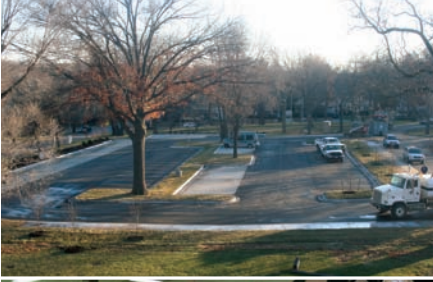
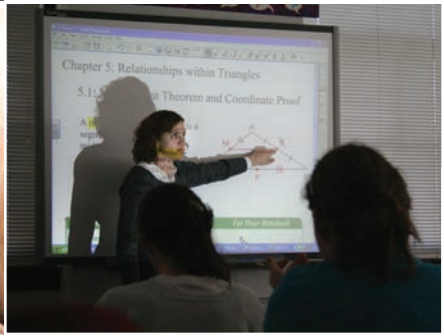


# the *dart*

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ST. TERESA'S ACADEMY



# TOP 10 OF 2010



From recent parking lot construction to PowerSchool, the *Dart* investigates the biggest news stories of 2010 and what they will mean for 2011. See pages 10-11.



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# STA investigates radon levels

After discovering radon in storage closet, STA administration hires a contractor to lower levels

story by **CHELSEA BIRCHMIER**  
news editor

Radon was discovered at more than 10 times the recommended levels in a storage closet in the basement of Donnelly Hall by honors chemistry students this November. Chemistry teacher Terry Conner and her class placed a radon test kit in the closet to study radioactivity and, to Conner's surprise, the room's levels revealed amounts of radon at 47.2 picocuries per liter [pCi/L], compared to the 4 pCi/L recommended by the Environmental Protection Agency.

According to the EPA, radon is a radioactive gas that causes 21,000 lung cancer deaths per year, making it the second leading cause of lung cancer. Radon comes from uranium decay in soil, entering buildings through cracks in the foundation and accumulating in rooms with little ventilation.

"When we're studying radioactivity in a high school lab, we don't have radioactive elements to work with because they have pretty strict storage requirements," Conner said. "They can be dangerous and you don't want to be overexposed to radiation. So [the radon test] was a practical way to do a lab that involved radioactivity. At the other school where I've done this, their level came out just fine, so I didn't expect a different result here."

To confirm Conner's results, the administration hired Stewart Industrial Hygiene & Safety, a company that tests indoor air quality, to do a few more readings, according to principal for academic affairs Barbara McCormick.

The company found that the south closet contained 43.4 pCi/L, similar to the chemistry students' study. According to McCormick, the sample classrooms tested below the recommended level of 4 pCi/L, containing 0.3 and 0.7 pCi/L, while the storage rooms tested above the level, containing 8.6 and 8.9 pCi/L.

"I think it was a good learning experience for me," McCormick said. "I had not dealt with radon in the past. I did learn that radon is not something you can necessarily get rid of. You have to find a way to live with it with the correct levels."

Over Christmas break, the administration hired contractor Steve McKinney for radon mitigation, which should lower the levels of radon in the closet. McKinney installed a pipe that draws air from underneath the building's foundation and pumps it out. Stewart Industrial returned Jan. 25 to test the building again, and discovered the levels were still too high.

Even after the installation of the pipe, junior Caitlin Nelson did not know what radon was or that it existed at STA. Once she did some research, she was surprised that the school had not alerted students or parents.

"The school should be ashamed of themselves,"

## 300 WORDS: *Home is where her heart is*

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

story by **MORGAN SAID**  
editor-in-chief

The brick house stands tall in the cul-de-sac, right off Red Bridge Road, smashed between houses on either side.

Inside this house, all is silent.

Senior Clare Magers calls this house her home. There are no dogs barking, no siblings chattering. There isn't a mom making dinner or a dad reading the paper.

Just pure silence.

This 70's style house has peeling wallpaper and "rickety" floors and hasn't been renovated for years,



**toxic** ★ Stewart Industrial Hygiene & Safety employee John McCall checks radon levels in history teacher Craig Whitney's room Jan. 25. Chemistry teacher Terry Conner's chemistry class first detected radon at STA in a Donnelly basement closet this November. Photo by **MORGAN SAID**

Nelson said. "[Radon] shouldn't be there in the first place, even if it's just in a storage closet."

According to president Nan Bone, the administration did not send out a notice to parents because they did not want to alarm them and because only storage closets, which students do not access, had high levels. To ensure that students would not enter the closets, they hired a locksmith to place locks on both of the closets.

"I would have had a reaction of, 'Oh my gosh,' but we knew right away that these weren't in classrooms and that our students wouldn't be affected," Bone said. "But we still wanted to make sure to clean that up. It was a little mixed reaction I guess. The first part was caution, the second part was relief in the fact that our students weren't being harmed."

Despite the health risks related to radon, Bone was glad this experience gave students an example of how chemistry affects everyday life. Bone said that the administration has not decided how or if they will continue testing the school for radon next year, but they might allow Conner and her students to do the official testing.

"What I love about the way Ms. Conner teaches to you is the fact that it's problem-based," Bone said. "She shows real life examples of how science can affect your environment. I like that a teacher is really showing application to science. When you show application, it's a higher level of learning, and certainly students are going to retain that information longer."

★ contact Chelsea Birchmier at **cbirchmier@dartnewsonline.com**

but Clare said she likes it this way.

When Clare was in fourth grade, her dad moved their family to a small town in Iowa, right past the Missouri border, for his job.

Clare struggled with making friends, saying that the other kids in town were jealous of her being the doctor's daughter and mocked her because she wasn't an athlete. So, she decided to move.

Her family still owned a house in Kansas City where her grandma once lived, so Clare convinced her older brother, George, to move with her so that she could attend St. Teresa's.

The decision to move two and a half hours away

**Magers**

from her parents was one that called for sacrifice and compromise.

Although Clare only sees her parents roughly twice a month, Clare's mom acts as her "alarm clock" and calls Clare each morning before school to wake her up.

By living in this "rickety" old house, Clare has learned a lot. She's learned not to take her parents for granted and to savor each moment spent with them. She's learned how to make her own meals every day.

She's learned independence.

And each day as she walks across the quad, she remembers why she chose to move away from her parents in the first place: to attend STA.

Although Clare's house stands nestled between two others, occupied by "old people" and Sion girls, Clare stands alone. And so far, she's doing "great." ★ contact Morgan Said at **msaid@dartnewsonline.com**

# Faculty explains test policies

Teachers describe why they keep students' tests rather than return them during the semester

story by **LUCIA MASCHLER**  
staff writer

It's the night before the final, and you've finally accepted that you can't procrastinate a second longer; you have to study. You frantically search through every folder, binder and book for all of the worksheets and tests you have taken to help you study. But, you can't find a single test. Then you remember: your teacher never let you keep any of your tests. You're stuck with just worksheets and notes and wonder why they never gave them back.

According to principal for academic affairs Barbara McCormick, there is no black and white policy saying teachers can or cannot give back students' completed, graded tests. Neither the administration nor the department heads dictate what teachers are required to do with them. Even in regards to semester exams, it is up to the teacher to decide what they wish to do with the tests.

Math teacher Diana Blessen keeps her students' tests because she uses virtually the same tests every year, with just a few updates annually.

"It's hard to come up with good math questions," Blessen said. "There's not a whole lot of good test questions to choose from."

Blessen feels students should not need the tests to study from for finals because she teaches the information other ways during the course of the year—through the book, notes, worksheets and study guides.

"I feel like I give good reviews that are good to study from," Blessen said. "I go over all the tests with [students after they take them] so they know what they did wrong. I keep them in my room so if they want to come back and look at their tests, especially before the final, that's fine."

Blessen also feels it is important to keep tests if other teachers teach the same course but move at different speeds.

"Ms. [Jeanella] Clark and I both teach geometry and we work on the tests together but we might give



**test time** ★ Sophomore Regan Stiles takes a test in history teacher Richard Shrock's classroom. Shrock allows students to keep their tests since he makes new tests every year. Photo by **CELE FRYER**

the tests at different times," Blessen said. "...it's not good to have the tests out there for students to pass around."

However, some teachers feel differently. History teacher Rickard Shrock feels that since his tests are different every year, his students should be able to keep their tests to study from.

"I rewrite the exams every year so I'm not worried they pass around the ones I give them," Shrock said. "And I feel like there is a benefit to giving it back so you can look at it and use it to study for the final."

Blessen feels that keeping the tests depends a lot on what subject the teachers teach. Some subjects

require more individual creativity and others just require a right answer.

"Math is pretty black and white whereas history and English are so much more subjective," Blessen said. "Most math isn't essay, it's 'can you do it?' It's computation. You really can't be individual in math. There's pretty much one answer."

Ultimately, Shrock feels that the decision to keep students' tests should be up to the individual teacher.

"It's not unreasonable to want to do the same exam every year if your curriculum is consistent," Shrock said. "If I was going to use the same tests again, that would make sense to me." ★ contact Lucia Maschler at [lmachler@dartnewsonline.com](mailto:lmachler@dartnewsonline.com)

## Read all about it: Stop stalking us



opinion by **MEGAN SCHAFF**  
managing editor of print

The newest phase of the administration's technology-crazed plan is "The Eye." Better known as VNC, the program allows teachers to keep tabs on (or stalk) students' computers—basically anytime, anywhere, from any computer at school.

Here's how it works: teachers and administrators are now able to access any student's netbook as long as it's connected to STA's wireless network. From their computer, they can view netbook screens without students' knowledge, lock screens (which makes a giant eyeball appear on the screen), take photos or videos of screens, type on screens and theoretically hijack a student's computer.

Why don't they just hire a shady private investigator from the yellow pages to stalk us?

Yes, netbooks are school property. In theory, administration can do whatever they want with them. But I didn't sign up for this.

This program won't keep students from doing anything they did before.

If students want to cheat, they'll do it. If they want to update their Facebook status and vent about getting an SBR for wearing an STA sweatshirt across the quad on a Tuesday, they'll do it. If they want to daydream about their secret dream wedding to Justin Bieber, they'll do it. If they want to use their netbooks to look up hotels in Mexico instead of paying attention in class, they'll do it. Most of the time, we would rather spend hours figuring out how to avoid doing the work than buckle down and do the work itself. Ironic, but true.

Not only is this program completely useless, it's a total breach of privacy. Here are a few of my problems:

**I'm watching you:** Any one of my seven teachers (and countless administrators) can view my netbook screen at any time while I'm at school. Sure, you can definitely look at all my grades on PowerSchool. Here's my online bank statement. Oh look, there's my social security number. Feel free to look at that, too. There's my bikini for spring break—go ahead and check the price. And then check back in 50 days when I get home and upload all the photos.

**Terrifying typing:** Teachers can literally freeze my netbook screen, take away my control and start clicking away or typing on my computer screen. At first, I thought this was a problem, but I've accepted the benefits. Teachers, you're allowed to do whatever you want to my nettie, but if you're going to hijack my computer and start typing on my screen, would you mind finishing my college comp paper? The prompt is about "the opposing facets of human experience." Have fun.

**Lights, camera, action:** Anyone using this program has the option to photograph or record whatever's happening on screen. STA, watch out. You're going to have to stop all of those illegal activities you've been doing on your netbooks. Hey, this could actually turn out to be a good thing. We can hand over all of those videos to MTV and turn it into "True Life: What really happens on the netties." Maybe we'll be famous.

In fact, as I'm writing this column right now, there are probably teachers and administrators creeping on my nettie. Wait, who's that pressing the backspace key? ★ contact Megan Schaff at [mschaff@dartnewsonline.com](mailto:mschaff@dartnewsonline.com)

# STA students leave litter in lunchroom

Sophomores, seniors see trashy lunchroom left by freshmen, juniors as sign of disrespect

story by **SARA MEURER**  
last look editor

On an average Tuesday, STA sophomores and seniors enter the Commons Activity 2 for lunch. Many tables are littered with empty plastic bags, remnants of sandwiches and other trash left from Activity 1 eaters. The amount of trash fluctuates from day to day, but some sophomores and seniors are not happy about the mess.

Senior Alysa Turner feels that freshmen and juniors leave too much trash during Activity 1 for sophomores and seniors to pick up.

"I would like [freshmen and juniors] to know that this is a serious issue of politeness, or lack thereof," Turner said.

Students who eat lunch Activity 2 often enter the Commons to find dirty, trash ridden lunch tables. This habit often irritates many sophomores and seniors.

"[Juniors and freshmen] may dismiss it as 'the seniors being bratty', but in reality, they would be livid too if they had to eat on tables littered with Ziploc bags, apple cores and other various rubbish," Turner said.

Administration had considered having designated table cleaners to pick up trash, but decided that there are other ways of dealing with the problem. Principal for student affairs Mary Anne Hoecker feels that students are responsible for their own mess.

"If students wanted to have designated cleaners, we could do that," Hoecker said. "However, I don't like the idea of students thinking someone else will clean up their mess. Each student should clean up her own trash."

Hoecker doesn't feel like this is becoming an ongoing problem.

"I've only had one teacher say something [about the trash], so I am not hearing it as an overwhelming problem," Hoecker said.

According to Hoecker, students can receive an SBR or detention if they are caught leaving trash on tables.

"I want moderators to go to a table and do what they need to do in order for those kids to clean up," Hoecker said. "Trash should be off the table."

Turner feels like sophomores and seniors have a right to eat from clean tables.

"It is down-right disrespectful," Turner said. "The members of second lunch have a right to enjoy eating off of clean surfaces, too. Sanitary eating space is a right, not a luxury, which we are being denied."

Freshman Katie Daniels also feels that sophomores and seniors deserve clean tables.

"Everyone should be responsible for their own trash, and if everyone just picked up their own, there would be no problem," Daniels said. "The sophomores and seniors shouldn't have to pick up double the trash because of a freshman or junior being lazy during their lunch period."

Hoecker says that each student needs to take responsibility for her own trash.

