyles teach lessons contrary to trading answers in the bathroom on the second floor during passing period.

But the question remains: Is cheating a real problem at STA?

"I don't want to say [it is a problem], but I honestly think it is," junior Sophia Garozzo said. "From tiny little things to big things like big, huge final exams, people cheat every single day."

Why they cheat

Principal for student affairs Mary Anne Hoecker says cheating is happening in the school, and especially on homework.

"It's become a habit, a way of life," Hoecker said.

Hoecker believes students cheat for a variety of reasons.

"For some [students], they didn't question it," Hoecker said. "Some of them panic, they haven't had enough study time, they're terrified about not getting into the right college and they're worried about measuring up to their parents' expectations. And in that panic, they cheat because they see it as their way out."

Senior Kelsey Wendland, a first honors student, believes cheating at STA has a lot to do with pressure.

"We go to a school that has such high standards and where we're expected to get good grades," Wendland said. "And if we're not expected to get good grades, we're at least expected to turn in our work and to turn it in on time."

Garozzo guesses everyone at STA has cheated at some point, in some way.

"A lot of people [cheat], even really smart people," Garozzo said. "It's not just the people that aren't geniuses."

How they get away with it

According to Wendland, students have provided an accepting environment for cheating at STA. One of the contributing factors to this accepting environment is that students do not tell one another when they see someone cheating.

"Even if it was [a] really serious [form of cheating], I would feel bad telling the teacher," Wendland said. "Students are expected to stick up for students against teachers."

Garozzo knows some people are really bothered when others cheat, but said most people do not care.

"Some people tell [on other students for cheating]," Garozzo said. "I would never tell. It has nothing to do with me and it doesn't affect me."

Wendland said STA has an environment that fosters cheating because it is not seen as a big deal to

help someone else cheat.

"Often times, it happens so fast that people don't register what they're doing," Wendland said. "It's the nice response [to tell someone the answers] even though you shouldn't be [doing] it."

When have you gone too far?

Wendland said she has not experienced a lot of cheating on tests, but, instead, more of the "Can I see your worksheet?" type situations.

"No one considers it full-on cheating, but it's not doing your own work," Wendland said.

According to Wendland, you have to go pretty far to consciously recognize that what you are doing is cheating.

"We've gotten into a habit and trained ourselves to think it's not a bad thing at all; we've desensitized ourselves from cheating," Wendland said.

Wendland believes the point when you have crossed over to full on cheating is when you look off of someone's paper without their consent.

"At that point, you're not even asking their permission to use their work," Wendland said.

Wendland said she will let someone look at her worksheet if that person usually does their homework. But, if it is someone who regularly does not do their homework, she said she tries to come up with some "lame" excuse as to why they cannot see her worksheet.

"My opinion is that you have to work hard in order to learn," Wendland said. "And if you're going to pay over \$10,000 a year to go to STA, you should be taking advantage of it."

How do we prevent it?

As to whether or not teachers are doing a good job of preventing cheating at STA, Garozzo believes they truly do all they can.

"Some teachers will watch you like a hawk," Garozzo said. "It really varies between teachers. But, there's only so much they can do."

Wendland said some teachers' approach is to rely on trusting their students or to just realize that if their students are going to cheat, they are not going to benefit from it in the long run. She added that when it comes to homework assignments, it is nearly impossible for teachers to prevent cheating when every student is leaving school with the same assignment.

Science teacher Amy Carlson says she does the best she can to watch her students during tests, but she knows cheating happens.

"I know it happens, but I'm not going to make myself sick about it," Carlson said.

Wendland believes the only way to prevent cheating is for the students themselves to make the collaborative decision to stop cheating.

McCormick agrees.

"[The administration does not] walk around trying to catch people cheating," McCormick said. "We enforce the consequences if and when the situation occurs, but we don't walk around with a noose, ready to put someone in it."

The consequences of cheating include a student behavior report (SBR) and a zero for the assignment.

"A zero on a test is going to hurt a student's grade and GPA," Hoecker said. "Some students who are struggling could fail the course."

McCormick said STA tries to combat cheating by setting up these consequences, being protective of how exams are delivered and collected and by trying to keep the temptations of cheating away from students.

"But, we have to have students advocating against [cheating]," McCormick said. "Students have to respect themselves. There's nothing we can do if we have that piece missing. Students have to embrace that moral value around cheating." ★

cheater, cheater

The ways of cheating

Academic cheating statistics from www.caveon.com/resources/cheating_statistics.htm show that...

- 51% of high school students do not believe cheating was wrong
- 80% of "high-achieving" high school students admitted cheating
- 72% of high school students reported one or more instances of serious cheating on written work
- 95% of cheating high school students said that they had not been detected
- 52% of high school students had copied a few sentences from a website without citing the source
- 15% of high school students had submitted a paper obtained in large part from a term paper mill or website
- 45% of high school students admitted to collaborating inappropriately with others on assignments

New tools, new rules

by ELIZABETH WILSON
Managing Editor of Copy

Next year with the addition of laptops for each student, teachers will have to learn to deal with cheating in a whole new manner. Science teacher and technology committee member Renee Blake has been working to counteract this issue and believes laptops will decrease the ability for students to be able to cheat.

Each laptop will be installed with a program that enables teachers to view, from their own computers, what all students are working on. The program allows teachers to take a snapshot of the students' screens and to record their movements. So, if a student is taking a test on moodle and minimizes the window to open a new one, that can all be recorded. ★

your opinion

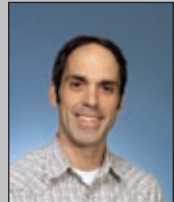
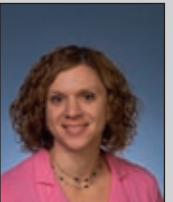
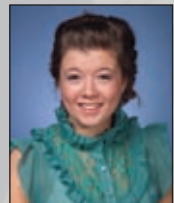
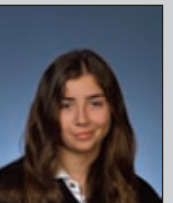
BY THE NUMBERS

The Dart polled 72 students about the severity of different types of academic dishonesty. The following results are the average of each of the answers.

With 0 being "not cheating" at all 10 being the "most severe cheating" what would be the score for . . .

- 10: Stealing a teacher's copy of the test
- 9: Plagiarism on a research paper
Plagiarism on an essay
Paying someone to write a paper for you
Passing notes back and forth during a test
Whispering answers back and forth during a test
- 8: Writing answers on your body/calculator
Leaving notes open in a backpack
- 7: Copying off a girl next to you on a short answer test
Saving your answers in your phone
- 6: Copying off girl next to you on a multiple choice test
Using a student's work from a previous year
Using a test from a previous year
- 5: Passing on answers from a class earlier in the day
- 3: Copying a worksheet
Using "SparkNotes" instead of reading
Passing on questions/topics from a class earlier in the day
- 2: Using online translations websites to help with world language homework
Looking up answers for a worksheet online

Compiled by Molly Meagher, Laura Neenan and Cassie Redlingshafer

<p>"Yes, cheating is a problem [at STA]. I think it happens and it's hard to keep track of. It's more widespread than most of us think about and we don't do very much to keep it from happening." — Richard Shrock, social studies teacher</p> 	<p>"I think [cheating] happens more often than I even realize or that I'm willing to admit." — Jeanella Clark, mathematics teacher</p> 
<p>"No, I don't think [cheating] is a problem, but a lot of time if there is busy work for a class, people will work together on it. So, the more busy work a class has, the more cheating will occur." — Hope Stillwell, senior</p> 	<p>"I haven't personally seen [cheating] here but if there was such a thing at STA, then yeah, that would be a problem. In the freshman class, I've never really heard of it and we've never really had a problem." — Rachel Tovar, freshman</p> 

Speak UP

Do you think academic cheating is a problem at STA?

