

EAGLE

Edition



The draw of the future

Process of college applications raises questions on selection by prestige and reputation pages 14-15

LUCK OF THE DRAW Junior Lauren Weber holds cards representing various private and public universities close. The college admissions process became more competitive as pressure to get into top schools increased. "As a junior, the anticipation of the college application process is looming," Weber said.
photo by Riley Breaux



Dec. 13, 2019

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Episcopal School of Dallas

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Three fall sports team compete in Southwest Preparatory Conference

Varsity cross country, volleyball and field hockey teams place highly in respective games in Houston

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Two staff writers debate the morality behind death row; is the death penalty worth the cost?

ESD implements new drug testing program

story and graphics by
victoria willox and evelyn zhao

On Nov. 5, Head of School David Baad announced the school's decision to begin a drug testing program, effective this upcoming March for all upper school students and faculty.

The goal of the program, spearheaded by Head of Upper School Henry Heil, is to protect and promote the health, safety and well-being of students. Because other independent schools across the country have begun drug testing in recent years, the school was inspired to implement a drug testing program to address and find solutions to prevent further student drug use. The testing will be conducted by Psychemedics, a company that specializes in hair testing for drugs. Although the school found that ESD's student drug use is comparable to other private schools via surveys given by the Freedom from Chemical Dependency organization (FCD), a global non-profit substance abuse prevention organization, ESD plans to implement the program in order to strengthen the school community and prevent student drug use.

"I heard that a lot of upper school parents were drug testing their [children], which surprised me," Heil said. "In retrospect, [parents drug testing their children] doesn't [surprise me now,] but at the time, [that action] surprised me. The parents who were [drug testing their kids] asked the School to partner with them in keeping their kids drug free, and that planted the seed [of the drug testing program concept] for me."

The Lovett School in Atlanta, which has been drug testing students for nearly five years, is one of the sources of inspiration for the new ESD drug testing program.

High school principal at the Lovett School

Dan Alig is a supporter of the drug testing program, which he claims dramatically cut substance abuse rates among high school students. The Lovett School also utilizes the drug testing company Psychemedics, which tests all 650 high school students every August, during the first two weeks following summer break and then, randomly throughout the year.

"We had a robust discipline policy and a robust education program when it came to substance use...but we still saw pretty high [levels of drug abuse]...at the Lovett School," Alig said. "We decided that we were going to go down this path [of drug testing,] and [the program has gone really smoothly.] We do a hair test, and we use Psychemedics. [Drug use] really...dropped off very, very dramatically here at Lovett. [The testing has] been really successful."

According to a Dec. 6 poll of 201 students, 52 percent of the respondents believe that the mandatory drug testing program will be beneficial for students.

Even though some students believe that drug testing is a violation of student privacy and confidentiality, they also believe the testing program will prevent drug usage in students who have struggled with drugs or addiction in the past.

"If you look at [drug testing] both ways, it can be a good thing, and it also can be a bad thing," junior Sam Logan said. "I don't believe the school has the right to get involved in students' personal lives, but many people who have struggled [with drugs] don't want to have a conversation with their

parents about it, so drug tests [at School] should eliminate drug use because [students] would rather stop using [drugs] than have their parents find out [about that usage.]"

However, Logan believes that student drug use is not the main issue—alcohol and nicotine addiction among the student population is a greater concern.

"In the future, [the school] needs to begin testing for nicotine and alcohol for middle schoolers to [prevent] addiction or the potential for addiction, [which] I believe is more important than drug testing for upper schoolers," Logan said.

To address past student drug usage, the school hired FCD to inform students about substance and alcohol abuse. Students also have the option to seek additional support from on-campus counselors, who can suggest rehabilitation programs on a confidential basis. More frequently, however, if a faculty member or peer believes a student needs immediate help, they will notify counselors, who will then discuss concerns with that student.

"A lot of times, parents, teachers or students' friends come to me to talk about their concerns regarding a student who is using [drugs], and [much less often], students come to me directly saying, 'I have a problem with drugs,'" Upper school counselor Merredith Stuelpe said. "What normally happens is I talk to [those students] trying to