"Everyone eventually eats either Activity 1



**cleaning up** ★ Facilities staff member Gillbert Mont cleans tables in the Commons. Seniors have complained because of the trash left behind from Activity 1. Photo by **TAYLOR WOODRUFF**

or 2," Hoecker said. "But 2nd lunch period, you shouldn't have to go to a table with trash on it." ★ contact Sara Meurer at [smeurer@dartnews-online.com](mailto:smeurer@dartnews-online.com)

## Administration raises exemption percent for finals

Percent seniors need to be exempt from second semester finals increases to 95 percent

story by **CASSIE REDLINGSHAFFER**  
sports editor

Seniors must now earn a 95 percent in their second semester classes in order to be exempt from the final exam. According to principal for academic affairs Barbara McCormick, teachers who exempt seniors from second semester finals cannot lower this regulation. Teachers can, however, require all seniors to take the final regardless of their grade in the class.

"[Teachers] cannot change [the required percent] for this semester," McCormick said.

"There is a committee working on the issues for the upcoming year, however, so things are subject to change."

In previous years, seniors needed any form of an "A" by the time second semester finals arrived to be exempt from the test. Therefore, if a senior had a 92.5 percent or higher before the final she would be exempt, unless the teacher required all students take the final.

PowerSchool changed the grading system, eliminating letter grades all together. While teachers can still require that all students take the final, a new percentage had to be designated as the second semester senior final exemption regulation. The administration considered many aspects, including senior grades, when deciding that 95 percent should be the new exemption regulation.

"For starters, we averaged some senior class grades and looked at what our expectations should be," McCormick said. "We used that as our baseline expectation."

Some teachers disagree with the administration's decision to increase the required percentage by 2.5 percent and would rather set their own requirements.

"I probably would not prefer the increase in the requirement," math teacher Jo Weller said. "The math department went by any form of an 'A' and even getting an 'A-' was an accomplishment for many of my senior classes. I was just more comfortable with the 92.5 percent."

Some seniors are also upset about the change. "I don't think [the administration] realizes how big of a difference 2.5 percent makes," senior Megan Porterfield said. "It is especially big considering PowerSchool doesn't round anymore."

Not only does the regulation not count rounded grades, but the 5 percent weight for honors classes is not included in the 95 percent. Therefore, if a senior in honors pre-calculus has a 92 percent (a 97 percent with the weight) before the second semester final, she will still have to take the test.

According to McCormick, there is a committee that is considering changing the process for next year. The committee has considered allowing seniors to be exempt both semesters, but teachers will not be able to set their own exemption requirements in future years. Teachers still, however, may choose to disregard the regulation and require that all seniors take the final.

According to Weller, it would be beneficial to have teachers set the requirement for their particular classes.

"It would be nice to have some flexibility within in the school," Weller said. "The criteria of judging is the same for every class but what is worth exemption is the same so teachers would have a better idea of expectations for their students." ★ contact Cassie Redlingshafer at [credlingshafer@dartnewsonline.com](mailto:credlingshafer@dartnewsonline.com)

## Father-Daughter takes a twist through time

First Father-Daughter costume theme was "Fabulous 50's," but dance was originally formal

story by **EMMA ROBERTSON**  
staff writer

### How it all Began

Jan. 31, 1958 was the start of a new tradition—the Father-Daughter Dance, sponsored and initiated by the Sodality Club, a former religious club at STA. According to Ms. Joanie Bowman, a 1958 alumna and Sodality Club member, the Sodality Club started the Father-Daughter Dance because the club members thought it would be a fun activity to do together.

"We had such a great group of girls, and [the Father-Daughter dance] was just something that a lot of us came together and talked about," Bowman said.

According to the 1958 *Dart* article explaining the first Father-Daughter Dance, the theme was "Chip off the Old Block". While the decorations mirrored the theme, the fathers and daughters wore formal attire instead of costumes that are usually worn at today's dance. Activities included spelling games, dancing and a snack table.

"Two of my girlfriends in high school had fathers who had died when they were three years old, so at the Father-Daughter Dance, they came with my father and I," Bowman said. "He actually had three dates that night."

### The Start of a New Tradition

Although today, STA students dance at the annual Father-Daughter Dance with themes and a DJ, 53 years ago they celebrated in the gym (now the Commons) with waltzes and corsages. While STA always had a theme for the dance, dressing up Jan. 22, 1982 began a 30-year tradition of costumed Father-Daughter Dances, beginning with the "Fabulous 50's."

### Fabulous 50's

According to Ms. Theresa Egelhoff, who works in the Development/Special Events Office, the Father-Daughter Dance started out in the old gym during the 60s.

Later on, the dance was moved to the Gold Buffet—a former restaurant in Northern Kansas City—in the early 70s because class sizes were increasing.

Now, the dance is held at the Marriott Hotel in Downtown Kansas City, housing over 800 fathers and daughters.

"I remember eating dinner and dancing with my dad," 1981 alumna Elizabeth Drew said. "Then later all the dads sat and had coffee while we danced together. I think they had had enough of us by then."

Today, the Marriot provides the meal, but prior to the Gold Buffet, most fathers and daughters went out to eat at various restaurants. According to Dr.



Photo courtesy of **TERESIAN ARCHIVES**

### Top 5 Father-Daughter themes

Since the first themed Father-Daughter Dance in 1982, some themes have become STA favorites.

- 1. Time period**—used 13 times
- 2. Famous couples**—used 8 times
- 3. Western**—used 4 times
- 4. Disco**—used 3 times
- 5. Tacky prom**—used 12 times

compiled by **EMMA ROBERTSON**

Lynn Hanrahan, a 1972 alumna, her dad would make reservations at a restaurant, then they would go to the dance.

"My first Father-Daughter Dance was shared with my older sister, where we went to dinner at the Top of the Tower restaurant," Hanrahan said. "We went out, as if on a date, with our dads."

### Let the Competition Begin

The dance-off contests originally started out with all grades being allowed to participate until the judges eliminated them, but there would also be a contest for just seniors. Seniors would be split up alphabetically, just as they are today.

The dance-off would be between the last two

couples where prizes were awarded. According to Hanrahan, when she went to the Father-Daughter dance, music would consist of a mix of older to current tunes. Some popular dances included the twist, electric slide or swing.

This was not the only contest held for the first themed Father-Daughter Dance. Other contests included a bubble-blowing contest and a hula hoop contest. Drew won the first bubble blowing contest at the "Fabulous 50's" Father-Daughter Dance.

"I won the contest, and it was a lot of fun," Drew said. "The bubble I blew was huge!"

According to the 1981 *Teresian* yearbook, the bubble Drew blew was actually bigger than her face.

### Taking a Trip Down Memory Lane

Although the dance has changed, the feeling of father-daughter one-on-one time is the same today. According to Mr. John Miller, father of senior Casey Miller and alumna Jordan Miller, his favorite part was being able to see all of the STA girls come out on the dance floor and dance to the Journey song, "Don't Stop Believin'" as well as dressing up to the different themes.

"I brought my recorder last year, and I taped ['Don't Stop Believin,']" Miller said. "That was awesome."

According to 2010 alumna Jordan Miller, her favorite part about the Father-Daughter Dance was having quality time with her father and sister.

"I loved having that time to spend with my dad, and being to hang out with my dad and sister," Miller said. "The dance was the best part for me." ★ contact Emma Robertson at [erobertson@dartnewsonline.com](mailto:erobertson@dartnewsonline.com)

## From formal to fantastic: a dance with my father



opinion by **KATE ROHR**  
lifestyles editor

You know how at one point in all the great "dad and daughter bonding movies," the daughter comes down a staircase in some beautiful dress and her dad just gazes up at her with love and pride in his eyes? Well, last year before the Father-Daughter Dance, it was pretty much the same thing, except this time I was at the bottom of the stairs and my dad was the one making the grand entrance.

My dad had never been so proud of his fashion sense as he strutted down the stairs, wearing a bright orange, ruffly dress shirt under a zebra-stripe suit. I

was wearing a dress, but it was perhaps the ugliest possible combination of peach and gray—complete with sparkles, of course—and accessorized with a bright pink boa. My mom walked into the room and nearly died on the spot.

In her day, the Father-Daughter Dance was a classy affair; the dads wore normal suits and the girls wore beautiful dresses. It was much more of a fancy night out on the town for fathers and daughters than one big, insane dance party. Back in the day, the dancing ranged from a waltz to swing dancing to "cutting a rug," and all in all it was a formal night. But this, this was something far different.

Especially my freshman year, my mom was mortified that her husband and daughter were going to a dance in full-on costume. At one point she actually begged us to change into something slightly more conservative. But once we arrived at the dance, I saw girls dressed as Tweedledee and Tweedledum, and even the Magic Mirror from Snow White. The girls and their dads amazed me with their effort and the fun they were having.

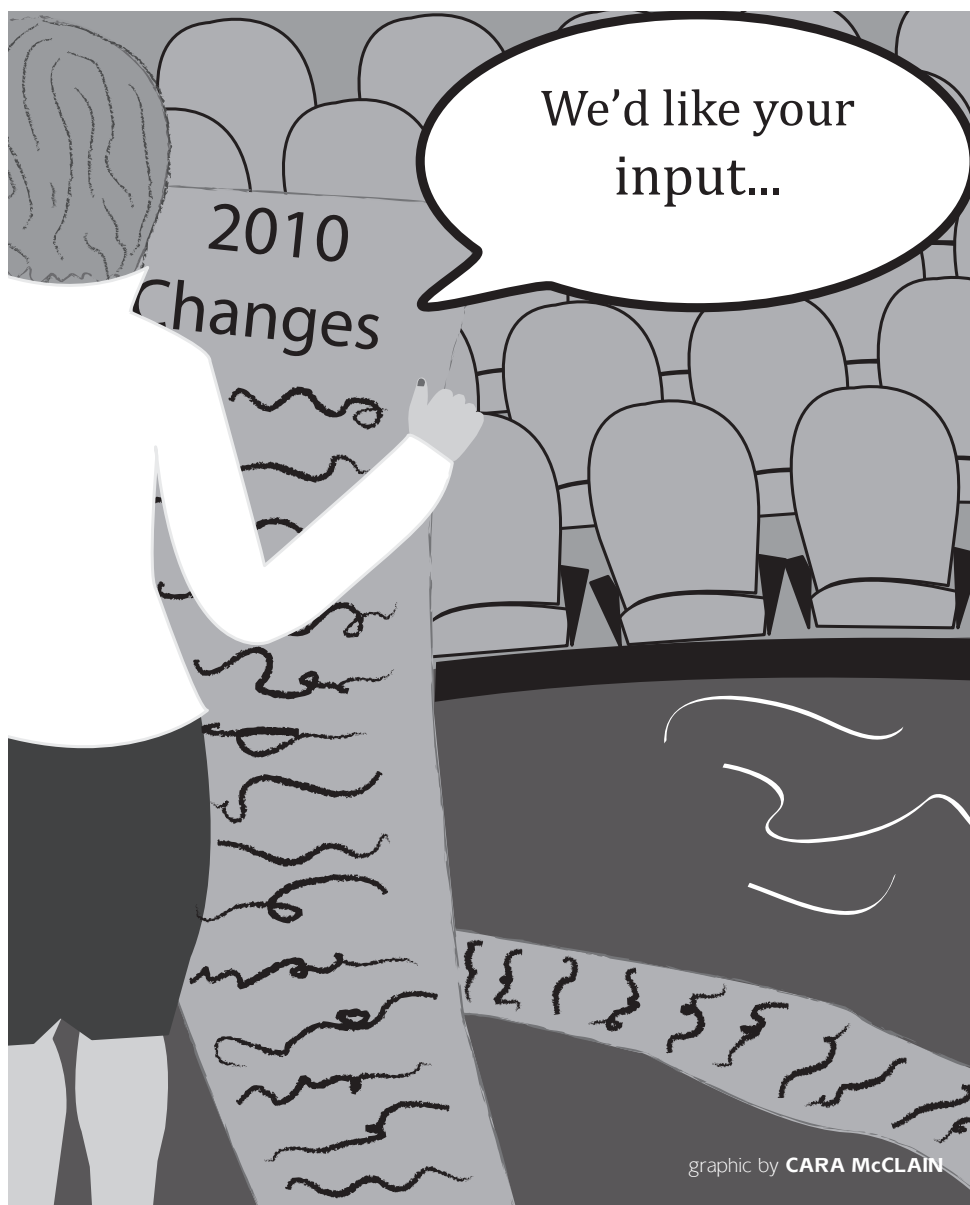
I would be lying to say the Father-Daughter Dance has changed a little. Nearly everything about it has transformed. In fact, we have a picture of my mom

and her dad dancing at her junior Father-Daughter Dance, waltzing to a slow song. Then there's last year—oh my. I believe "Don't Stop Believin'" by Journey was playing and everyone was going crazy. My dad and I managed to synchronize our dance moves (it was awesome), when he looked over and saw one of my friends for the first time. It was during one of the guitar solos, and she was air-guitaring it like no other, strumming and spinning all over the place. My dad took one look, turned to me and almost died of laughter, ending with a simple but decisive, "Who is she? I like her!"

The night was, needless to say, a raging success, and my mom was both relieved and frightened to hear that we fit right in. She was surprised by our recap of the night, as her experience with this dance was extremely different. While the dance itself has clearly evolved, I think something much more has transpired. STA girls have clearly developed closer and more comfortable relationships with their dads, to the extent that we don't feel weird about busting an outrageous move or looking like idiots together. We're not afraid to teach our dads how to "dougie" or to play that funky music 'til we die. ★ contact Kate Rohr at [krrohr@dartnewsonline.com](mailto:krrohr@dartnewsonline.com)

# Is anyone there? Students unheard in 2010's changes

This year has been one of the most transforming for the Academy, with new netbooks, new scheduling and a new building in the works. 2010 has been unofficially dubbed the "Year of the Whine" in lieu of students', teachers and even neighbors' complaints in the wake of these changes. Although both administrators and students may blame the changes for their attitudes, 2011 will be exactly the same unless both parties change their outlook and commit to better communication. ★



graphic by CARA McCLAIN

## Dear administration,

We know you may be tempted to look at us, whining about our brand new netbooks or bemoaning the new chapel you have tirelessly raised money to fund, and think that students are entirely to blame for the negative label placed upon the previous year.