According to the Education Testing Service website, academic cheating is defined as representing someone else's work as your own. It can take many forms, including sharing another's work, reviewing a term paper or test questions in advance, paying another to do the work for you or copying another's work or test answers.

Beauty tips

The Dart reveals unique tips to enhance, simplify looks

by KATHLEEN HOUGH
Staff Writer

1.

PROBLEM: dark hair
CURE: lemon juice

Want to lighten your hair? Highlights are great, especially in early spring when your hair is looking darker than usual. However, highlights from a salon are expensive, those from a box can easily go wrong and chemicals over time can cause hair to become dry. If you are looking for just a simple lightening rather than a major hair color change, try lemon juice. Fill a spray bottle three-fourths of the way with lemon juice (freshly squeezed is best, but store bought will do) and one-fourth of the way with water. Spray the concoction over your hair. If you're going somewhere warm and sunny for spring break, lay out in the sun, then wash the lemon juice out. You'll notice lighter, shinier hair. Although it isn't a dramatic difference, it's better than nothing.

2.

PROBLEM: makeup remover
CURE: olive oil

With so many different skin types and only a few eye makeup removers available, looking for an eye makeup remover can not only be a pain but cause some pain too. However, there is one eye makeup remover that works for virtually everyone: olive oil. I'm serious; all you need to remove all of your eye makeup is a cotton ball and some olive oil. Simply take a small amount of olive oil, put it on the cotton ball and wipe over your lids. Not only does olive oil remove makeup quickly and efficiently, but it is also very inexpensive, conditions and moisturizes your eyelids and contains way less chemicals than the removers at Target.

However, don't freak out if your vision becomes blurred or your lids get heavy after removing makeup with olive oil. You aren't dying; your lids are simply weighed down by the oil. Just go to bed or use a lighter olive oil.

3.

PROBLEM: straight eyelashes
CURE: warm eyelash curler

If you have stick-straight eyelashes, getting those beautiful, long eyelashes can be quite easy when you know some inside beauty tips, especially those from me. Try warming your metal eyelash curler with a hair dryer for a few seconds before curling your lashes. Apply waterproof mascara and curl them with the warm curler. The formula dries faster than other mascaras, so not only does the heat cause your lashes to bend more easily, but it also sets the curl more effectively. With little effort, your eyelashes have been transformed from drab to fab. What more could a girl want?

4.

PROBLEM: oily hair
CURE: baby powder

If you are an STA student and you haven't discovered the greasy hair/baby powder trick, you are in for a treat. The next time your hairline is looking greasy and you just don't feel like showering, replace the traditional shampoo and water with some baby powder. Simply pour some powder in the palm of your hand and dig up a big, fluffy makeup brush. Dip the brush into the powder, tap it once on the back of your hand to remove the excess and then dust it over your roots. The powder soaks up the oil on your hairline, and after running a brush through your locks a few times (you didn't shower, the least you can do is comb your hair), the powder blends into your strands. No one will ever know that it has been four days since your last shower!

5.

PROBLEM: pale skin
CURE: bronzer in lotion

Along with dulling the color of our hair, the long winter season has left our skin looking pale and undesirable. What's even worse is being asked, "How are you feeling?" or "Are you sick?" when in fact you have been over mono for months and you've been feeling great all winter. Don't fret, there is a solution that doesn't involve going tanning at a salon. If you are against going to tanning beds or simply don't have time to book a session, mix a few pumps of liquid bronzer with regular lotion and pat it on your legs and arms for a gradual dose of color. This simple trick will work miracles, I'm telling you.

6.

PROBLEM: zits
CURE: baking soda

Have you spent countless hours and dollars in order to find the perfect acne solution? Instead of juggling acne pills, cleansers, toners, lotions and ointments, make your own spot treatment. Pour a small amount of baking soda into a cup and add some water to make a paste. Dab small amounts of the paste on your acne and let it dry for a few minutes. Then, gently scrub your face with the remaining paste. Looking like a freak for 30 seconds pays off, I'm telling you. The baking soda will cleanse your skin thoroughly, remove dead skin cells, loosen blackheads and make your face feel clean and smooth. If time is an issue for you, dab a small amount of regular toothpaste on a pimple and let it dry overnight. The paste will dry out the pimple and help the swelling go down. Who knew toothpaste did more than clean teeth? ★



Where are they *now*?

The Dart highlights accomplishments of STA alumnae

by MOLLY MEAGHER
Staff Writer

Denise McNerney



Class of: 1971
Occupation: founder and CEO of iBossWell

St. Teresa's Academy 1971 graduate Denise McNerney never knew she would have her own business, let alone be the founder and current CEO of iBossWell, a leadership and developmental company that helps organize for-profit and not-for-profit organizations. McNerney said they mostly focus on non-profit organizations due to STA's impact on her views of community service.

"[STA has given] me a real sense of the importance of giving back to the community," McNerney said. "I do volunteer stuff too but being able to help organizations and their mission [is] awesome. It's like living my personal mission in my work and life and I feel incredibly blessed."

McNerney created iBossWell with a partner after the two decided to take the golden parachute over moving to New Jersey, where they would

have continued their work as pharmacists. The golden parachute is an agreement between employees and their company in which employees attain a cash bonus if they decide to quit instead of moving on with the business. The two were able to use the money from the golden parachute to brainstorm ideas and eventually created iBossWell.

"When I first graduated, I thought I was going to be in pre-med and after awhile in pre-med I was like 'Oh my gosh, I don't know if I want to do this,'" McNerney said.

McNerney said she has always been interested in leadership and wasn't surprised when she gravitated from leadership. After switching from pre-med to pharmacy school, McNerney moved on to get her masters in counseling at UMKC. McNerney said that the single sex environment at STA helped prepared her for the business world.

"One thing for sure is [I benefited from] the single sex environment," McNerney said. "[The camaraderie, collaboration, and support from] multiple levels from the school, classmates, administration, staff, and teachers... was nurturing and built my self-confidence so that in the career world when opportunities to lead came up I had so much reinforcement that I felt great stepping up and taking a risk."

McNerney encourages students to pursue leadership opportunities, develop a solid educational foundation and keep a positive attitude. From there, McNerney said students should do something that fuels their passion.

"It's easier to work in a profession you enjoy," McNerney said. "And be open to possibilities cause you never know. Staying on one path is great but you might miss some opportunities."