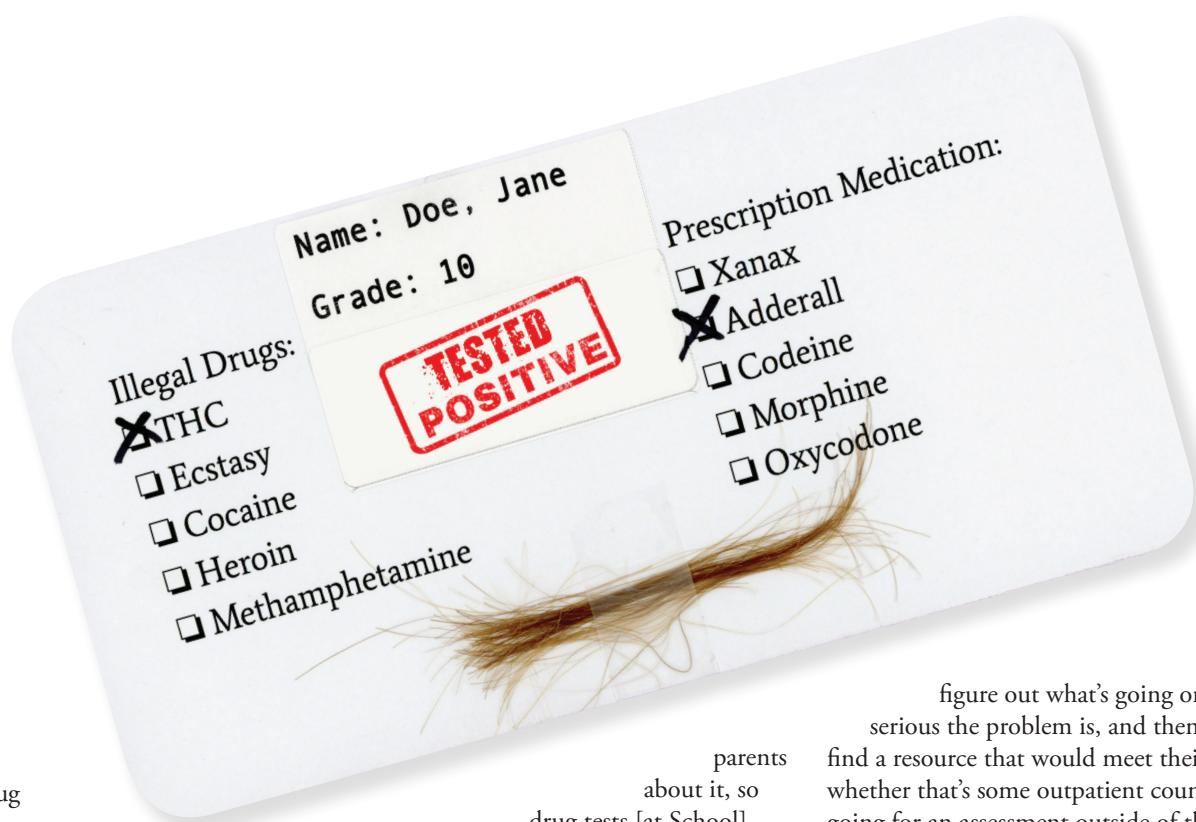
figure out what's going on or how serious the problem is, and then, I try to find a resource that would meet their needs, whether that's some outpatient counseling, going for an assessment outside of the school or in more serious cases, intensive care or a formalized education program."

Stuelpe believes there are several reasons why students may turn to drugs.

"Students may struggle with addiction problems because of a high level of stress or anxiety," Stuelpe said. "Another reason could be wanting to fit in. If those students are biologically predetermined to be addicted, then once they're exposed, it's going to be hard for them to stop drug usage. Mainly, the socio-economic makeup of ESD is that kids have access to lots of things that students in other environments might not have access to. That wealth gives a certain level of access [to drugs], but drug addiction at [this school] is no different than drug addiction anywhere else."

Although some faculty believe the methods of drug testing are invasive toward students and faculty, many faculty members find the possibility of helping even a few students promising.

"As a student wellness program, [drug testing] makes sense if a student has a drug problem, and [the school doesn't] know about it," biology teacher Max Auge said. "Whether I agree or don't agree with [the drug testing program], I know the end result is worth it if a kid gets help, and it's my understanding that the school isn't doing this to punish students; it's doing this to identify the kids that need help."



Around the world

Around the world is a compilation of significant global events selected by news editor Lauren Egger

1 Death toll in Iranian protests

Since November, there have been protests in Iran over the rising gas prices. The government increased fuel prices by as much as 300%. During these protests, Iran has been accused of killing its citizens on purpose. The government has not released any numbers, but it is estimated that around 200 have been killed and 7,000 arrested.



CreativeCommons farsnews.com/photo

2 Insurance will not cover DISD

After the tornado hit Dallas in late October, three DISD schools were badly damaged. The estimated cost of these buildings has been determined to be around \$100 million, and insurance will cover around \$60-70 million. One of the schools will not be rebuilt, and DISD is trying to move fast to repair the other two so families don't leave the district.

3 Russia banned from major sports

The World Anti-Doping Agency has banned Russia for four years from all major sporting events. This includes the 2020 Olympics and the 2022 World Cup. This ban stems from athletes drug use, but if an athlete can prove they are clean they will be able to compete under a neutral flag. The country plans to appeal against the decision.

Hair testing pioneered by Psychemedics, false positives impossible

story by
evelyn zhao and victoria willox

Beginning in March 2020, Psychemedics, a hair drug testing company, will begin to conduct the first round of drug tests in the Upper School.