However, maybe students and administrators both should reconsider the roles they played in these changes before they accuse others of being whiny and ungrateful.

STA students realize the benefits of all of the changes that have been made this year. We understand the benefits of laptops, of additional worship space and classrooms, of Moodle, new finals schedules and percentage grading.

What we do not understand is why it seemed that many of these changes, beneficial or not, were made without engaging us in the process.

The few opportunities you gave us to contribute, with student laptop testers and conferences about the new chapel design, were largely appreciated. But they're not enough.

The new scheduling system, the transition to percentage grading, the introduction of Moodle and the alteration of finals schedules were all changes to STA that followed a pattern of poor communication.

Take, for example, the new scheduling system. You did not communicate that our system had fundamentally changed until shortly before school

started. Then, when students became upset that a defining aspect of STA had been stripped away without our input, our genuine concerns were largely ignored in the chaos that accompanied the beginning of the new school year. The student body still is not aware of exactly why these changes happened. We understand now that the change was not intentional, but we wish that you would have come forth and explained the change to us, rather than feeding into gossip.

If the communication of just one of this year's changes had been mishandled this way, students would have regarded it as simply oversight. However, the fact remains this pattern seems to represent an overall disregard for the value of student input and communication.

You had opportunities to reach out to students for their input or feedback, and didn't. You could have invited students to the teacher-administration meeting to discuss finals before the second semester began. You could have asked students if they saw the benefits of the new scheduling system.

We do not want to complain, we want to talk. We want you to ask us what we think, why we react the way we do. You have taught us to be thoughtful young women who deserve a say, don't take away our voices. Look at us as a group of students who want to help improve our school, too.

## Dear STA students,

Consider if you were the administration of STA. Not only do you have to oversee over 560 students, teachers and faculty members, but you have to spearhead capital campaigns, supervise school renovations, facilitate alumnae interaction and (try to) get some sleep at night.

And after your efforts to improve the technology, facilities and daily life at STA for your students, they complain.

They complain about their netbooks. They complain about their netbook cases. They complain about their schedules. They complain about Moodle. They complain about the chapel. They complain about percentage grading. They complain about finals.

Now that you've imagined this, does it make sense that our complaints are trivialized?

The administration has so much on their shoulders, and when we make petty complaints about certain maroon netbook cases instead of lodging thoughtful criticisms, we enable them to think that we're a school of whiners, instead of a school of concerned students.

Not all of us complain about 2010's changes, but all of us do have a voice; STA has taught us that. But a voice isn't enough. We need action.

Maybe we don't get as many opportunities as we would like to contribute to the changes in our school, but we need to embrace the few opportunities we do have. We were all encouraged to attend a Q & A session last year with president Nan Bone to discuss the design of the new chapel. About 25 students attended.

We all talk to each other about the changes. At our lunch tables, walking across the quad or in our

classrooms, we discuss these facets of STA. All of you have an opinion on the changes that have happened this year. Do not confine them to your minds, or your lunch tables or your classrooms. If you want to complain, complain to someone who can make a change with a purpose — to make a change.

If we can't go to the administration, we should consider talking to our class representatives. Maybe instead of flooding the administrative offices with changes we'd like to make, we could work to elect a school-wide council to sit on the board of directors and give a student perspective. We need someone who can hear our concerns, translate them into constructive feedback, and convey them to our school leaders.

We can not simply sit back and gripe about all the things we do not like or praise the things we love about STA. We cannot wait for the administration to come to us and ask us what we think. The communication between the administration and the student body is not entirely their responsibility: it's 50-50.

Not only do we have a responsibility to ask for more of a voice (without whining), we need to utilize the opportunities we are given and prove that we deserve the faith the administration puts in us. If we want to be treated like serious students who deserve a say, we need to start acting like them.

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

7 out of 7 editors voted in support of this editorial

## Right on Target?

Each issue, the *Dart* asks three people on their opinions of the issue discussed in the main editorial. Here's what they said:

compiled by KATIE HYDE

## How do you feel about all the changes made this school year?



Bone

"[This year] was sort of like a perfect storm. We didn't intend for everything to happen at once but it just did. We don't expect you to be 100 percent but we do expect you to slowly open to [the changes]."

Nan Bone,  
President



Bailey

"It seems to me like [the students] just got the netbooks and just started using them just as if they'd always had them. It seems like it was a non-issue. If these changes were things that were imposed on you, you're all handling them very well."

Ashley Bailey,  
English teacher



McKeon

"I think the administration handled the changes well. I don't necessarily agree with all the changes, especially the finals schedules. But, the administration had everything well-organized."

Claire McKeon,  
junior

Are you addicted to tetris? Get your tetris shot here



opinion by **KATE ROHR**  
lifestyles editor

The madness has gone far enough. This chronic illness that plagues the STA student body must be stopped. Now.

Look STA, I understand that Tetris is addicting. I understand that it's a fun game that takes your mind off some of the stress we encounter every day at school. But playing it all class, while only taking notes every now and again, or not at all? Don't be that girl. Just don't. You know who you are - yes, you, who make sure you're facing the teacher so you can not listen all class and press the arrow keys over and over. Yes, you, who narrowly escape an SBR by pulling up the class Moodle page a moment before the teacher walks behind you. Yes, you, the reason we even have a specific section of SBRs dedicated to playing Tetris during class.

And just because your teacher doesn't see it doesn't mean others can't. It's distracting to sit behind someone playing Tetris, because no matter how hard you try to ignore it, somehow you can't help but get frustrated when she puts the line piece in the totally wrong place. I mean, what is she thinking? Then later, when she realizes she's missed something the teacher just said, she'll turn and ask me, further distracting me from the class. I have to tune out the teacher in order to answer her, then missing other information. Then I have to ask someone else what the teacher just said - do you see the vicious cycle that ensues?

But the absolute worst is when I hear someone who I know spent all class playing a certain game complaining about a bad grade in that class. Honestly, what else are you expecting? Unfortunately, most minds are not sponges - we don't just absorb information the moment we hear it. We need to listen and discuss to fully comprehend it, and this becomes slightly difficult when engrossed in a particularly intense round of Tetris.

I know that sometimes Tetris feels inescapable, with the temptation sitting right there on your desktop, just begging you to play. But this disease has a cure: that little red X in the upper right hand corner. Or better yet, actually do the work you're pretending to do! It'll work wonders for your grades, I promise.

Now I'm the one begging, begging all of you to live in the present and engage yourself in a class discussion rather than yet another round of Tetris. Tetris has been around since 1984, before any of us were even born, and I'm pretty sure will be around for a long time after we've graduated high school. So by all means, play it during your frees, after school, on the weekend - just don't play it during class and waste your time at STA. ★ contact Kate Rohr at [krohr@dartnewsonline.com](mailto:krohr@dartnewsonline.com)

### The Final Say

Playing Tetris is great on your own time, but during class it's distracting to others and wasting your time.

## Seniors: there is a surprise in the lunchroom



opinion by **LAURA NEENAN**  
a&e editor

As the activity 2 bell rings each day, I make an effort leave the comforts of the basement of Donnelly Hall and take a minute away from my school work. I travel across the quad, down the halls of the M&A building and trek down the stairs to enjoy a nice meal I packed in one of my various lunch boxes. As I enter the Commons, I am

disappointed to see that the entire lunchroom has been deserted.

Where is everyone? Where are all the seniors? What happened to, "it's senior year, let's just have fun" mentality that we should be embracing?

I look down in the "pit" to see only a few tables full of friends cracking jokes and just having fun. While the designated area for the seniors remains empty, the surrounding ring of the "pit" has tables overflowing with sophomores.

Why can't we have what they have? It is our couple months together as a class, so why are we not spending it together?

It is little moments in the lunchroom that make everyone's days more enjoyable. No one wants to look back on their senior year and remember the overwhelming stress. Seniors, let's not wait for our monthly feasts to get together at lunch. Our senior class should take the time everyday to stop, take a break from the stress of school work or college applications and just spend time together.

The first step in making this dream of mine

come true is starting with myself. I admit, I have spent my fair share of lunches away from the Commons. There is always a meeting to attend, test to cram for or comfortable corner of a teacher's classroom to spend activity 2 in. But I promise to make an honest effort if each one of you do.

Seniors, if you hesitate for a minute to join your fellow classmates for lunch, just think of this. From this day forward, there will be a surprise in the Commons every single day. The surprise could be cupcakes, maybe it will be brownies or maybe it will be clowns. The surprise could be something as simple as a laugh, a smile or life long friendships. So seniors, head to the Commons and see all of the magical things it has to offer. ★ contact Laura Neenan at [ineenan@dartnewsonline.com](mailto:ineenan@dartnewsonline.com)

### The Final Say

The senior class needs to step away from their school work and come to the Commons for lunch.

## Playing in mounds of snow day work



opinion by **EMMA ROBERTSON**  
staff writer

Waking up at 7:30 in the morning on a school day will definitely throw any person into panic mode, especially me. Then a thought pops into my head, and looking out the window confirms my theory. That beautiful, too bright for the morning, white stuff on the ground makes my day. It is officially a snow day!

I won't have to worry about school for the rest of the day. After all, I decided to be an overachiever, so my homework is finished.

Then all too quickly my perfect day turns into another one of panic.

While watching a "Glee" episode, one of my friends calls to tell me that my new testament/morality class held class this morning over Moodle chat. I vaguely remember Mrs. Hansbrough making reference to this in class the day before since we would be having a test on Wednesday. Oops. Then, of course, I start to freak out.

I race to the computer to check Moodle, and sure enough, my friend was right. Luckily, I was able to see that only a few people had participated in the chat, and we were holding another session the next day if we had another snow day. Thank goodness for Moodle chat history. It ended up saving my sorry little behind since Moodle decided to not work. It was karma getting back at me for the day before.

Maybe I am being a little dramatic, but this threw me for a loop. Many teachers that day still had assignments due through Moodle or Turnitin.com, even though we didn't have school.

For example, AP biology still had assignments due, and in my accelerated biology class, Ms. Blake announced homework that is submitted online still needs to be submitted, even on a snow day.

They have a valid point, though. As much as we grumble about having to do schoolwork on a snow day when we would rather be sledding or eating homemade cookies, it might actually help us down the road.

As we all know, when students come back from snow days it feels as though we have lost precious time for our lessons. Teachers have to push back everything. I feel frenzied trying to play catch-up with all of the missed school time. Plus, who thinks about lessons we just learned on a snow day?

I can't believe I am saying this, but by making homework due on a snow day, just as it would be for

class, it allows students to retain more information. Maybe teachers should post reviews on Moodle, so we can remember our previous lessons. This way they can jump right back into learning when we come back, and students will not be confused about what we previously learned. As much as I want to be sitting at home catching up on "Glee" episodes, or building my own Frosty the Snowman, we should probably take 30 minutes to learn something new. This way, we can keep the information fresh in our brains since,

on a snow day, they resemble that ugly snow slush on the side of the road. ★ contact Emma Robertson at [erobertson@dartnewsonline.com](mailto:erobertson@dartnewsonline.com)

### The Final Say

As much as we loathe having homework on a snow day, it can help us stay on track for school lessons.

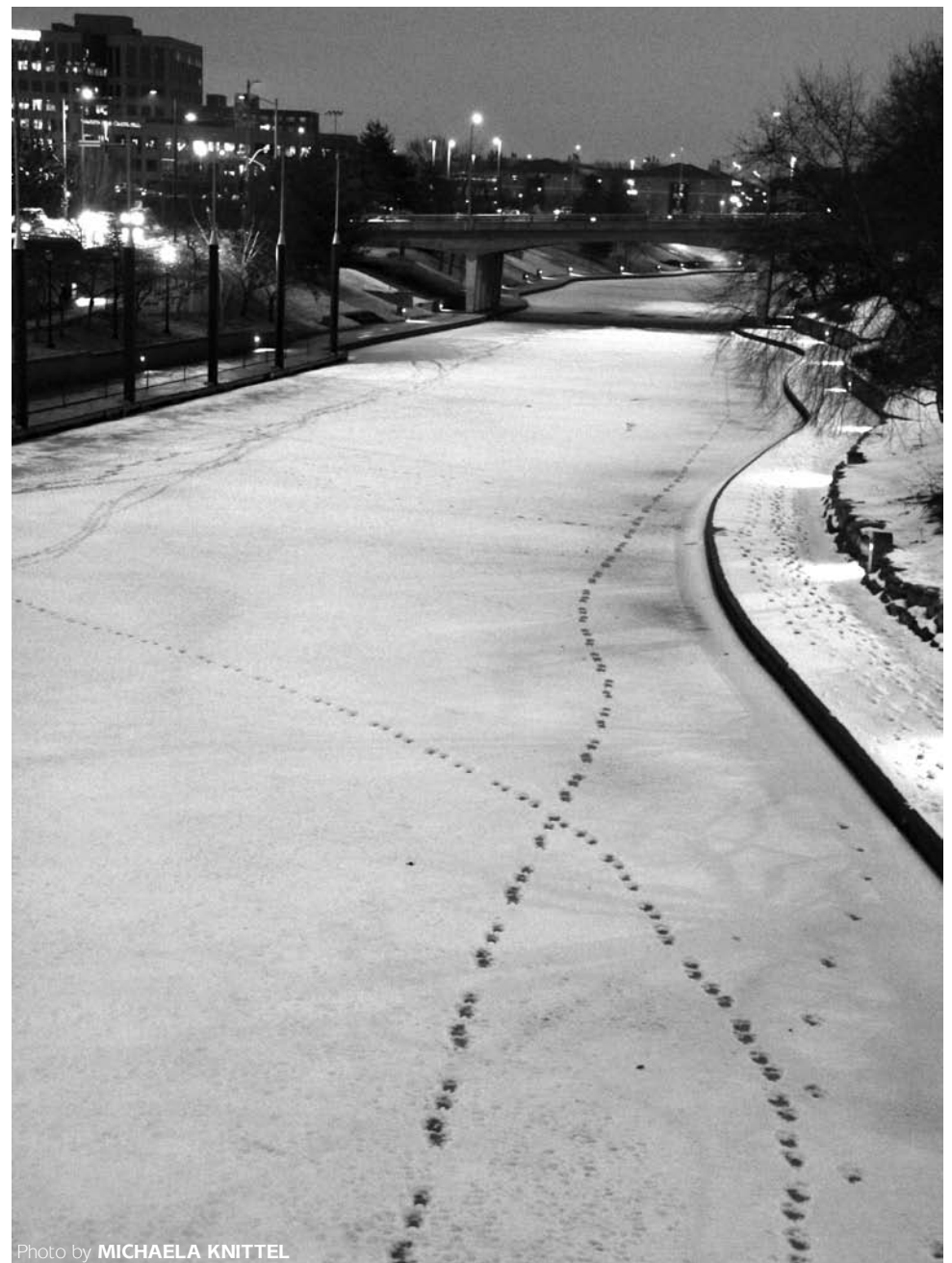


Photo by **MICHAELA KNITTEL**

# Create competition, motivate students



opinion by **CELIA O'FLAHERTY**  
lifestyles editor

Please read in a British accent.  
Bloody...