In collaboration with professors from the University of California-Merced, Kansas State University undergraduate and STA 2007 graduate Emily Tummons has been researching the population decline of the Yosemite toad, specifically focusing on the effect that climate change has had on the population because of decreases in the annual snowfall in the Sierra Nevada in the last decade. In order to prove that the toad should be put on the endangered species list, she has been analyzing reasons why the population has been declining in recent years.

"The idea to apply for the Research Experience for Undergraduates Program (REU) came about after one of my engineering professors told me that I had the grades and ambition to succeed at some of the national scholarships, including the Goldwater," Tummons said. "It was one of my best days in college; I was on cloud nine after my professor said that I had a chance to win the Goldwater

Scholarship ."

The Goldwater Scholarship is a national scholarship that is awarded to undergraduate students who are actively involved in research and pursuing careers in engineering, sciences and math. To better qualify for the Goldwater Scholarship, Tummons applied to eight REUs and was accepted into three, ultimately choosing the Yosemite Toad project. Tummons found out on March 31 that she won the Goldwater Scholarship .

"I was voted to become the mad scientist [my senior year at STA in the yearbook]," Tummons said. "And I kind of feel like that might be coming true. Maybe all my high school friends knew me better than [I did]."

Tummons contributes her love for science to her math and science teachers at STA, especially biology teacher Renee Blake. Tummons said she had so much fun in Blake's classes and never wanted to do anything other than science in col-

lege.

"I had such a good background [at STA] that I was able to excel in college," Tummons said. "And because the teachers love what they teach, they make the students love it too."

Tummons' next research trip will be in Brazil for two weeks this summer. Lead by Kansas State faculty, the group of students will be studying environmental problems in Brazil, such as the destruction of rainforests for development.

Tummons said students should never say no to an opportunity and pursue a close teacher-student relationship in school.

"You should go to class and listen to what all these older people are saying because they know what they are talking about," Tummons said. "... talk to [your teachers] outside of class and get to know them. I feel like if you know [your teachers] more on a personal level, you will get more out of it."

Emily Tummons



Class of: 2007
Occupation: Undergraduate at Kansas State University

Stacy Porto



Class of: 1998
Occupation: Presidential appointee for Office of Civil Rights for Agriculture Dept.

After watching President Barack Obama speak at a 2004 convention on TV, 1998 STA alumna Stacy Porto said she knew she wanted to work for Obama and didn't care what she did.

"I started reading about [Obama] and just knew [I wanted to work for him]," Porto said.

Porto attended law school in Colorado and came back to Kansas City to practice work. Once she heard about Obama, Porto started writing letters to everyone who might be able to get her a job with his campaign committee. Porto got her break when she heard the Obama Campaign would be heading to Iowa.

"I drove up [to Iowa] and volunteered for the day," Porto said. "I worked from 6 a.m. to 2 a.m. the next day. I ended up being liked and was hired."

Porto was hired as National Advance Staff for

the Obama for America campaign. Porto said she traveled across the country as an Advance and was in a different state every four to five days. After Obama's election, Porto became an event planner for the inauguration and White House.

Currently, Porto provides political consulting and is an Advance for the White House and Mrs. Michelle Obama. However, her main job is a Presidential appointee for the Office of Civil Rights for the Department of Agricultural.

However, Porto's job and life suddenly came to a halt when her father suffered a massive heart attack and died. Porto's dad, often called Doc, was a strong supporter of his daughter and her work with Obama. After suffering the heavy loss, Porto considered quitting her job. But after personally talking to Obama, Porto decided to continue her work, which became a helpful distraction for

Porto.

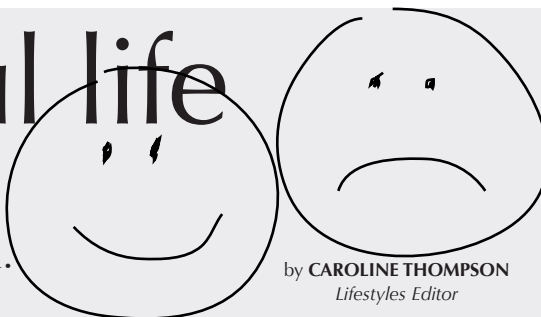
"[Obama] could have easily gotten by without noticing or taking the time to address what happened in my life but instead he took the few spare minutes he had to offer his condolences," Porto said on her blog. "It meant the world to me and I have no doubt that my father was watching, as proud as ever," Porto said.

During her time at STA, Porto wrote and made political cartoons for the Dart newspaper. Porto said she didn't realize how much high school did for her until after graduating.

"[An English teacher] asked me to stay after class and asked 'did you go to an all girls school?'" Porto said. "[She told me] 'you make me want to send my daughter to an all girls school [because] you don't notice all the other people or the boys. You don't conform.'" ★

It's a wonderful life

Whether a stroke of luck, strange coincidence or small miracle, students recall experiences that help to make their lives simply wonderful.



by CAROLINE THOMPSON
Lifestyles Editor

My life sucks

From tripping down stairs to walking into the men's bathroom, STA students recall unfortunate moments in their everyday lives.



Lundgren

A few days ago I one of my back tires was low on air so I decided to go to QT to fill it up. However, once I started filling it up, I noticed there was a tear in my tire and it was flat. I removed the spare tire out of my trunk and realized I had no idea how to change a tire. Then, a man asked if I needed help

and proceeded to help [and] teach me how to change a tire. He asked where I went to school and when I said STA he told me that he used to serve lunches there last year! The guy who served JoJo's lunches last year taught me how to change a tire! It's a Wonderful Life."

- Maddie Lundgren, junior



Watters

The day of the school blood drive I drank... two 16.9oz. water bottles during the day. Then after being approved to give blood I downed the 16.9oz. water bottle each person is required to drink before giving blood. I felt a little woozy after my blood had been taken... After sitting there for a few minutes and feeling fine I asked my nurse if I could go pee, because by this point I really

had to go... While sitting on the toilet my head started to spin. I then blacked out, fell over, hit my head on the bathroom stall and woke up with half my body out of the stall. I passed out while peeing. Thankfully I did not pee on myself. I then had to remain in the gym for 45 minutes and received a letter... asking me not to give blood for a year. MLS.

- Chloe Watters, senior

Lacrosse to become school sport



Bring it on ★ Senior Sam Roach goes for a goal against a Blue Valley lacrosse player during the first scrimmage of the season. STA's next game is this weekend at Southwest High School. PHOTO BY TRACY BURNS-YOCUM

Athletic director starts more school-sponsored lacrosse teams in metro Kansas City

by CASSIE REDLINGSHAFFER
Staff Writer

STA will make lacrosse a school sponsored sport beginning in the 2011 season. Although the team will have less competition in the Kansas City area, assistant coach Holly Ambrose hopes the school's recognition will gain the sport popularity.

Currently the lacrosse team is a club sport and is not affiliated with STA. The team competes against other club teams that are also not affiliated with certain schools, although these teams are primarily composed of girls from Pembroke Hill High School and Notre Dame de Sion. Once the team becomes school sponsored, it will no longer be able to compete against these club teams, potentially resulting in regular trips to St. Louis and Tulsa for games.