We have actually done it—all those free periods spent studying under my invisibility cloak in the restricted section of the STA library, all those skipped Quidditch practices have finally paid off- Gryffindor has finally stolen its second twiz victory from Slytherin.

Because you Muggles may not understand what I am talking about, here's the spell: after the two Latin III classes scored so poorly on our first "twiz" (in between a quiz and a test) at the beginning of first semester, Latin teacher Sue Marquis decided to create a competition where the class with the highest average twiz score would receive brownies the next day. Soon, my class dubbed ourselves "Gryffindor," and the other class naturally took the name "Slytherin." From then on, it was the battle of the houses.

Not only does this competition motivate students to study more for tests, but it also decreases the chance of cheating between classes. As a member of Gryffindor, I know for a fact that when we have the first class on a twiz day, no one says a word to Slytherin students. If anything, a Gryffindor member will tell Slytherin the twiz is easy and there is no point in studying (no comment). All in all, I am actually pumped up on a monthly twiz day, knowing that there is a possibility of delicious brownies in my near future, as long as I study hard and encourage my classmates.

Besides the brownies, I know that victory itself motivates the Dumbledore out of me. In my two and a half years at STA, I have never seen a class bond like Gryffindor, not to mention the fact that all of our twiz scores have increased since the first competition. If one little competition has made such a difference in one class, what might it do in other classes? No, this type of incentive is not going to help everyone, but I know that it actually makes tests and assignments more exciting for me. We work so hard at STA, I don't

think a little reward every once in a while will hurt.

So teachers - I suggest following Marquis' example and adapt some sort of competition into your classes, such as awarding a piece of candy to the class or students with the highest score. And for those teachers who may not want to spend their nights after school baking brownies or buying candy: all I know is that this small competition has turned into a huge, exciting battle that probably saved my first semester grade. Although it is sometimes sad to say, STA is a very competitive school; we thrive off of competition, and enjoy doing it. So try something different- like giving out extra credit, or letting the winning class watch a short, fun video at the beginning of class. You never know what your classroom atmosphere may



## Latin III House Lists

### Gryffindor

- Professor McGonagall- Sue Marquis
- Harry Potter- Celia O'Flaherty
- Ron Weasley- Cara McClain
- Hermione Granger- Chelsea Birchmier
- Ginny Weasley- Caroline Mendus
- Lily Potter- Olivia Schueler
- Sirius Black- Rosemary McGraw
- Godric Gryffindor- Katelyn Ehrnman
- Lavender Brown- Mayme Marshall
- Nearly Headless Nick- Stephanie Hampel
- Rubeus Hagrid- Paige Wendland
- Neville Longbottom- Hannah Haywood
- Fred Weasley- Megan Lewis
- George Weasley- Erin Twaddle
- Dobby- Ava Jurden

turn into - I'm sure Marquis didn't expect her Latin scholars to turn into Hogwarts wizards.

And so what if Slytherin has won six out of eight twiz battles? Look out, we have been practicing in the Room of Requirement and are making a dramatic come back.

Avada Kedavra, Slytherin. ★ contact Celia O'Flaherty at [coflaherty@dartnewsonline.com](mailto:coflaherty@dartnewsonline.com)

### The Final Say

STA teachers should try to incorporate competitions between their classes to motivate students.



### Slytherin

- Professor Snape- Sue Marquis
  - Draco Malfoy- Kate Needham
  - Vincent Crabbe- Maggie Cussen
  - Gregory Goyle- Annie DeRuyter
  - Tom Riddle- Mary Kate Jenks
  - Bloody Baron- Katie Waller
  - (S)he-Who-Must-Not-Be-Named- Abby Uche
  - Pansy Parkinson- Grace Crowe
  - Daphne Greengrass- Rachel Shedd
  - Millicent Bultstrode- Logan Kembel
  - Bellatrix Lestrange- Alex Greathouse
  - Narcissa Malfoy- Theresa Murphy
  - Lucius Malfoy- Lucia Maschler
  - Salazar Slytherin- Nicole Wernhoff
- compiled by **CELIA O'FLAHERTY**

# Got food stuck in your teeth? Get a toothpick



opinion by **KARA PRUITT**  
staff photographer

The other day, I found myself sitting in the Testing Center taking my Hinduism test for World Faiths right after lunch. The test was not exactly easy, which caused me to look around and see if other people were finding it as difficult as I was. That's when something caught my eye. No, it wasn't an answer to a question or witnessing someone else cheating, but instead, someone looking around like I was. I decided to watch the mischievous student to see what she was doing. Little did she know, I was watching her every move like a hawk before it attacks its prey. The student quickly reached her finger in her mouth and scraped the food off of her teeth.

I know we all have been in the situation before when those leftovers are stuck in your teeth; you can't pry them off with your tongue and you feel like there's nothing else to resort to. Well, news flash, there is. Toothpicks were invented for a reason, which is why I feel they should be used.

I know we go to an all-girls school, but it's really not attractive when someone sees you almost trying to gag yourself. You embarrass yourself as you sit there trying to dig food out with your finger. It is so much simpler to pull out a toothpick instead of using those unsanitary phalanges. Bet you never thought about how sanitary fingers are, did you? Think of how many times you have washed your hands that day, or every single thing that you touched that is now in the back of your throat. Yum.

I can't think of how many times since that day that I've see people who look like they're trying to eat their entire finger because there is something stuck in their teeth. It's not worth it for people to start rumors about you being a cannibal just because they think you try to eat your own fingers. Is it really that hard to use a toothpick, or at least go to the bathroom to do your disgusting finger digging? No, it's not. Here's a tip: buy a pack of toothpicks and keep them with you! Instead of resorting to your fingers that have been exposed to everything you've touched, it would be more convenient and sanitary to pull out a toothpick and use it for its purpose: a tooth-picking utensil. It's worth it to spend \$2 on a pack of toothpicks instead of using your finger and risking the possible humiliation.

I didn't do as well as I hoped on this test, and I believe the finger-digging student was the reason. Not only did it freak me out, it is also weirdly distracting. Keep this in mind when you raise your finger to put it in your mouth, because in the end, people will see you, and they will be grossed out. Use a toothpick. Please and thank you. ★ contact Kara Pruitt at [kpruit@dartnewsonline.com](mailto:kpruit@dartnewsonline.com)

### The Final Say

Picking food out with your fingers is nasty. Use a toothpick.

# Stop complaining, start stepping



opinion by **ABBY UCHE**  
staff writer

We've all seen it. We've all been stuck behind it. Almost all of us have complained about it. These mobs of chattering freshmen can be found during any passing period. They block our hallways and make us late to class. We try to be understanding, but after awhile one can't help but wonder why the freshmen discuss all the wonderful things that happened last weekend in the middle of hallways and stairways rather than at lunch.

No one likes to be late to class or trip down the stairs because some freshman wants to stop directly in front of you to have a passing period gab session. From what I've noticed most people get really angry

about this or at least feel the need to complain about it. But, has anyone ever considered that maybe more than one class is responsible for hallway traffic?

Blaming freshman for blocking up the hallways has become common among students, when in reality we are all responsible. We all stop in the middle of the staircase to shout "What's up?" to our friend Lola. We all form hallway roadblocks when we happen to see all seven of our besties walking by. It happens. What shouldn't happen is placing all the blame on one group. How can we complain about anyone else causing hallway traffic when next passing period we will probably be doing the same thing?

I understand that it is healthy to socialize in school. For sanity's sake, it is probably necessary. However, there are far more appropriate places to hold these sanity-saving conversations than a hallway. Forget the fact that stopping to chat during passing period is rude. Forget the fact that it makes people angry. Forget the fact that it will probably make you late to class. Hallway roadblocks are annoying. They are annoying in part because they are rude and make you late to class, but mostly because they happen every single day. If this were a situation that happened once a year or even once a week, then it wouldn't be a problem. The fact that this happens every day is beyond eye-roll inducing, it is beyond

annoying, this problem has moved into the realm of ridiculous. We should all be mature enough to know when and where it is appropriate to stop and talk. While all of us are intelligent enough to survive a college prep education, apparently none of us are equipped with a common sense of manners.

Even worse than the lack of simple hallway etiquette is the way that we deal with this issue. What should happen is that students accept responsibility for their actions and try to replace hallway gab sessions with a smile or a wave. What does happen is that students point fingers at someone else, namely freshmen, and continue on with the behavior themselves.

Yes, the freshmen are guilty. But, I'm guilty too. And so are the sophomores, and the juniors and yes, even the seniors. So let's stop scapegoating the freshman and put our united efforts to better use. Like, perhaps, not stopping in the middle of a busy hallway? ★ contact Abby Uche at [auche@dartnewsonline.com](mailto:auche@dartnewsonline.com)

### The Final Say

Students should be more considerate of others and refrain from stopping to talk during passing periods.

# Students, teachers share resolutions

The *Dart* asked STA students and faculty about their 2011 New Years' resolutions, motivations, offered some expert advice

compiled by **HANNAH WOLF**  
features editor



Check out more New Years' resolutions from STA students and staff on Dart-NewsOnline.



MOLLY KENNEY, SENIOR

Photos by **KARA PRUITT & TAYLOR WOODRUFF**

**My resolution:** "to be more outgoing. I want to be able to go up to someone and introduce myself and talk to them. I'm not [shy] around school, but more with parents and unfamiliar people."

**My motivation:** "About a week before New Years, my neighbor analyzed my family and our personalities. She said I was the shy one. I want to build up the conversation skills to go up and talk to someone new because I'll be forced to do that in college."

**What the expert says:** "If you're in college and in a lecture, you don't necessarily introduce yourself. You talk to [others] about something mentioned in class."

Kelly Drummond, administrative assistance

**My resolution:** "to get in good shape for lacrosse."

**My motivation:** "[I want to] make the JV lacrosse team."

**What the expert says:** "Working out is really important because for lacrosse you need to be in good running shape, but you really need to be practicing throwing and catching, ground balls and fundamentals. That's what the coaches will be looking for, rather than how fast you can run."

Lucy Edmonds, varsity lacrosse player



NATALIE RALL, FRESHMAN



BRIANNA CASEY, JUNIOR

**My resolution:** "to take off my makeup and wash my face every night before I go to bed, no matter how tired I am."

**My motivation:** "I always feel nasty in the morning when I still have makeup on from the night before."

**What the expert says:** "[Repeat something] 20 times and it becomes a habit. You have to keep reinforcing it after that."

Bernice Colby, academic counselor

**My resolution:** "to focus on my grades and homework more."

**My motivation:** "My grades aren't bad at all, but I know that if I were to work harder on them, I could really boost my GPA. I know that I [have] more potential."

**What expert says:** "I would definitely use the teachers. Find a free when [you're] free and the teacher is free. Go in and take advantage of the one-on-one contact. You just become a known person. When a teacher sees a kid trying, it really does help."

Bernice Colby, academic counselor



DANA BAILEY, SOPHOMORE



CARRIE JACQUIN, ENGLISH TEACHER

**My resolution:** "to watch less TV."

**My motivation:** "My husband and I didn't have a TV for four or five years. We got one last February and I've been watching a lot of trash TV. It's been keeping me up late at night."

**What the expert says:** "You have to replace bad habits with good habits. Have it as a reward to yourself."

Bernice Colby, academic counselor

**My resolution:** "to mainly do 30 minutes of cardio a day along with eating healthy."

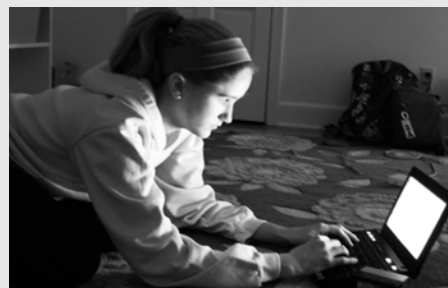
**My motivation:** "My upcoming spring break trip to Playa Del Carmen. Let's be honest, I want to make sure my bod looks hot for a week at the beach."

**What the expert says:** "Working out gets more fun the more you do it. Your body begins to crave the endorphins released from exercise. Work out with your friends, listen to music, vary your activity and designate a special treat for yourself."

Tiffany Jeffers, athletic trainer



VICTORIA GODFREY, SENIOR



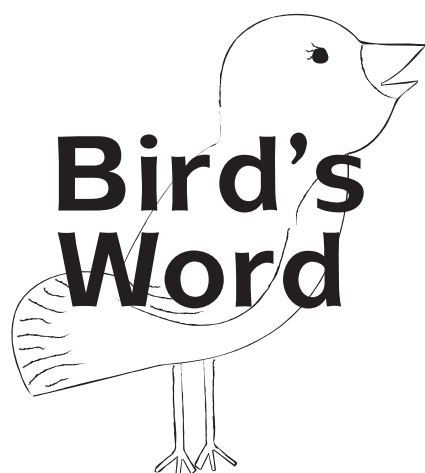
JILL CAMPBELL, SOPHOMORE

**My resolution:** "to go to bed earlier. Going to bed at 1 a.m. or 2 a.m. and waking up at 7 a.m. is not a healthy amount of sleep [for me]."

**My motivation:** "When I am up at night, I don't feel tired at all, but when I wake up the next morning, I regret how late I stayed up."

**What the expert says:** "Consistently not getting enough sleep leads to a lack of patience, lack of creativity, diminished morale and irritability, just to mention a few. I encourage all students to use their time during the day wisely and effectively so they are not stuck working on 'must-do' things when it's time for bed."

Tiffany Jeffers, athletic trainer



Each issue of the *Dart*, students submit letters to senior staffer Madalyn Bird, asking for advice on everyday issues, struggles

**Hey birdie,**

It's me, Bunion Girl. At least that's what people call me. I have suffered from this foot disease for the past 16 years, or as long as I could remember. Actually, I do remember the first time someone pointed to my feet and shouted, "BUNIONS!", and it was in my first grade gym class when every boy and girl took off their sneakers. But you see, that's why I need your help. I'm sick of constantly being made fun of by having a bone sticking out of my foot. I always stare at other people's feet envious of how beautiful and angelic they are. Every single pair of sneakers I have owned have gotten holes in them, and even the Sperry's I got for Christmas are

already making an indentation. Also, last Teresian, they broke off the strap to my heels. I NEED YOUR HELP! For my birthday, I have gotten numerous foot creams, scrubs and even the PedEgg as humorous jokes. I'm sick of being made fun of. I just want normal feet like everybody else. Do you think it's a bad idea to get surgery? What if something goes wrong and I can't walk anymore? Is this a risk I'm willing to take to not be constantly made fun of by my peers? Please help me! I don't want to be paralyzed for the rest of my life.

Bunion Girl

**Dear Bunion Girl,**

I don't think surgery is your answer here, you're too young for it! But I did look into some non-surgical solutions to your problem. Here they are, according to [foothealthfacts.org](http://foothealthfacts.org):

**Changes in footwear:** Choose shoes that have a wide toe box and forgo those with pointed toes or high heels which may aggravate the condition.

**Padding:** Pads placed over the area of the bunion can help minimize pain. These can be obtained from your surgeon or purchased at a drug store.

**Activity modifications:** Avoid activity that causes bunion pain, including standing for long periods of time.

**Medications:** Oral nonsteroidal anti-inflammatory drugs (NSAIDs), such as ibuprofen, may be recommended to reduce pain and inflammation.

**Icing:** Applying an ice pack several times a day helps reduce inflammation and pain.

These are ways to just reduce the pain, not ways to get rid of your bunion problems, girl. As for your friends making fun of you, don't worry about them. It may be funny for awhile, but they will eventually get over it and move on to something funnier.

compiled by **MADALYNE BIRD**

To submit letters to Bird's Word, contact Madalyn Bird at [mbird@dartnewsonline.com](mailto:mbird@dartnewsonline.com)



I am submitted anonymously.

I have creative art doodled on myself.

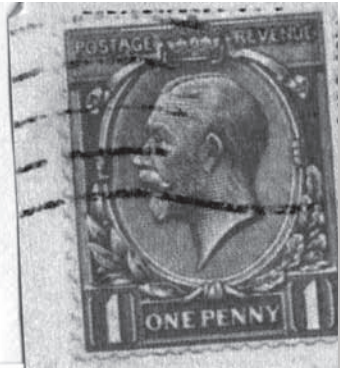
I promote empowerment and acceptance.

**I have a book full of secrets at Urban Outfitters.**

I was in the All American Rejects music video for "Dirty Little Secret."

I raise money for the National Hopeline Network (800) SUICIDE.

**What am I?**



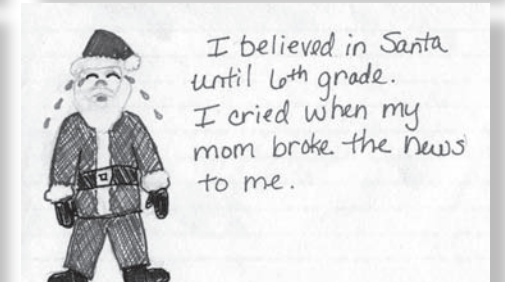
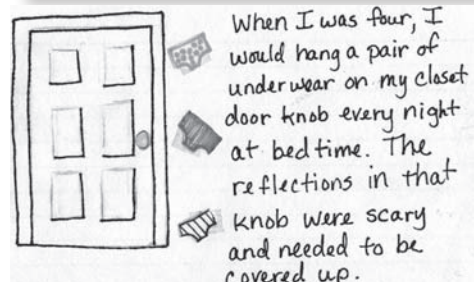
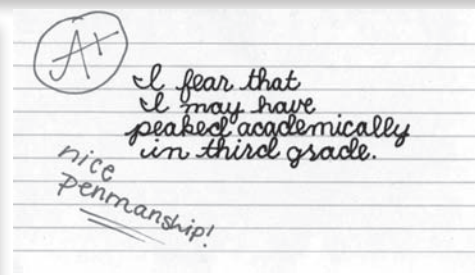
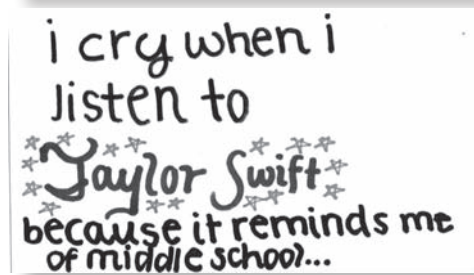
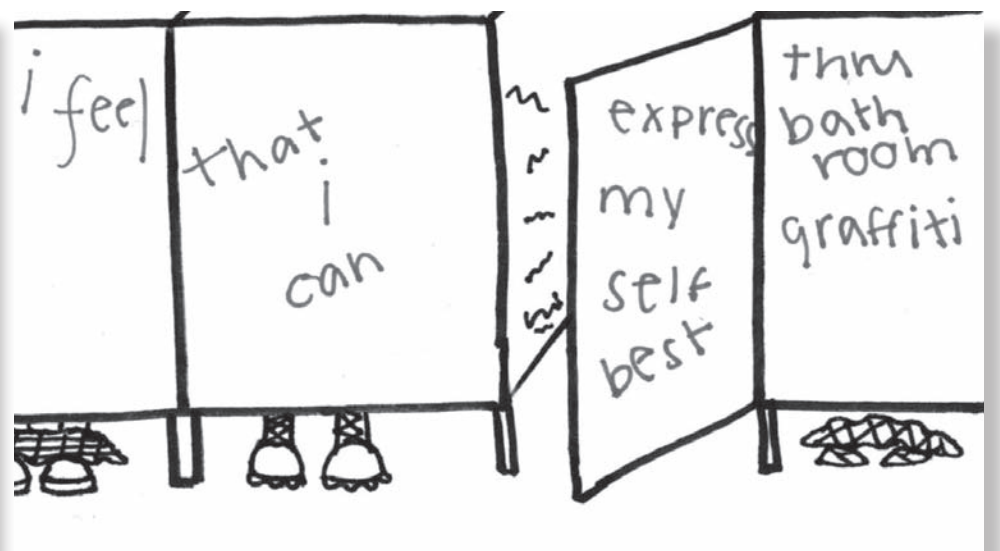
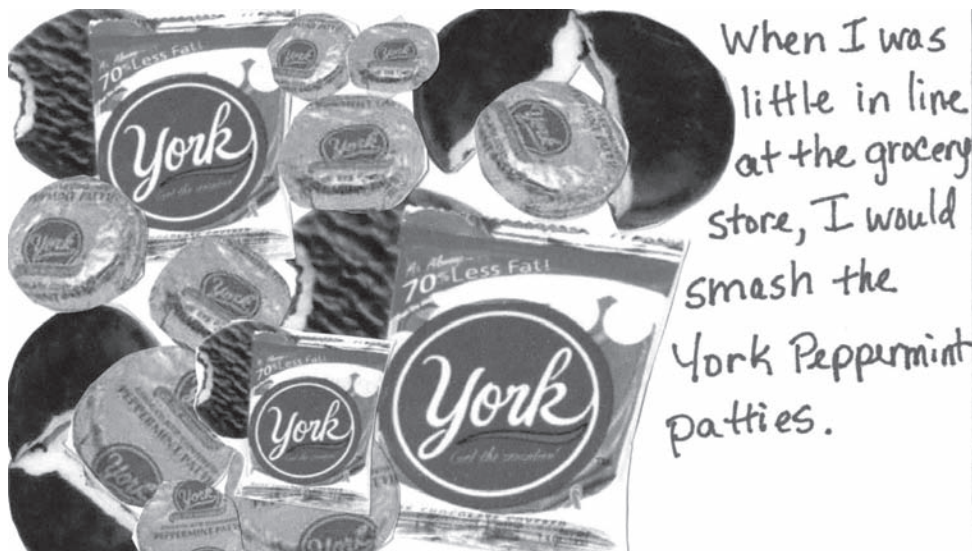
In 2004, Mr. Frank Warren started PostSecret, a community mail art project where people from all over the world sent in anonymous confessions on post cards. Since then, Warren has launched PostSecret.com and published five books. Over the past three weeks, STA students have anonymously submitted their own confessions to the *Dart*.

compiled by **MARY O'LEARY**  
staff writer



Do you have a secret? The *Dart* will accept PostSecrets through the rest of the semester. Submit your confessions to Mary O'Leary's mailbox in the Thomas advisory, D204.

# PostSecret: STA



## Netbooks for all

### What:

As part of the Going Global technology program, STA began leasing Dell Latitude 2110 netbooks to each student in fall 2010. The netbooks, such as with programs such as Open Office, Adobe CS3 programs, Audacity and Logger Pro graphing software, were provided after each student attended a netbook orientation in August and paid a \$625 technology and book fee.

Wireless Internet was configured across campus and two wireless printers were installed, one in the Donnelly Hall Library and one in administrative assistant Julia Berardi's office in the Music and Arts Building. The Help Desk, led by technology support Jeff Zimmerman, was established to help students with problems regarding hardware, software, printing and all other technology issues. Some courses, like college Spanish III, eliminated textbooks and relied purely on their netbooks for classes.

### So What:

Providing each student with personal computer access has forever changed the way teachers teach and the way students learn. No longer are the days STA girls race to the library, to the computer lab or the MSRC during a free to print their English paper for next period, only to find that all the computers are taken. Providing each student with this technology ensures students are able to complete research, print papers or look up homework from anywhere on campus. Teachers are no longer restricted to teaching solely the material in textbooks; the whole world wide web is now available as a teaching and learning resource, expanding opportunities and preparing students for college life.

### Now What:

Since technology is forever and constantly changing, implementing new technology at STA is a continuous process. According to principal for academic affairs Barbara McCormick, technology is not a project the administration can "start and stop." In order for STA to remain an educational innovator, the subject must be re-visited and constantly updated. McCormick said the next step surrounding netbooks is to continue to fully immerse them into the classroom environment, whether that is through sharing documents, submitting papers wirelessly, utilizing software such as Audacity to make podcasts or using the Internet to assist with projects. Through the Going Global program, administrators will continue to research new technologies, including online learning, updated SmartBoards, tablet computers, distance learning classrooms, new software and other innovations as they arrive. ★ compiled by Megan Schair at [mschair@dartnewsonline.com](mailto:mschair@dartnewsonline.com)

## STA adjusts scheduling

For the 2010-2011 school year, the STA administration implemented a new student management system called Powerschool.

The system allows for more online mobility among students, teachers and parents in everyday academic life. Teachers can now enter grades from any computer, parents and students can now check their grades online. The anchor major part of the system that STA purchased was PowerScheduler, which created the new scheduling process that students had to go through. Classes, formerly known as mods, are now known as periods.

This upset students because, with this new program, they would have classes with the same people everyday; whereas, in the past, students had classes with different people every day.

## 2

Principal for academic affairs Barbara McCormick admits that soon after the system was purchased administration realized that Powerschool could not maintain the scheduling

system that STA had used in years past. "When [the school] purchased Powerschool, [the school] believed that it would not change or deviate the multi-layered scheduling that St. Teresa's is familiar with," McCormick said. "However, [the school] soon figured out that it did not."

McCormick does realize both the pros and cons the new system presents.

"[Powerschool] has a lot of features that students now have access to," McCormick said. "They now know how they are doing in classes; parents are able to engage more often in the learning elements that were not present with the old system and there is more tech support. [STA] now has a network of support from many different schools in the area who utilize Powerschool. [The system] is a huge database that allows people to be mobile and has less constraints than the old system."

McCormick also said that the administration is aware that students feel they are not getting to know many of their classmates and that students also feel they are not getting many diverse opinions in classroom discussions. McCormick also stated that the new scheduling left a class with the ability to have more in-depth conversations and more long-term group projects than before.

Even with these pros and cons in mind, administration is currently looking into ways to change up the scheduling system for the coming years.

"We are looking at taking year-long courses and mixing the students up at semester using Powerschool, so that they feel they are still meeting new people," McCormick said. "We are approaching the system to see what it has to offer." ★ compiled by Madalynne Bird at [mbrld@dartnewsonline.com](mailto:mbrld@dartnewsonline.com)

## Critter: campus legend

### Who:

Critter, the campus kitty, owned by sophomore Mattie Davis, who wandered the halls, who roamed the quad and who kept watch over the STA campus for over four years.

### What:

Critter was unfortunately involved in a fatal car crash while crossing the street.

### Where:

Although there are no known details of the night of the accident, it is believed that Critter was crossing Main Street, coming home to the Davis household from one of his various locations around campus—the lobby of Donnelly Hall, the front stairs of the Music and Arts Building or the dumpster next to the soccer fields.

### When:

Critter passed away early in the morning of Oct. 28, 2010.

### Now what:

Although it has been months since Critter's passing, his soul remains at STA. President Nan Bone purchased a small, ceramic statue that sits facing the window Critter frequented in the Donnelly office.