"A big change I'm looking forward to [once lacrosse becomes school sponsored] is travel," said varsity lacrosse player, sophomore Lucy Edmonds. "Last year we traveled twice: once by bus that we had to pay for and once our parents had to drive us."

Although players look forward to traveling, athletic director Mark Hough views traveling as one of the few cons that comes with lacrosse becoming a school sponsored sport. The only other con, according to Hough, will be determining the location of practices.

"Right now [the lacrosse team has] a facility that would work and the field is already marked [with appropriate lacrosse field boundaries] and everything but we want to eventually house [all of the sports] on campus," Hough said.

According to Ambrose, another disadvantage to becoming school sponsored is the lack of local competition. She is hoping, however, that other schools will follow in STA's footsteps and sponsor their lacrosse

teams.

"In St. Louis lacrosse wasn't very popular and then a few schools joined MSHSAA and then everyone joined," Ambrose said. "That's what we're hoping will happen here."

Although finding other teams to play will be a challenge, Ambrose believes that becoming a school sponsored sport is the best decision.

"The benefits [of becoming a school sponsored sport] out-number the cons," Ambrose said. "Especially if other schools adapt [by also becoming sponsored], growth [for the sport in the Kansas City area] will exponentially increase."

Hough agrees that once STA lacrosse becomes school sponsored, its growth in local high schools throughout the city area is inevitable.

"[Lacrosse] a hot sport right now," Hough said. "It's not if, but when it explodes."

Edmonds also believes becoming a school sponsored sport has more advantages, including getting the STA community involved in lacrosse.

"I'm excited for lacrosse to become school sponsored] cause [the school's support] will draw more attention to the sport," Edmonds said. "And the school will take us more seriously."

According to Hough, school sponsorship of a sport includes paying for transportation, uniforms and facilities.

"It's kind of an expensive sport," Ambrose said. "The school's involvement will relieve monetary involvement for players and parents."

Besides the competition, possibly practice facilities and the school's financial contributions, nothing will really change, according to Hough.

"We need to keep teaching girls [how to play lacrosse]," Hough said. "We'll still need to offer a varsity, JV and 'C' team because unlike volleyball and soccer, girls are trying out for lacrosse as complete beginners."

Overall, Ambrose just hopes that STA's recognition will spark interest in lacrosse.

"I'm all about the sport," Ambrose said. "My ultimate goal is expansion. I just want the bench to keep getting bigger." ★

Pros

More attention from STA community
Less expensive for players
More opportunities for college play

VS

Cons

No local competition
Traveling expensive for school
Conflict for practice facilities.

Underclassmen relay ranks tenth in state

Distance track team places higher than expected at the KU Relays Saturday

by MOLLIE POINTER
Sports Editor

The STA distance track team's 4x800 meter relay team has been ranked tenth in the state of Missouri for almost 2 weeks with a time of 10 minutes 17 seconds. The underclassmen team is interchangeable between freshmen Courtney

Coppinger, Lane Maguire, Sarah Vickery, Hannah McCausland and sophomore Lane Schulte.

"It feels amazing to be ranked with a mostly freshman team," Coppinger said.

McCausland agreed and felt that the team has a lot of potential to become even more successful throughout their years at STA.

"I'm excited that when we get older I feel like we will be able to accomplish something," McCausland said.

Distance coach Dave Hansen agreed that

the girls have an advantage being so successful so young. Hansen hopes their early success will lead to greater things in years to come and with the track program undergoing changes, there are hopes to see this young team really inspire the program. According to Hansen, the future goal is to have the track and field program as competitive as the other sports at STA such as soccer, cross country or basketball.

"They have so much potential for the upcoming years," Hansen said. "Hopefully they will be able to build on their success."

On Saturday, the 4x800 meter relay participated in the KU Relays and the girls were seeded last out of the total 35 teams because they were entered with the slowest time.

"We decided to stay positive and give it all we got and it turned out three of us got our best times," Coppinger said. "We ended up in 19th out of 35 teams which was totally awesome."

According to Coppinger and Hansen, the team has great chemistry and being around the same age helps them work together to improve.

"They compete against each other in a friendly way," Hansen said. "They push each other." ★

The team

Courtney Coppinger
Lane Maguire
Hannah McCausland
Sarah Vickery
Lane Schulte



Relay runners ★ Sophomore Lane Schulte, from left, freshman Sarah Vickery, Hannah McCausland, Courtney Coppinger and Lane Maguire are distance runners for the 4x800 meter relay. The entire relay is underclassmen and is currently ranked tenth in the state of Missouri and placed 19th out of 35 teams in the KU relays Saturday. PHOTO BY HANNAH KATZ

My name is Elizabeth, not Eli



The name game ★ The varsity soccer team poses for a group picture after their win against Christ Preparatory Academy March 23. The soccer team is known for changing its players names to make it easier to communicate on the field. **PHOTO SUBMITTED**

AN OPINION BY



ELIZABETH WILSON

As strange as it may seem, my real name is not actually Eli [although everyone from Mr. Thomas to occasionally my mom (who detests the nickname) calls me this]. If you're just now realizing my actual name is Elizabeth, it's fine; I can assure you you're not alone.

Despite several people's claims that they were the original Eli-callers, here's the actual story: when I was in eighth grade, a girl on my club soccer team concocted the nickname Eli because my team had decided the mouthful of "Elizabeth" was too long and too hard to say on the field. So Eli I was and, for better or worse, still am.

Yeah, not a very good story.

But, this leads me to another point: this phenomenon of name-shortening frequently originates from sports teams. When I started thinking about it, the varsity soccer team has shortened every person

on the team's name to fit our on-the-field communicative needs.

Maegan Kelly is Maegz. Kerry Cummings is Ker. Karson Kuhlmann is Kars and Taylor Brown is Tay. Katie Beirne is Beirne, Katelyn Devine is Devino, Avery Adams is Ave(s) and Mary Warwick is Mar. Cele Fryer is Cele (but her real name is Cecelia), Sophia Garozzo is Soph, Megan Lankford is Lang and Caroline Gray is Carol. Megan Wilkerson is Wilk(y), Ava Jurden is Midge to some, but Ave to me (although this does get confusing with Aves), Megan Lewis is Lewis and Mickey Redlingshafer is Mick. Peepers Gray is P or Peep, Morgan Trees is Morg(z) and Molly Kenney is Moll(z).

We use these nicknames because some names (like Elizabeth) are just too hard to say when you want the ball and you want it now - there's no time for four (or even three) -syllabled names (plus the nicknames create a nice contrast to Coach Siegel bellowing our full names when we make mistakes). And with three Megans and one Maegan on the team, nicknames are vital to discrepancy.

In all honesty, I don't mind being called Eli; I actually kind of like it. Its quick, short, attention grabbing and I don't know another person with the same name; it's original.

However, it's not a name I want

to be stuck with for the rest of my life just because people can't say my real name on the soccer field. When I'm 40 years old, I would like to be called Elizabeth and not Eli. Actually, I was shooting for more like when I'm in college I would like to be called Elizabeth and not Eli, but I'm not sure that's going to happen, especially since I'm playing soccer.