## 5

"[The statue] is just a little reminder that Critter is still here in spirit, always watching over us," Donnelly secretary Kelly Drummond said.

Former Donnelly secretary Marion Chartier believes that Critter will be a part of the STA community forever.

"There might be animals that come around, but none will be like Critter," Chartier said.

"He just loved being around the girls, and I don't think there is any other animal that would have his personality or would mean as much to anybody else." ★ compiled by

Katieleen Hough at [krough@dartnewsonline.com](mailto:krough@dartnewsonline.com)



Critter

## Parking Lot Renovated

The parking lot construction wrapped up early this year, but it continues to effect the STA community each day. According to STA president Nan Bone, the parking lot was constructed to get students to stop parking on the side streets and has done its job so far.

The STA administration tried to make sure they built the new parking lot in the best way they could, according to Bone.

"We saved the trees," Bone said. "We landscaped it. We introduced a new species of trees and even added the extra expense of sodding instead of just seeding the grass [around the new parking lot]."

Bone has also gotten positive feedback from parents and alumni.

"I have heard that it looks like it has been here for years," Bone said. "It blends in, which makes it prettier I guess."

However, some people are not happy with the parking lot. Mr. Tom Cooke, neighbor to STA, protested the building of the lot frequently at the beginning of the year.

"No matter what St. Teresa's did to make the lot attractive or to make it fit in, I'm afraid, is irrelevant," Cooke said. "We [neighbors] loved that part of the campus, and an area where parts of the STA community."

But ultimately, Bone feels they tried their best to build the parking lot the best way they could.

"I don't know if you can call parking lots beautiful, but it's certainly on the scale of being pretty prettier," Bone said. "I think we did all the right things." ★ compiled by Lucia Maschler at [lmasc@dartnewsonline.com](mailto:lmasc@dartnewsonline.com)



The new parking lot.

# LOOKING BACK ON 2010

The staff of the *Dart* voted on the most significant stories of 2010 and came up with the final ten, most important stories of the Windmoor campus. From a memorable cat to a morning in front of the television cameras, here are the stories of consequence to you: the teachers, students and parents of STA



Ms. Diana Blesses

## Finals re-evaluated

### What:

The organization of semester final exams had to be changed this year because of STA's new Powerschool scheduling system. In the past, students took semester exams according to their Friday mods schedules, but under Powerschool, not all students have all their classes on Fridays. At the beginning of the school year, STA principal for academic affairs Barbara McCormick gathered a committee to reorganize the first semester exam schedule. Students this year took their tests in groups according to subject. For example, all students taking a science exam took their tests on the same day in the same place. Because students took their tests by subject, the testing groups were larger and testing locations had to be assigned.

### So What:

The changes in the final exam scheduling system became a controversial topic at STA. Some members of the STA community felt that the larger test-taking groups would encourage cheating, while others felt that having only one regular exam time per course would make cheating more difficult. Some students also complained that the larger test-taking setting made it harder to focus during exams. Others said they felt distracted by the moderators and other students who had already finished their exams. Another issue brought up by students was that many were unable to see the time while testing.

### Now What:

At the start of this semester, several teachers sought out student opinions of the new semester exams system. Due to the issues mentioned above, some students hope to see changes in the future. During a faculty meeting Jan. 3, faculty members gave feedback on the recent changes, which the exams committee is taking under consideration in their plans for future finals. McCormick has also asked students for feedback. The semester exams committee is still reviewing the schedule and gathering student and teacher feedback. The committee is as of yet unsure what second semester finals will look like. ★ compiled by Abby Udre at [auche@dartnewsonline.com](mailto:auche@dartnewsonline.com)

## Moodle in motion

Moodle was one of the most talked about topics during the 2010 fall semester. However, what many people do not realize about STA's Moodle page is that it has been around since 2008. This timeline chronicles the events that have led up to the school-wide use of Moodle at STA.

Ms. Renee Blake first uses Moodle in some of her classes	Spring 2008
Construction on STA's Moodle begins	Fall 2009
President Nan Bone, principal for academic affairs Barbara McCormick and a group of teachers attend the International Society for Technology in Education conference in Denver, Colorado	Jan. 2010
STA begins to assess the possible uses of Moodle	Dec. 2008
Blake's classes continue to use Moodle, while other classes begin to use it in order to test further	Jan. 2010
Bone, principal for academic affairs Barbara McCormick and a group of teachers attend the International Society for Technology in Education conference in Denver, Colorado	June 2010
STA decides that the use of Moodle would benefit students and teachers, especially in conjunction with the new netbooks	Summer 2010
Teachers are expected to have a page for each course they teach.	Aug. 2010
Moodle crashes, leaving it completely down for one day and in low quality for three more; Moodle messaging reaches its current peak during this month: 52,208 messages sent	Sept. 2010

compiled by Allison Flitts at [afitts@dartnewsonline.com](mailto:afitts@dartnewsonline.com)

## School gets cooler

### Who:

KCTV5's "More in the Morning" team broadcasted live from STA, the program's first all-girls' school.

### What:

Every Friday, the KCTV5 morning team highlights one Kansas City area high school as a "cool school," focusing on the school's non-athletic activities.

### Where:

The broadcast took place in the Goppert Center.

### When:

Jan. 15, students started arriving at STA around 5 a.m.

### Why:

Three students nominated STA as a "cool school" because of the school spirit, campus and general atmosphere, as well as the many non-athletic programs offered.

### How:

The cast of "Greater Tuna," the dance team and the choir performed live, and students from various clubs and service organizations were interviewed. ★ compiled by Katie Rohr at [krohr@dartnewsonline.com](mailto:krohr@dartnewsonline.com)

## Who will use it?

Six of STA's 11 athletic teams don't practice on campus. Also, because the current field is not regulation size for soccer games, both the JV and varsity soccer teams can't play games on campus.

"Our soccer team has gone to State for many years and has won many championships," Bone said. "We knew we just wanted to do a little bit of a better job for our girls."

Hough hopes that physical education classes and the walking club will use the field along with the dance team. Even if a student does not play any sports, Hough hopes that they will use the proposed facilities.

"I hope that this will be a facility that everyone on campus will be proud of, including athletes, physical education students and any other student looking for a safe place to exercise on campus," Hough wrote.

Aside from improving the athletic facilities for STA students, Bone also mentioned that other institutions could rent the field for use.

"Our number one priority is our girls," Bone said. "It's just like how we use our gym, we have some [non-STA] teams that come in and use it on a Saturday."

## Neighbor to neighbor

Shortly after the administration began considering these renovations last spring, they proposed expanding STA's property out to the land at the intersection of 55th and Wyandotte Streets. After meeting with STA neighbors, the administration withdrew the idea. The neighbors were concerned that the changes would increase traffic in the area.

"[Neighbors] were happy with the way things were, so we went back to the drawing board," Bone said. "We want to be good neighbors."

Another facet of the renovations that the neighbors are concerned about is whether or not there will be a loudspeaker or lights for the proposed fields. Bone said the neighbors brought STA soccer games would be like Rockhurst football games, with an announcer and overhead lighting. At least for now, Bone said, lights and loudspeakers are not part of the plan.

"It will be kind of what you see now, just much better," Bone said. ★ compiled by Katie Hyde at [khyde@dartnewsonline.com](mailto:khyde@dartnewsonline.com)

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## Elise Pavicic, senior

Every issue, the *Dart* interviews one of STA's rising artists

### Q: What is your favorite aspect of your current art class?

**A:** "In portfolio I like that we are given these really broad assignments that we get to take in any direction that we want. Sometimes this is stressful though because there is more pressure on you to come up with an original idea."

### Q: Where do you draw inspiration from for your art?

**A:** "I draw inspiration from other artists mostly. I like going to the Nelson or down to First Fridays. I always leave those places ready to create something new."

### Q: What initially interested you in art?

**A:** "I grew up spending a lot of time at my grandma's house, and when I was little, painting was her favorite hobby. So when I'd go over there she would always set up a little station for me to paint alongside of her. I thought it was fun and it came sort of easy to me—I've loved creating art ever since."

compiled by **KATE ROHR**

# Orlando's Nite Club: too tacky for my taste



opinion by **SARA MEURER**  
last look editor

When I walk into Orlando's, I see a crowded, fun looking night club. When I look a little closer, I see a sweat pit full of teenagers who, honestly, have nothing better do.

Most STA students are familiar with Orlando's Nite Club, a club that is normally 18 and up, but often hosts "teen nights". Here students can go to "get their grind on" and hang out with friends. Some see it as a fun place to party, others just view it as a disgustingly sweaty crowd of tacky teens.

On an average teen night at Orlando's, you can expect to walk around and see girls wearing skirts that are too short and shirts that are too revealing. You can also expect to see a lot of couples displaying

a little too much PDA. I paid \$10 to have fun, not to watch you act like a drunken idiot. I'm not saying I'll never go there again, but the regulars there are just a little too sleazy for my taste.

Some STA students see the night club as a joke and go there to make fun of people and just go crazy. I see it as a pure waste of time and money. I've had a fair share of trips to Orlando's teen nights, usually held on Sundays when there is no school the following Monday. When I attended a teen night for the third time, I feel like I finally saw what that place is all about.

Sunday, Jan. 16, I took a trip to Olathe for some fun at Orlando's with my friends. When I walked in, the club had a not so appealing smell that I didn't particularly enjoy. There was also an unusually large crowd of people there. Don't get me wrong, I sort of had fun, but the second I walked out the door I said to myself, "That place is really sweaty, disgusting and crowded."

If you're a fan of dancing in a sweaty, dark, crowded place with people stepping on your toes every two minutes, you might give Orlando's a try. My point isn't that I hate Orlando's, it's just not for me. I don't despise going there, I just don't prefer it. It's smelly, crowded and not worth the admission price. I'm not a fan of getting pushed or stepped on, so I don't plan on going back any time soon. Sorry Orlando, whoever you are. ★ contact Sara Meurer at [smeurer@dartnewsonline.com](mailto:smeurer@dartnewsonline.com)

## Looking for a dance party?

Orlando's Nite Club hosts a teen night for any high school student looking for an evening of music, dancing, fun

**Who:** Only teens ages 14 to 18 are invited to Orlando's teen night at the cost of \$10 at the door.

**What:** While Orlando's Nite Club normally caters to adults for the late night club scene, they also host themed teen nights that have become popular among STA students.

**When:** Orlando's usually hosts teen nights on Sundays when there is no school the next Monday from 7 p.m. to 1 a.m. The next teen night will take place on Feb. 20. Orlando's posts information and photos from the previous teen night on the club's Facebook and Myspace pages.

**Where:** 126 South Clairborne Road, Olathe, KS 66062, on the intersection of I-35 and Clairborne Road

**source:** Orlando's Teen Nights Facebook page  
compiled by **ABBY UCHE**

# BOYS WILL BE GIRLS?

Drama department places gender reversal on classic Shakespeare play "The Taming of the Shrew"

story by **NIKKI RODRIGUEZ**  
web staff

"O Romeo, Romeo! Wherefore art thou, Romeo?" Juliet famously calls over her balcony as Romeo stands below in William Shakespeare's play, "Romeo and Juliet."

But, what if a young man spoke from his balcony while a girl waited below to woo him? What if it had been different?

Those are the kind of questions Ms. Shana Prentiss, director of the spring play, asked when she chose gender reversal as a twist to Shakespeare's "The Taming of the Shrew."

Prentiss started with a female character from Shakespeare's play, changed it to a male role, adjusted the name to reflect the change and cast a guy to play the part. The new male character kept the original personality, actions and dialogue of the original female character.

Shakespeare's "shrew" was Katherine, a girl of marriageable age whose sharp temper scared most suitors off. Prentiss' shrew is Katrino, a young man played by Rockhurst High School senior Bryan Brown, who best describes Katrino as a "jerk."

Katrino maintains almost identical dialogue to Katherine, his Shakespearean counterpart.

Prentiss did the same with the characters originally created as males by Shakespeare.

The idea came from a colleague who directed "Shrew" in drag. Although Prentiss did not consider doing the play in drag, she came up with a new twist.

"[Our adaptation] is not male bashing," Prentiss emphasized. "I chose to use this particular play because it has long been a question of whether this

play is sexist."

Shakespeare's "shrew" is a confident and strong willed woman. Men in the play consider her unbearable because she refuses to submit to men. When Prentiss retooled the play, that "shrew" became a man. This change forces the audience to ask the question, "Is this new character a shrew, now that the shrew is a man?"

In ways like this, Prentiss' twist creates a world in complete opposition to the extreme sexism of the 1600s.

"The idea is to ask the question, 'What if everything had been different?'" Prentiss said. "What if women had been dominant instead of men?"

Understanding the nature of a society where women are the dominant gender has been challenging, according to sophomore Sarah Kostoryz, who plays Patruchia, the lead female role.

"The hardest part is asking, 'What is a female-dominated society?'" Kostoryz said.

Kostoryz plays Patruchia, originally Patruchio. Shakespeare's Patruchio is a cocky young man who wants to marry a woman with a large dowry, regardless of her personality.

According to the revised plot, Patruchio woos Katherine, the shrew with a sharp temper, because of her father's money. With the reversal, Kostoryz sees Patruchia as a CEO businesswoman, who wants to marry a rich young man.

"I try to see myself as a woman in a leadership role. Like a 'Hillary,'" Kostoryz said, referring to Secretary of State and former First Lady Hillary Clinton.

The cast has to work through the idea of a whole different society.



**to be or not to be** ★ Sophomore Elena Spaulding, from left, junior Chelsea Birchmier, Rockhurst sophomore Drew Jurden and senior Ryan Tucker rehearse for the spring play Feb. 3. Photo by **CELE FRYER**

"[The gender reversal] involves talking about it a lot," Prentiss said. "Our first rehearsal, we spent an hour talking about it. It's fun. It's really a lot of fun."

According to Rockhurst sophomore Drew Jurden, the concept is not as difficult as it may seem. "The less you think about it, the easier it is," Jurden, who plays Bianco (Shakespeare's Bianca),

said. "It's really instinctual."