I just don't want people to mistake me for a boy (like when Julia Barnett's boyfriend thought I was a guy because he made the logical assumption that Eli was a boy's name and he was confused as to why Eli's mom was letting "him" have all of the girls spend the night after a school dance instead of the boys) or for people to think I'm two different people - Elizabeth and Eli (trust me, it's happened) and I'm tired of my mom making embarrassing productions about how she named me Elizabeth and not Eli, how Elizabeth is such a beautiful name, how she tried to keep me Elizabeth all these years and how, out of all the nicknames for Elizabeth, I came to be known as Eli, blah, blah, blah.

For better or for worse, to some people, I will always be Eli; that's just how it is; sports altered my name.

But the bottom line is that although nicknames are all fun and games, that is where they should stay: at the games. ★

ACHIEVEMENTS

- JV MVP for the 2008 season
- Part of one of two teams that began women's lacrosse in Kansas City

FUTURE

- Hopes to start women's lacrosse team at University of New Mexico



powerplayers
Caitlin Campbell
senior

"I love our team's goofiness," Campbell said. "Our team is anything but conventional."

Campbell is the varsity goalie for the lacrosse team.

SCOREBOARD

varsity soccer

- 4/9 Blue Valley West 4
STA 1
- 4/12 St. James 1
STA 4
- 4/14 Lee's Summit West 0
STA 4
- 4/19 Lee's Summit North 1
STA 0

Junior Caroline Gray played with an injury and sister, freshman Peepers Gray, played with the flu. The team believes not having the Grays playing their best may have contributed to the loss. Despite the loss, if the Stars meet North again in districts, they believe they will be the team to beat.



Bust a move ★ Senior Elizabeth Wilson lunges toward freshman Mickey Redlingshafer at practice Tuesday. **PHOTO BY TRACY BURNS-YOCUM**

varsity lacrosse

- 4/5 Shawnee Mission East 1
STA 13
- 4/14 Blue Valley 7
STA 3
- 4/17 Millard 3
STA 8
- 4/17 Waukee 0
STA 11

During the game against Waukee, players were able to change the line up due to it being the opposing teams first game. For example defense played mid field, an attack played goalie and some other attackers played defense.

STA will play Waukee again this Saturday in a local tournament.



Protect this house ★ Juniors Kathleen Hough, center, and Claire VanAsdale defend the goal against a Blue Valley lacrosse player during the first scrimmage of the season. **PHOTO BY TRACY BURNS-YOCUM**

varsity track & field

- 3/24 Blue Springs Invitational
STA placed 1st, 2nd and 3rd in various events
- 3/26 Ron Ives Invitational
STA 3rd place
- 3/31 BV Freshman invitational
STA 9th place
- 4/1 Rusty Hodge Invitational
STA 14th place
- 4/9 Bishop Miege Invitational
STA 3rd place

The track and field team started out their season strong, winning six medals in the first meet on March 23 at Blue Springs High School.

All of the medals at the meet were won by the underclassmen.

According to track participant, junior Kate Passantino, the underclassman have helped with the success of the team.

Production writes

by KATHLEEN HOUGH
Staff Writer

Seniors write and direct plays for spring production, to debut tomorrow night



See all photos of stu-pros on DartNewsOnline

Potter Pals Versus Twilight Friends

Writer/Director: Katie Schmitt
Main Characters: egotistical Harry Potter, played by senior Kelsie Fiss; "girly-man" Edward Cullen, played by freshman Emma Dillion; "gangsta" Hermione Granger, played by senior Becca Sommerhouser; preppy Bella, played by senior Gaby Wilson
Summary: Due to a scheduling mix-up at STA, both the Potter Pals (Harry, Ron, and

Hermione) and the Twilight Friends (Edward, Bella, Jacob) show up for a puppet show performance. Both groups do not like each other and waste their prep time insulting one another.

Memorable Quote: "Hey, if you want me to comfort you, I can throw some glitter on ya. Since only real men sparkle."

Director's Comments: "I'm very happy with how everything is going. I'm looking forward to the performance because I know every one is going to love it: who doesn't love seeing Harry Potter versus Twilight?"

The Spelling Bee

Writers/Directors: Julia Barnett, Ellen Gude, Mimi Koppen
Summary: Various students compete in the 86th Annual National Spelling Bee, under the watchful eyes of serious judges and a really energetic host.
Main Characters: Host Jeremy Sprayberry, played by sophomore Brie Sandridge;

Contestant Willie Perkins, played by senior Celeste Bremen; Contestant Arnold Wood, played by junior Lindsay Girardeau

Memorable Quote: "Just sound it out... pet."

Director's Comments: "We feel really good about our performance because we have put our cast through rigorous rehearsals and brutal punishment for their errors."

STA choir prepares for Boston music festival

Choir students to perform in Boston under guidance of teacher Michelle McIntire

by CHELSEA BIRCHMIER
Staff Writer

Around 32 of STA's choir students will travel to Boston April 30 for a three-day trip that will include sightseeing and performing. In charge of the trip is first-year choir teacher Michelle McIntire, who started planning the trip around October.

"Planning the trip is stressful," McIntire said. "There is a lot of rehearsal, but I'm really looking forward to it. I can't wait actually. I've never been to Boston."

The girls leave for Boston Apr. 30. The first day, they will sightsee at Bunker Hill and the Paul Revere House and have dinner at Quincy Market. The next day they will perform at the Heritage Festival Tour. On their third and final day, they will attend a whale watch cruise at 10 a.m.

"The singing will be really fun, but we get to go whale watching too," senior McKen-

zie Miller said. "That'll be so fun. They say you can't ride the whales, but I think I might try."

Many of the girls attending received high honors at the Mar. 27 district competition. While McIntire expected the girls to perform well at districts, she had not expected so many high scores. On a scale of one to five, one being the highest, multiple groups, including the freshman and sophomore octet, the junior sextet and the senior quartet, received ones. The senior quartet received a one plus, which means they did exceptionally well.

"I was so proud of the work we all did," Miller said. "All the soloists and ensembles worked their butts off, and the scores showed."

Even freshmen received ones and twos, which McIntire said is a rare event. Freshman Amanda Koch believes the girls will carry their talent from districts to Boston.

"I am so excited," Koch said. "It should be a lot of fun, especially bonding with all the choirs. I think we will do great. We have great singers that are extremely talented."

McIntire planned the trip to give current seniors the chance to travel. She thinks one of the great parts of high school choir is touring,

Letters from Camp

Writers/Directors: Jessica Luber, Allie Lueke, Kelly Fitzpatrick

Main Characters: Autumn, played by senior Eva Copeland; Fran, played by sophomore Martha Ramirez

Summary: Various "tweens" think they are going to the summer camp of their dreams (cheer, English, animal, beekeeping, etc.), but end up at a boot camp led by one mellow and one vicious camp counselor.

Memorable Quote: "I can't wait to touch animals the right way. Sassafrass."

Directors' Comments: "We need a lot of work with flow because our play is really choppy and the actors don't necessarily know what they're doing yet. But we're confident it will come together. We're so excited to see all our characters and our one-eyed Charlotte sing her heart away."

Ze Kruz

Writers/Directors: Holly Haywood and Kayla Hogan

Summary: What goes on behind the scenes of STA plays is strange and sometimes makes no sense whatsoever.

Main Characters: *Diva Director*, played by senior McKenzie Miller - she wants what she wants when she wants it; *Sound Crew Girls*, played by freshmen Morgan Bene and Maddie Stimac - they make their own fun and have their own world on the second floor, complete with surprise visitors and mice

Memorable Quote: "Gary, you're a stitch!"

Directors' Comments: "We still have a lot of work to do, but we think that it'll all come together perfectly and hopefully people will like it! It's really random and strange - just the way it should be."

The Babysitter

Writers/Directors: Lane Livers and Claire O'Neill

Summary: Have you ever had a weird babysitter? Yeah, ours is weirder.

Main Characters: Janice, played by senior Laura Yerardi

Memorable Quote: "I smell children."

Directors' Comments: "We're nervous because we've never directed a play before. But our cast is so awkward together that we think our play will turn out just right."

Senior Rachel Knox wins art award, scholarship

by MICAH WILKINS
Arts & Entertainment Editor

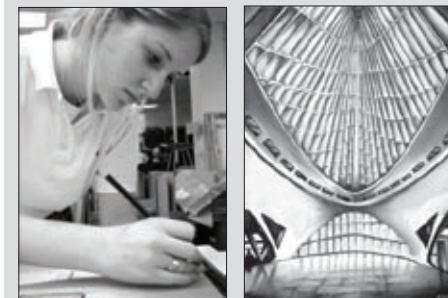
Senior Rachel Knox was awarded the 2010 Shooting Stars Gala award March 28. This award celebrates Johnson County high school seniors who are talented artists.

Knox was awarded a first place scholarship of \$1,400 for her two-dimensional art piece that art teacher Theresa Wallerstedt submitted to the gala.

Knox will use the scholarship at either Kansas State University or Maryville University in St. Louis, where she will attend either school's interior design program.

Knox attended the award ceremony at Johnson County Community College, which was sponsored by the Arts Council of Johnson County. She competed with about 15 other artists in the two-dimensional art category, while about 150 other talented art students from the Shawnee Mission, Olathe and Blue Valley public school districts, and students from Rockhurst, Pembroke Hill, Bishop Miege and St. Thomas Aquinas high schools also participated.

"I didn't know it was going to be this big of a deal," Knox said. "But when I got [to the ceremony] I realized how intense it was... It was funny because I told my [extended] family that they didn't have to come because I didn't think I was going to win, so they left early. But then when I got back [home], they asked me how it went and I was like 'Um, I won' and they were like 'Aw!' They were sad they missed it." ★



Shining Star ★ Rachel Knox's piece won in the two-dimensional art category of the Shooting Stars Gala March 28. PHOTO BY AVERY ADAMS



Sing Your Hearts Out ★ Choir teacher Michelle McIntire encourages her A Capella Choir class April 6. McIntire will accompany STA singers to Boston later this month. PHOTO BY AVERY ADAMS

and she believes the girls deserve the opportunity to do so. In the future, she hopes to travel outside of the country, possibly even to Asia.

"Travel is something I'm committed to," McIntire said. "I want to make it happen every

year. Music is a ministry, and singing spreads the joy. We're St. Teresa's, so wherever we go, we're spreading the message of the dear neighbor. Plus, it's a fabulous reason to join the music department." ★

“**Freshman Sarah Vickery**
1. Do you consider yourself an artist?



- Probably not. I don't really think about myself being an artist.
2. What is art to you?
Art is everywhere.
3. Where do you encounter art?
Nature, museums...
4. How do you express your creative side?
My mom and dad make fun of me because I turn everything into an art project, like making cupcakes or cards... I go all out.
5. Anything else you'd like to add about art?
Drawing class.

the Art of defining Art

by KATHLEEN HOUGH
Staff Writer

No Monets or Picassos can be found on campus, but some know a thing or two about creativity

“**School president Nan Bone**



1. What is art to you?
You asked me if I consider myself an artist and I said “no” but I do think sometimes I have a gift for visioning. I like to picture in my head what “could be.”
2. Where do you encounter art?
I encounter art in people. I like the many faces and interesting characteristics of people and the creative ideas they can bring to a project.
3. How do you express your creativity?
I use my creative side almost everyday. I work with our marketing director to explore different ways we can create information to tell the story of STA. I like exploring the different ways we can create events to bring people back on campus. I'm excited about the possibility of a new fourth building and how it will add to the beauty of this campus. What will it look like? How will it benefit our young women?

“**Science teacher Mary Montag**



1. Do you consider yourself an artist?
Why yes I do.
2. What is art to you?
To me art is an expression of oneself.
3. Where do you encounter art?
Of course in expected places such as studios, galleries, but also in nature, in music, poetry, writing...
4. How do you express your creative side?
Cooking, quilting, teaching, photography, knitting and arts and crafts.
5. Anything else you'd like to add about art?
I sometimes think we spend so much time trying to explain and categorize and understand art rather than just experiencing it. The world would be so bland without art.

“**Freshman Regan Stiles**
1. Do you consider yourself an artist?



- I do consider myself an artist.
2. What is art to you?
Art is any form of a creation or talent accomplished and by a human being whether it is dancing, singing, showing kindness, creating a science project [or] running.
3. Where do you encounter art?
To me, art is everything. I mostly encounter it when I am in the presence of God.
4. How do you express your creativity?
I express art by performing dances, smiling to people who look like they need some cheering up and playing instruments.
5. What in your life is an expression of art?
My family is by far an expression of art in my life. Music is in our house non-stop. The art that [brings] us together which makes us an expression of art.

“**Theology teacher Robin Good**



1. Do you consider yourself an artist?
Creative yes, artistic no
2. What is art to you?
Beauty can be seen anywhere and in many forms
3. Where do you encounter art?
In nature, in people [and] in things
4. How do you express your creative side?
In creating environments at home and at school. We joke at home [that] my husband is a great cook, but I make it look pretty.
5. What in your life is an expression of art?
I love to cross stitch. I make appliquéd Christmas stockings for family members, listen to music [and] look up and down when I walk. I see lots of interesting things in nature.

“**Senior Kelsie Fiss**



1. Do you consider yourself an artist?
Sure, yes of course.
2. What is art to you?
It's your creative interpretation of something you see in everyday life. It can be as simple as a creative way of painting something or how to arrange something.
3. Where do you encounter art?
School, art museums, at my house. My mom, brother and I all do art stuff. It can also be in the way you look at things around you.
4. How do you express your creative side?
Portfolio class. I'm able to come up with ideas and it all comes out [in the work] It's kind of like my expression coming out.

Explore the mysterious world of...Chatroulette?

AN OPINION BY



KATHLEEN HOUGH

There is no way to prepare for the ultimate social experience: Chatroulette.