According to Brown, his character is easier to portray because of the stereotypically masculine characteristics.

"I think it's going to be really challenging to get basic cultural things, though," Brown said. ★ contact Nikki Rodriguez at [nrodriguez@dartnews-online.com](mailto:nrodriguez@dartnews-online.com)

## Right on Target?

The *Dart* asks "Taming of the Shrew" cast members their opinions on the new twist to the upcoming production

compiled by **NIKKI RODRIGUEZ**

## What do you think of the spring play's gender reversed roles?



**Mediavilla**

"It's a very unique way to tweak Shakespeare's text. I act more outgoing, which is contrary to how women were at the time."

Alex Mediavilla,  
junior



**Jurden**

"[The gender reversal] is an interesting idea, it's a fun twist. I wouldn't say it's hard, but it's definitely different."

Drew Jurden,  
Rockhurst High  
School sophomore



**Kostoryz**

"I think the gender reversal is great because it's [STA], and everything's reversed at St. Teresa's Academy."

Sarah Kostoryz,  
sophomore



# THE ACADEMY AWARDS

With the Oscars approaching, the *Dart* polled the 'Stars' of STA to discover the elements that make our campus so unique. Here they are, the first official STA Academy Awards: Drum roll, please.

compiled by **KATIE McCOMBS**  
PR & Circulation

**VIEW OF CAMPUS:**  
Mr. Fast's window

**ACCEPTANCE SPEECH:**  
"It is really nice because you can see the entire campus. It's up on the 3rd floor which gives the best view of STA. It will be especially nice when the chapel is built." —Mr. Kelly Fast, literature teacher



**WATER FOUNTAIN:**  
Third floor Donnelly Hall

**ACCEPTANCE SPEECH:**  
"It has good tasting water and it's very cold. [The water fountain] is also very convenient to the classes up there, because there are a lot of classrooms compared to the rest of the school." —Jillian Gallagher, freshman



**STAIRCASE:**  
Goppert Center

**ACCEPTANCE SPEECH:**  
"The [Goppert staircase] is not as busy and much shorter than the rest. They're located in a more unique atmosphere that kind of gets you away from the other buildings." —Rachel Edmonds, senior



**CANDY STASH:**  
Development Office

**ACCEPTANCE SPEECH:**  
"We think the kids come in here because they love our candy and they love us. But, we hope that they love us more than the candy." —Ms. Joan Jordan, development office and special events



**BATHROOM:**  
Third floor Donnelly Hall

**ACCEPTANCE SPEECH:**  
"[The third floor of Donnelly bathroom is] really open and clean and there is always really nice smelling soaps and lotions. Thank you, Ms. Montag [for providing the gifts]." —Grace Crowe, junior



**DAY TO BE A STAR:**  
Pep Rallies

**ACCEPTANCE SPEECH:**  
"[When you are a shadow you] get to look at people awkwardly dressed up and we get to watch our teachers act funny. It is very upbeat, entertaining and humorous for all of STA." —Emily Taylor, freshman



**FREE TO STUDY:**  
Library

**ACCEPTANCE SPEECH:**  
"I am glad the students are coming to the library to research and study. Using the library is a good habit to cultivate and it will serve them well not only in college but later in life." —Ms. Jackie Hershewe, librarian



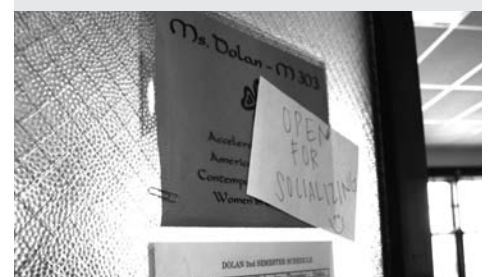
**FREE TO SLEEP:**  
Ms. Prentiss' Room

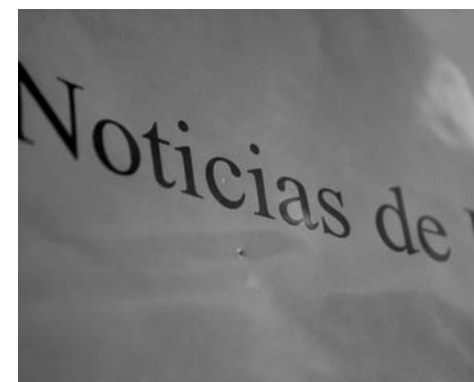
**ACCEPTANCE SPEECH:**  
"I'm not surprised my room is the favorite napping spot. It's that hot pink carpet. It just draws you in and you just have to cuddle it. Before you know it, you are out like a light, drooling away in dreamland." —Ms. Shana Prentiss, drama teacher



**FREE TO SOCIALIZE:**  
Ms. Dolan's Room

**ACCEPTANCE SPEECH:**  
"As long as the information shared is appropriate, harmless to others or distracting, I'm comfortable letting students socialize. It adds to the camaraderie of the student body." —Ms. Katie Dolan, literature teacher





# Julia Gargallo



Spanish teacher Julia Gargallo and family speak both English, Spanish at home, to family members

story by **CHRISTINA BARTON**  
opinion editor

### Women speak Spanish, men speak English

Spanish teacher Julia Gargallo speaks Spanish with her son Daniel. Gargallo speaks Spanish with her daughter Monica. Gargallo speaks Spanish with her husband Greg Woodhams. Greg speaks English with Daniel. Greg speaks English with Monica. Monica speaks Spanish with their dog.

Gargallo's family resembles few at STA. According to Gargallo, sitting down at the dinner table means Spanish and English fly back and forth between Gargallo, her husband and their children. Gargallo's children, Monica, 21 and Daniel, 17, learned both Spanish and English when they were learning to talk. Today, they both still speak Spanish with their mom and sometimes with their dad.

Gargallo, who grew up in Barcelona, Spain, has spoken Spanish her entire life. Greg grew up in Texas, where about 4 percent of the total population in Texas speak English and Spanish. Although Greg's mother's first language was Spanish, the family never spoke Spanish at home. In addition, Greg's great-grandfather came from Barcelona and some of Greg's family speaks Spanish. In contrast to her mother, where both sexes in her family spoke Spanish, Monica spoke different languages to the men and the women in her family.

"When my daughter was little, she thought all men spoke English and all women spoke Spanish because the men and women in [our] family spoke those languages," Gargallo said.

Monica also attributes her language separation to her parents' friends.

"Aside from being because my mom spoke Spanish and my dad spoke English, my mom's friends usually spoke Spanish and my dad's friends would usually speak English," Monica explained in an email.

As she grew older, Monica learned that men do not necessarily just speak English and women do

not necessarily just speak Spanish. Monica and Daniel continued to speak Spanish with their mom, helping them learn other languages such as French and Japanese. Although Daniel believes Spanish did not help him learn Japanese, because it is an Asian language, knowing Spanish makes it easier to learn a third European language.

Daniel, however, did not make the same distinctions that Monica made about language, because he had his older sister to talk to.

"The experience is completely different between the two because when [Daniel] was born, he had Monica, and Monica always spoke in English to him," Gargallo explained. "The [kids] will always communicate in English."

Speaking more than one language at home not only makes it easier to learn a third language and increases opportunities in the work force, but encourages tolerance and a greater understanding of other cultures, according to Gargallo.

### Speaking Spanish in an English world

When Monica and Daniel reached school age, they both realized that most families only spoke one language. According to Monica though, she did not feel different.

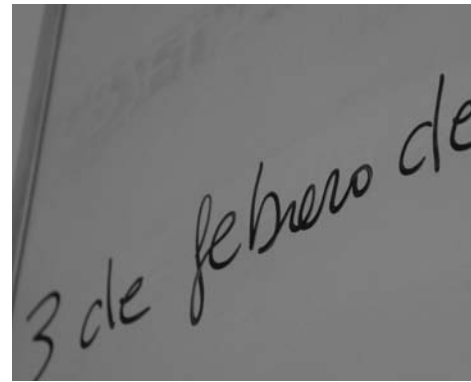
"I don't remember thinking that I was different from everyone else," Monica said. "Most of the kids I grew up with were in the same situation as me."

However, in a school where most people only spoke English, Monica's ability to speak Spanish interested her classmates.

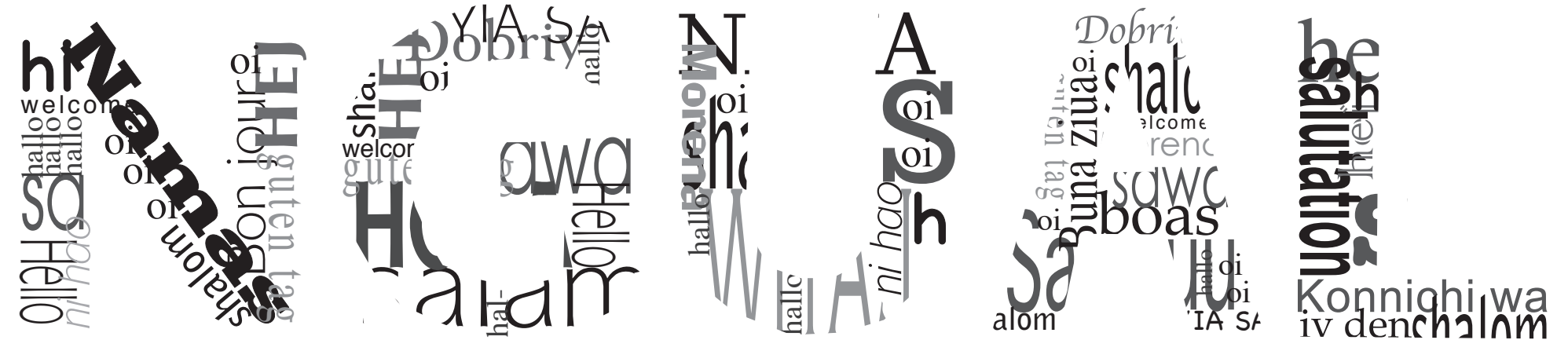
"In elementary school it became a frequent topic of conversation and my classmates were fascinated and were always asking me how to say different words," Monica said. "By middle school it got really annoying to always give translations."

That fascination would carry out of school to the Woodhams—Gargallo home when friends would come over. Both Monica and Gargallo believe it is disrespectful to speak Spanish to those who cannot understand it.

"My family and I have always made an effort to speak English around those who do not speak Spanish. When I had friends over, even if it were a conversation only between my mom and I, we would speak English out of respect," Monica said.



**habla español** ★ Gargallo's classroom displays numerous remnants of her home country, Spain. Photos by **KIRSTY MCGHIE**



Gargallo and Monica have no problem with speaking Spanish around those who understand it.

"In high school, however, since most of my friends had taken Spanish for a long time, they enjoyed being able to listen in Spanish and see what they understood," Monica said.

Daniel agrees with the benefits of growing up bilingual.

"A bilingual upbringing has been to me both convenient and useful," Daniel said. "Being brought up fluent in Spanish, I have been able to communicate with countless amazing people whom I never would have been able to meet otherwise. It's a useful skill, which I am very proud of."

#### Do you speak American?

According to the 2009 American Community Survey conducted by the United States Census Bureau, more than 35 million people in the US speak Spanish. These Spanish speakers work in all areas of life including health care, education and retail.

"[We] need to speak [Spanish] because so many people cannot speak English," Gargallo explained. "It is easier for us to learn Spanish than for them to learn English."

According to Gargallo, most people come to the US for a better life. However, because most cannot speak English, their job options are limited and they often work long hours. Finding time to learn English is difficult between work and family. In addition to finding time, if they lack papers—meaning they are illegal immigrants—they cannot take English classes at a community college or community center, leaving them stuck only speaking Spanish. In their countries, they might only have an elementary education.

Because of the high number of Spanish speakers in the US, many people have the opportunity to practice Spanish every day.

According to Gargallo, Spanish speaking immigrants will continue to enter the US for jobs and a better life. Gargallo advocates studying Spanish to be able to communicate with those who speak Spanish.

"Spanish is close enough to English that it is not terribly difficult to understand and learn," Gargallo said. "If you are going to live in the United States, you need to know Spanish."

Like his mother, Daniel advocates speaking Span-

ish in the US.

"Some people have a foolish notion that the Spanish language is un-American, and that anybody in America who is brought up learning Spanish is being raised in an un-American way," Daniel explained. "The problem with this ridiculous belief is that America is not a nation solely composed of Anglo-Saxons."

#### Que quieres tener a lunch?

While Julia and her children speak Spanish most of the time, English is required for various words. Some words have different meanings in Spanish and English, leading to the natural combination of the two languages.

"When I talk with my Spanish friends in Kansas City [we speak English and Spanish]," Gargallo said.

For example, "lunch" in English does not mean the same thing as "almuerzo" in Spanish, so she will automatically use the word "lunch" if she is in Kansas City. In the US, "lunch" means a small meal between 11 a.m. and 1 p.m.. In Spain, "almuerzo" means a large meal at 2 or 3 in the afternoon.

According to Gargallo, language is something that comes natural to people. Her children naturally speak English with their dad though he speaks Spanish with Gargallo. For Greg, it feels unnatural to speak Spanish with the children and he feels more comfortable speaking English.

"Even though [Greg's] Spanish is really, really good, when the kids were little, they had to learn English," Gargallo said. "It wouldn't make any sense for the kids not to learn English from one [parent] especially if the dad speaks English."

#### Bilingual benefits continue to grow

In the United States, bilingual jobs have continued to become more and more popular, according to Gargallo. Now, many jobs, such as police officers, firefighters, medical professionals and teachers require Spanish speaking abilities.

Monica sees the benefits of being bilingual first hand, but acknowledges the work needed to get there. Monica took four years of Spanish at Barstow High School and added Spanish as a double major at Texas Christian University in Fort

Worth, Texas. According to Monica, while sitting in a classroom learning colors and food may be boring, it strengthened her vocabulary, and she learned words her mom did not use. Four years of Spanish in high school also helped improve her ability to write well in Spanish, another reason for declaring Spanish as a double major in college.

"I say that it's one thing to claim that you speak Spanish but it is another to say that you are able to communicate fluently both orally, through writing and through literary analysis," Monica explained.