In just three months, this website has attracted over 50,000 users daily, according to The New York Times. The social website, created by Russian 17-year-old Andrey Ternovskiy, drops you into a world of anonymity as it exposes you to a random, never ending succession of strangers via webcam, microphone, and instant message. You have the opportunity to watch, talk and instant message the stranger sitting across from you. Or, you can do none of the above and simply click the “Next” button, which will ditch your current stranger and set you up with a new chatting partner. According to the Chatroulette website, the only rules are that you must be 16-years-old (but who's keeping track?) and you must be clothed (also not always followed).

Strange but intriguing, I know. But, before you run off to your computer to experience this new fad, you should probably learn more about what you are getting yourself into. The experience resembles a game of roulette; just as the ball randomly spins around the num-

bered wheel, the Chatroulette user switches from random stranger to random stranger. In fact, entering the magical world of Chatroulette is fairly similar to being set up on a blind date with thousands of random strangers--only you are in cyberspace, connected by a webcam and only half of your dates are fully clothed.

Upon entering the website, you are faced with two empty boxes; the box at the top of the screen is labeled “Stranger” while the box below is labeled “You.” With a quick press of the “Play” button next to the Stranger box, the mysterious world of Chatroulette is opened before you. Within seconds, both webcams are detected and a random stranger on the screen is suddenly staring back at you. From there, the experience is yours. You can video chat, instant message, or do neither. The best (or the worst depending on how you see it) part is that both you and the stranger you are interacting are completely anonymous, giving you the opportunity to be whoever you want to be.

I didn't think it was fair to hand out Chatroulette tips without fully immersing myself in the experience. So, I set aside 30 minutes of my time, sat down at a computer with my playful companion/scary Asian doll, Little Cletus, and began chatting with random strangers.

I'll be honest; I didn't hate it. In fact, despite the five unwanted body parts I was exposed to and the strange man dressed as a clown, I loved Chatroulette-ing. I'm not quite sure what got me. Maybe it was the two little people



Crazy Talk ★ The Dart staff explores the wonderful, surprising world of Chatroulette.com.

that danced around a room to the song “Sandstorm” by Darude. Or maybe it was when I smashed Little Cletus' face against the screen, typed “Hi, I'm little Cletus, want to be my friend??” and proceeded to have a creepy, weird conversation with an innocent Asian boy who spoke little English.

Although my first Chatroulette session was enjoyable, I wish I would have researched the site a little more before I jumped in to things. The most important advice I can give you is to get in there, be alert and have fun. The rest of the Chatroulette experience is yours. Dismiss all your preconceptions, get out there and start chatting with random strangers. Trust me, it's harmless (for now).

Top Five Tips for New Chatrouletters

It is truly wise for every potential Chatrouletter to read, learn and memorize these five tips before entering the scary, unknown social world of Chatroulette.

1. Enable your webcam and microphone. The whole point of Chatrouletting is to engage in a video chat conversation with a ran-

dom stranger. Instant messaging people is boring when you have the opportunity to see them face to face, and I guarantee you will be “nexted” if the random stranger cannot see or hear you.

2. Learn the logistics of the “Next” button. Don't be afraid to “Next” any stranger you encounter. I guarantee that throughout your Chatroulette experience, the “Next” button will become your new best friend; you never know what strange/creepy/vulgar people you will meet and will want to quickly escape from. In addition, do not be offended if you are nexted by someone else; studies show that the average Chatrouletter is nexted several times a minute.

3. Make it memorable. Out of personal experience, the best way to avoid being nexted by others is to stand out. Take advantage of the fact that these people have no idea who you are. Wear a wig, dance around and have fun with it. Anyone that takes this site seriously is a fool—get out there, be weird and don't give any stranger a reason to “next” you.

4. Bring a friend. It's just not as enjoyable or entertaining if you are being weird by yourself. It will be way less awkward, you will have someone to bounce off of and the wonderful world of Chatroulette will be a better place.

5. Expect inappropriateness. (see step 2) I'm not going to lie: you are going to see it, and possibly a lot of it. Whether we like it or not, there are dangerous and degrading weirdos in our world that are misusing Chatroulette. The best advice I can give is to expect it, and keep your finger on F9 at all times so you can “Next” anything creepy that comes your way. ★

ADOPTION

These members of the STA community do not act differently from anyone else. By looking at them or talking with them, you might not even realize their unique background. But these individuals have been adopted anywhere from here in Kansas City all the way to China.

These are their stories.

by CAROLINE THOMPSON & MORGAN SAID
Lifestyles Editor & Deadline Editor

IS AN OPTION

With love, from China

Sophomore Mari Kerwin and her mother, Michele, describe their bond and adoption process

Sophomore Mari Kerwin isn't exactly sure how to spell her birthplace. She doesn't know her biological parents, nor does she intend to in the near future. She has only visited her birth country once, in 2007.

Kerwin was born in a province in China in 1994 and adopted the following year.

"If people are looking into adoption, they should consider it," Kerwin said. "It's definitely a positive experience."

Kerwin's mother Ms. Michele Kerwin traveled to China and adopted Mari at 10 months old.

"I was 40 years old," Michele said via e-mail. "I still had not found the perfect guy to marry, but I wanted a family. I have always said that there are so many little loves out there just looking for loving arms to fall into."

Originally Michele considered domestic adoption, but her age, single

status and race made the process more difficult.

"There was a female Anglican priest here in the city who had gone that first year to China and I was enthralled with her story," Michele said. "The Chinese government also liked the idea of older people and allowed single women to adopt their children so they were very open to me petitioning for adoption."

Beginning the process Oct. 25, 1994 and after working through an adoption agency in St. Louis, Michele, at age 45, welcomed Mari to her home April 3, 1995.

In describing adoption, Michele likes to refer to an old Thai proverb that says: Children who are not put with the right spirits through birth will be put with the right spirits through adoption. It seems that Mari and Michele are very compatible, according to Mari, who says that she and her mom have a good relationship and don't argue. Others also notice their strong relationship.

"[Mari and her mom] talk and act the same," sophomore Abby Uche

said, a friend of Mari. "I would have just thought [Mari] had a Chinese dad if I didn't know [she was] adopted."

Funny moments between mother and daughter have never been lacking.

"When Mari was little I used to tell her that she didn't have a human dad, but that God was her Dad," Michele said. "Also I would whisper when we were in church that God was up on the altar. All of that worked very well, however, one day she walked up to our pastor and said 'Are you my dad?' [The pastor] darn near choked and immediately denied any attachment."

Even though she is not Mari's birth mom, Michele has still been able to experience the fulfillment of motherhood.

"A child is a child," Michele said. "No, she did not grow inside me. I never felt the first kick, but she grew in my heart from the first moment I saw her little picture in the middle of the letter size paper to when her auntie laid her in my arms. Wow, she was mine." ★



Mari Kerwin



A welcoming gift

Senior Jenny Platten and her mother Alyson reflect on Alyson's struggle for a child.

Senior Jenny Platten has never met her biological parents. She has read letters and seen photos, the most recent note from 2006, but hasn't made contact otherwise.

Platten isn't exactly sure why her mother gave her up.

"I know my [biological] mom is a twin," Platten said. "So, there's a good chance that I could have twins."

"She was 17 at the time [that she had me]," Platten said. "I'm sure she thought that it wouldn't be a good environment."

Ms. Alyson Platten and husband John Platten decided to adopt after undergoing numerous unsuccessful surgeries that would allow her to

become pregnant.

"[Being adopted] is not a big deal," Platten said. "We never talk about it. It's not any different."

Alyson said that she began the adoption process after receiving a call from her doctor's office informing her that she would probably never be able to carry a baby to full term. Still, Alyson's desire to have a child was strong, and decided that she wanted to adopt.

According to Alyson, Jenny's biological grandmother has sent Jenny gifts and notes throughout her life, but the Plattens have not made any other contact with her although Jenny's father has encouraged open talk about Jenny's adoption.

"[Jenny] has not met [her biological mom]," Alyson said. "But

if she ever wanted to, I'd say yes, go ahead."

Before Jenny's arrival, there were no baby showers or pre-natal consults.

Regardless, holding Jenny for the first time was the most unbelievable feeling, according to Alyson.

Because the Plattens are residents of Kansas and adopted Jenny in Missouri, they were required by state law to remain in Missouri until the adoption was finalized. After spending six weeks with their new baby at Lake Latawanna, the Plattens returned home to show off their new baby and to indulge in baby showers and gifts.

However, the baby girl that Alyson and John brought home to love and to raise was the greatest gift of all. ★

Sister, sister

The senior twins open up about their adoptions.

Seniors Molly and Maddy Fox are used to being bombarded with questions once someone finds out they are adopted twins. In grade school, the girls would get questions like, "How was the orphanage?" and "Were both you and Maddy adopted?" which much to Molly's surprise, people will actually ask.

"Kids used to ask, 'Where's your real mom?'" said Maddy. "[Molly and I] would always say, 'My real mom is Lynn Fox.'"

Lynn and John Fox, Molly and Maddy's parents, decided to adopt after Lynn couldn't get pregnant, according to Maddy. At first the couple wanted a boy, but his grandparents wanted to say involved, while his birth mother did not. Lynn and John thought that might be a little awkward, Maddy said, and the couple preferred a closed adoption in which the child doesn't have constant contact with his or her biological parents.

The couple continued to look into adoption. Maddy and Molly's biological mother, about 20 years old, was very particular about the adoptive parents, according to Maddy.

"[Our parents] had to be at least Christian and maybe even Catholic," Maddy said. "There had to be a stay at home mom. They checked our house and went through this whole interview process."

Despite this, Lynn and John were told that adopting Molly and Maddy probably would not work out. They asked if it would be alright if they took a trip to Disney World, and were assured that would be fine.

But, on June 12, 1992, Molly and Maddy were born, and John and Lynn had gotten the adoption.

"[Lynn and John] knew about us kind of last minute," Maddy said. "They had to fly home and they didn't even have a crib or anything ready. Molly and I slept in one dresser drawer our first night [at home]."

Both girls say that being adopted doesn't



Seniors Maddy & Molly Fox

make life terribly different. Even

The twins have never met their biological mother or attempted to contact her. The question of whether they want to meet their birth parents is tricky, according to Molly.

"I'm pretty sure Maddy doesn't [want to meet our biological parents]," Molly said. "I used to be excited, but I don't know how I feel

about it anymore. I used to ask about it a lot [in grade school] and my mom said if I wanted to find [my birth mom] when I was 16 then we could try, but I never really asked. I guess it was just a curious phase...I'm not sure if it's something I'd like to do [now]."

Despite this question, both girls say that being adopted doesn't make them feel any differ-

ent. The fact that the girls are adopted and now have two step sisters, Sarah and Jessie, and one step brother Sam has not made them feel separated from the family.

"Our step sisters are our sisters," Maddy said. "Even though we're not a traditional family and we're like a broken family, it's never been like that." ★



Freshman Keara Miller

Meeting the Millers

The Miller family discusses how they made the decision to adopt, not once, but twice.

Freshman Keara Miller doesn't come from the typical family. While both Keara and her older brother are adopted, her older and younger sisters are the biological daughters of Mr. and Mrs. Sean and Karen Miller.

"We were married for eight years and didn't think we could get pregnant," Sean said. "We tried infertility treatments, but some were controversial with the Catholic Church, so we said, 'Nope, [we're] not going to do that' [and decided to adopt]."

The Millers first adopted their son Ryan, now 20 years old. About a year later, Karen became pregnant. A few years following senior Shaughnessy Miller's birth, the Millers applied to adopt again. After about 13 months of waiting, Keara joined the family. Finally, Karen became pregnant again and the youngest Miller, Siobhan, was born 12 years ago.

"Adoption is how we started

our family," Sean said. "We think adoption is amazing."

According to Sean and Shaughnessy, having adopted members in the family has not been all that different.

"Most people don't even know that I have adopted brothers and sisters, but sometimes our personalities are different," Shaughnessy said. "But that's like any family."

But unlike most typical families, there are other parents involved with the family. Keara has not personally met her biological parents, but every year her mom writes a letter to her birth mom with a picture of Keara.

"I'd like to meet her," Keara said. "It's probably something I'd do when I'm older."

Keara is just as much a part of the family as they are. Sean makes a distinction that many people may overlook.

"You have to be careful not to say 'adopted kids' and 'your own kids,'" Sean said. "It's 'adopted kids' and 'biological kids.' They are all our own kids." ★

Six types of adoption

1. Public: The public, government-operated agencies place children in the public child welfare system in permanent homes.
2. Private: In private agency adoption, the services of a licensed non-profit or for-profit agency places children in non-relative homes.
3. Kinship: Services of an agency place children in relatives' homes.
4. Stepparent: The spouse of one birth parent adopts the child.
5. Transracial: A public, private or independent agency places a child in an adoptive family of another race, usually through the public child welfare system.
6. Intercountry/international: US families adopt children who are citizens of a foreign nation and bring them to the United States.

Source: adoption.com

I wanna soak up the SUN

STA seniors plotted, planned and played at Loose Park on senior skip day April 19. Principal of student affairs Mary Anne Hoecker said the skip day was built into the STA calendar due to tradition and senior requests over the years. "It's a day for some of [the seniors] to get together," Hoecker said. "For some it might be a last day to do this."



1



4



2

4. Mischief managed ★ Seniors Kerry Cummings, from left, Brady Essmann and Ellen Gude announce plans for pranks. **PHOTO BY AVERY ADAMS**



5



3

1. I got you, babe ★ Senior Anne Marie Whitehead embraces fellow senior Caroline Farchmin. Both Whitehead and Farchmin participated in the fun and games during senior skip day April 19. **PHOTO BY AVERY ADAMS**

2. Go long ★ Senior Mary Warwick tosses a football around with fellow seniors. Warwick was one of many seniors in Loose Park April 19. **PHOTO BY AVERY ADAMS**

3. Lay back and relax ★ Seniors Courtney Watkins, left, and Becca Sommerhauser laugh over ideas for senior pranks. A group of seniors came together for breakfast in Loose Park on their skip day. **PHOTO BY AVERY ADAMS**