According to Monica, growing up bilingually is one of the greatest skills one can have because of today's globalization.

"I'm hoping that by the time that I graduate I will have the tools I need to not only be a competitive candidate for a job in the United States but also against native speakers in Spain, Latin America and South America," Monica said.

#### Continuing the legacy

With Spanish becoming more common in the US, the Woodhams—Gargallo family helps contribute to the growth.

"Everybody in the family is very open and they love Spain," Gargallo said. "They are like a little obsessed with Spain."

One of Greg's sisters speaks Spanish with Gargallo and two of Gargallo's nieces are studying Spanish in college, along with Monica. Although her family has a love of Spanish, Gargallo is unsure if her children will continue to speak Spanish as they move on in their lives.

"My daughter maybe [will continue] to speak Spanish, but not my son," Gargallo said. "When my daughter talks to the dog, she talks to it in Spanish, so maybe when she has a kid, she will talk to it in Spanish and English." ★ contact Christina Barton at [cbarton@dartnewsonline.com](mailto:cbarton@dartnewsonline.com)

## By the numbers

With almost 200 countries in the world, there are endless forms of communication. Here are the numbers behind the words that bring us together, separate us from others and make us unique:

# 20

The number of countries that use Spanish as an official language

# 54

The number of countries that use English as an official language

# 82

The percent of the US population that speaks English

# 6,000

The number of languages that exist in the world today

# Texting's new rule of thumb at STA

Select teachers post cell phone numbers on Moodle to help students with homework questions

story by **ROWAN O'BRIEN-WILLIAMS**  
academics editor

You're shopping at Target and you see your chemistry teacher: awkward right? If you think that is weird, try texting your teachers; that's what STA students are doing. Some teachers now share their cell phone numbers in a contact information category on Moodle. This means, while violating no administrative policies, students can text their teachers with school-related issues.

Science teacher Terry Conner, who gives her cell phone number to students on Moodle, posted a disclaimer on the site next to her cell phone number: "texts may or may not be answered immediately."

"[How fast I respond] kind of depends," Conner said. "If I have my phone when a text comes in I'll answer quickly, but [sometimes] I leave my phone downstairs at night and I won't answer until morning."

Sophomore honors chemistry student Jane Evans considers Conner's responses helpful.

"[When I texted Conner] I didn't get an answer immediately, but by the time I received a response it was useful," Evans said.

Science teacher Renee Blake also finds texting useful, but for other reasons. She has noticed that some students feel more comfortable using technology to reach her.

"I want [students] to feel comfortable enough [to text me]," Blake said. "I've noticed that some girls who are fearful or shy to ask a question in class or before or after class are more comfortable messaging [on Moodle] or texting."

Blake also feels that this form of communication strengthens relationships between teachers and students.

"[Texting] is what [students] grew up with and I'm using a connection that they're comfortable with," Blake said.

However, first semester ecology student, senior Lauren Scott, believes a line should be drawn between teacher-student relationships. According

## Teachers share phone numbers

Although some teachers choose not to share their cell phone numbers with students, the following teachers do:

**Alice Amick**, French teacher  
**Renee Blake**, science teacher  
**Terry Conner**, science teacher  
**Sue Marquis**, Latin teacher  
**Mary Rietbrock**, science teacher  
**Andrea Skowronek**, dance teacher

compiled by **ROWAN O'BRIEN-WILLIAMS**

to Scott, social networking sites like Facebook cross that line.

"I think that is a little too far on the Facebooking [between teachers and students]," Scott said. "I would not like it if a teacher was Facebook stalking me. That is a little creepy. I think texting, Moodling and e-mail is enough communication between students and teachers."

Scott does not communicate over Facebook with Blake, but she texts her for academic help.

"One time we had an assignment due by midnight and my internet was down at home," Scott said. "I wanted [Blake] to know ASAP so I texted her so she didn't think I was making things up. I would have missed credit on two assignments because I didn't have them turned in on time."

Evans, on the other hand, felt more apprehensive before texting Conner.

"I thought that texting a teacher would be weird, but when I really needed to know the answer to a chemistry question and none of my friends knew, I thought I'd give it a try," Evans said.

However, several teachers choose not to share their cell phone numbers on Moodle, including English teacher Katie Dolan.

"I just feel that both through Moodle and e-mail outside of school, I'm easily accessible to students and there's nothing so urgent that they really need to have my cell phone number to contact me," Dolan said.

Overall, most agreed that texting between teachers and students at STA is beneficial.



**text me** ★ Science teacher Mary Rietbrock allows her students to text her with school-related issues. She is one of the six teachers at STA who posts her cell phone number on Moodle. Photo illustration by **KIRSTY MCGHIE**

"[I think texting between teachers and students is helpful] just so there's a comfort level where [students] can feel free to ask me a question and

so there's not this barrier because I'm a teacher," Blake said. ★ contact Rowan O'Brien-Williams at [robrienwilliams@dartnewsonline.com](mailto:robrienwilliams@dartnewsonline.com)

# New course options to begin next year

English and history departments add courses to give students alternatives

story by **RACHEL TOVAR**  
staff writer

Next school year, the English and history departments will make changes to course requirements. Sophomores and juniors can still take both accelerated world studies classes or AP American studies classes. Additionally, they can opt to take just one of the more challenging courses.

According to principal for academic affairs Barbara McCormick, this allows students to challenge themselves in one accelerated course without struggling in another.

"[Starting next year], a student doesn't have to take the AP American history with the AP American literature," McCormick said. "They're both year-long

courses, but you do not have to take both at the same time."

According to McCormick, a student in AP American literature is no longer required to take AP American history, or visa versa. The administration made the same change with accelerated world history and accelerated world literature.

Along with this split, the administration is offering a new English course for the class of 2012. Rather than choosing between AP composition or regular writing, next year's seniors will receive a third option: college composition. The curriculum falls between AP and regular and is only a semester long, offering three college credits.

While this change will take effect next school year, another long-term idea for a curriculum change is developing.

History teacher Richard Shrock conceived the idea of adding an additional course that falls between AP and regular curriculum for American

history.

However, according to McCormick, the classes will not appear in next year's program of studies.

"I can't see us doing anything next fall," McCormick said. "I just feel like we haven't talked about it enough."

This new course would be titled honors American history. Unlike AP or college classes, this class would not have a weighted scale or give out college credit.

According to this school year's program of studies, college, AP and accelerated classes all provide college credit and weighted grades. The non-AP classes provide none of this. Some students find the non-AP classes too easy and the college courses too difficult.

History teacher Craig Whitney said the addition of the class is intended for the proactive student.

"The whole concept is designed for any student who has a genuine interest in American history,"

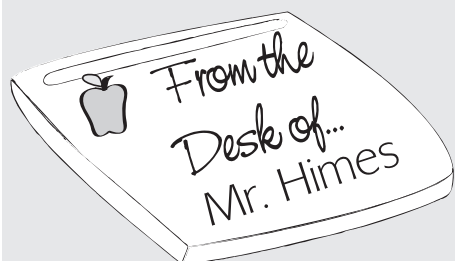
Whitney said.

Current American history student junior Miranda Green wishes that she had been given the opportunity to sign up for honors American history this year. She feels her current curriculum is not challenging enough, but believes that the AP class might have been too hard.

"I would take [honors American history]," Green said. "Because on college applications, honors American history will look better than regular and you will get a better knowledge of American history for your future [education] without doing a crazy amount of work."

McCormick feels that this honors course will challenge students and teachers alike.

"I like when teachers get creative to meet the needs of individual students," McCormick said. "My main focus is to ask myself, 'Will it provide the student with what their unique needs are?'" ★ contact Rachel Tovar at [rtovar@dartnewsonline.com](mailto:rtovar@dartnewsonline.com)



Each issue, the *Dart* showcases a teacher, revealing facts about their 'hidden' lives to readers

story by **CHRISTINA BARTON**  
opinion editor

Movie awards season is a busy time of year for literature teacher Stephen Himes. After coming home from a day teaching at the Academy, Himes sits down to a pile of 50 movies and considers which ones to watch. As a movie critic, movie studios send Himes

their movies so he does not have to go to the theater to see them. Following discussions with other Kansas City area critics and listening to industry chatter and critical buzz, Himes picks the movies he should watch.

Himes also bases his movie choices on a healthy movie diet. According to Himes, movies are like food. "Stupid" movies are the equivalent of eating a Snickers bar for lunch, but the occasional "stupid" movie, just like the occasional Snickers bar, will not hurt you.

The award winning movies are like the healthy food recommended by dieticians. Although many think critics come up with nominations on their own, studios advocate for certain award nominations. The studios tell the critics what movies or characters they want

them to consider for certain awards. Himes believes this method is helpful since most movie critics do not watch 400 movies a year.

While watching the movies, Himes looks for the "nutrients" of entertainment and a connection with the audience. Himes critiques movies like an AP scoring guide. The movie must be well crafted and create an aesthetic.

With nominations submitted by Jan. 3, Himes gets to sit back and watch the awards, seeing who wins for various categories at awards shows. Although awards season does not last long, November will soon be upon him, bringing another drove of movies to critique and awards to choose.



**who let the dogs out?** ★ Senior Catherine Arensberg, center, cheers on the Stars dressed as a dalmatian for the annual basketball game at Notre Dame de Sion Jan. 27. Seniors Lindsay Girardeau, from left, Meredith Koch and Molly Meagher also took part in STA's "101 Dalmatians" theme, while Sion dressed as characters from the movie "Black Swan." Sion won the game 63-46. Photo by **KIRSTY MCGHIE**



## LAST Critter's Corner

compiled by **KATHLEEN HOUGH**

Dear Critter,

It's not you; it's me. Or should I say, it's the *Dart*. Without you here anymore, there seems to be no "use" for Critter's Corner. We both know better than that. Regardless, this is sadly Critter's last corner. But instead of saying "goodbye" for good, I'm writing this note as a "see you later."

Before I close this chapter of our life together, I have to tell you: thank you. Thank you for wandering into my gym class freshman year. Thank you for continuing to come back despite the many phone calls to the Davises and numerous times you were shoed out of the building. Thank you for keeping watch over me and all my STA sisters—month after month, year after year—standing on Donnelly's front stoop or lounging on a tree branch outside of M&A.

Thank you for letting me grab you at any given moment and drag you

around from place to place. I can't imagine my life at STA without you, Critter, the campus kitty. You made my experience here so unique and memorable.

What will I do without you? No more Critter sightings or stories—greetings as I walk into Donnelly or cuddle sessions during frees. But what I will always have are my Critter memories—petting you after long cross country runs, or that one time I attempted to give you a piggy back ride (sorry). Sure, I'm sad that future students will never know you, but I'm glad that I am one of few that got to cherish you. I'll miss you every day, Glitter, but you will never be replaced—forever you will stay in my heart. I'll never have another playful companion, kitten or brother like you.

I'll never forget you. I love you, Kath

# days of our lives

The *Dart* created a countdown to some of the most anticipated upcoming days of the school year.

There are merely **6** days until the Father-Daughter Dance.

A speedy **18** days until the end of third quarter.

Roughly **21** days until Junior/Senior Service Projects.

Approximately **37** days until Spring Break 2011.

Only **42** days until the next late start.

Just **54** days until Student Productions.

About **63** days until the Mother-Daughter Luncheon.

And exactly **110** days until summer. ★

compiled by **KATIE MCCOMBS**

## that's what she said

**SNOW EM GEE!** The *Dart* prowled Facebook in search of the most intriguing statuses during our snow days.

**Victoria Godfrey**

Michael put a spoon under everyone's pillow, 5 ice cubes in every toilet and wore his pj's inside out for a snow day...and it worked!

24 minutes ago via Mobile Web · Like · Comment

**Lane Schulte**

879 snow day statuses. As if the first 100 didn't give it away..

2 hours ago via iPhone · Like · Comment

**Shannen Freeman**

will be sleeping with my home phone tonight...that's just how bad I want to hear Nan call...

19 hours ago via iPhone · Like · Comment

**Ali Lukens**

Peace Love and Nan

Tuesday at 4:23pm via Mobile Web · Like · Comment

**Margot Livers**

um so Nan? you're kind of awesome

22 minutes ago · Like · Comment

**Emma Stanfield**

YAY to freezing walks across the quad when no one else in the city has school!

6 hours ago via Mobile Web · Like · Comment

**Morgan Trees**

If Mikey Needleman doesn't show up tomorrow...I'm transferring.

3 hours ago via Mobile Web · Like · Comment

compiled by **KATHLEEN HOUGH**

## My life sucks



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



**Daugherty**

"The first time I get my face in the *Dart* is when I have to tell the story of me falling down three measly stairs, being in agonizing pain for over seven hours, and then getting diagnosed with "only" a mid-foot sprain. MLS."

Elizabeth Daugherty, junior

## It's a wonderful life



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

"A couple weeks ago in my PE class, something was different. Nobody was dressed in the required shorts and T-shirts. Instead we sledged down hills on our stomachs, wearing the trash bags. It was the best class of the year. It's a Wonderful Life."

Molly Waris, freshman



**Waris**

compiled by **EMILY BRESSETTE**

## The Mikey Needleman Band, up close and personal



**crowd pleaser** ★ The Mikey Needleman Band rocked out at their annual Christian rock concert Feb. 3.



**birthday boy** ★ Joshua Gleave, lead guitarist, belts out lyrics to Katy Perry's "Firework" during the STA performance.



**I'm mikey** ★ Mikey Needleman leads the student body in prayer during his Catholic Schools Week concert.



**belt it out** ★ Backup guitarist Tim Ning sings his heart out during his debut performance at the Academy. photos by **KIRSTY MCGHIE**



# Frozen Fashionistas



2011 has brought frigid temperatures to Kansas City. Students gear up in different scarves, gloves and boots as they trek through the snow and across the quad. Last week's blizzard brought temperatures as low as -10 degrees, so students bundled up to face the cold weather. On Feb. 3 and 4, the administration announced special dress-down days to keep students warm while crossing the Windmoor campus.