Psychemedics is responsible for inventing and developing hair testing, which is generally believed to be more reliable than urine testing. Hair testing can detect drugs used during a 90-day period while urine tests can only detect select drugs for a maximum

of 30 days. Psychemedics got its start by testing the hair of musician Ludwig van Bethoven and poet John Keats. In addition to many independent schools, Psychemedics also conducts drug tests for many large companies and the military.

“We are the pioneer of hair testing, and that’s really important because we hold

a lot of patents on hair drug testing,” Psychemedics Director of Education and Business Wil Elder said. “But we are a trusted company, and the police force works with us as well as many Fortune 500 companies and the federal government.”

The three-to-four minute drug testing process involves cutting 15 milligrams of hair from the back of the head, which is the size of No. 2 pencil lead. Psychemedics tests utilizes 60 percent less hair than other drug testing companies.

“You should not notice [a loss of hair] after it’s been taken off because a very small amount [is

used for the test], but you will be able to feel the [loss of hair] if you touch your head,” Elder said. “The hair will go into a sample acquisition card initialed by the student and will then be sent to a lab to be tested.”

Drugs tested include cocaine, opioids, PCP, amphetamines and marijuana.

“When anyone ingests a drug, nicotine, alcohol or marijuana, [these substances are] metabolized

and [enter] your bloodstream and are stored in the cortex of your hair,” Elder said.

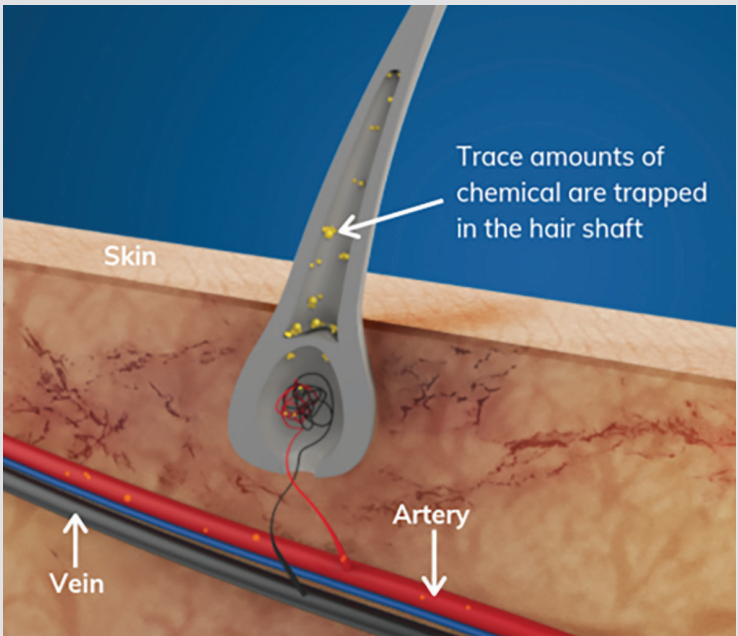
To ensure student privacy and confidentiality, Psychemedics does not receive names of students, and all hair samples are destroyed. If the results are negative, hair samples are destroyed within two weeks, but if the results are positive, they are kept for two years in case a parent wants to retest the sample. While

opium in poppy seeds cannot lead to a false positive, students will not be penalized for taking drugs as prescribed to them by a doctor. Additionally, Psychemedics claims that false positives are unlikely to occur.

“We say no false positives, and we’re the only [company] that can say that,” Elder said. “Because we get 100 percent of the drugs out of the hair, that ensures no false positives. The big thing that ensures no false positives is that we participate in blind sampling and proficiency testing. We’ve been testing this way for 15 years, and we’ve never had a false positive.”

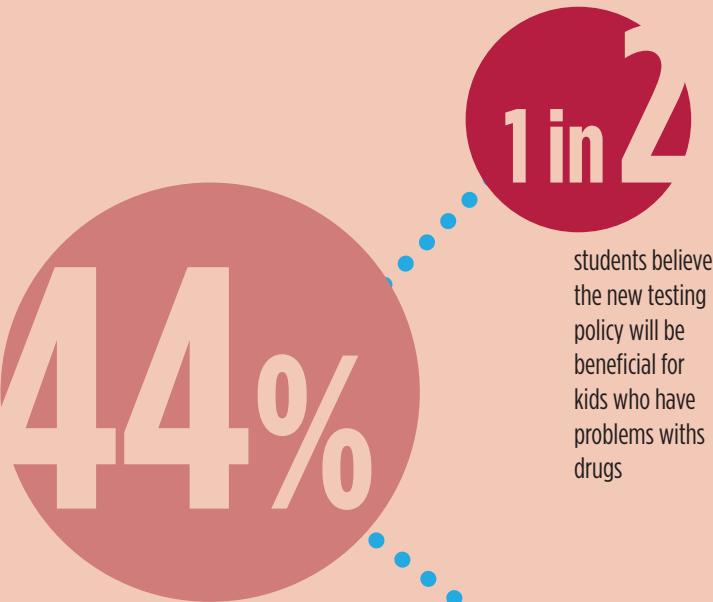
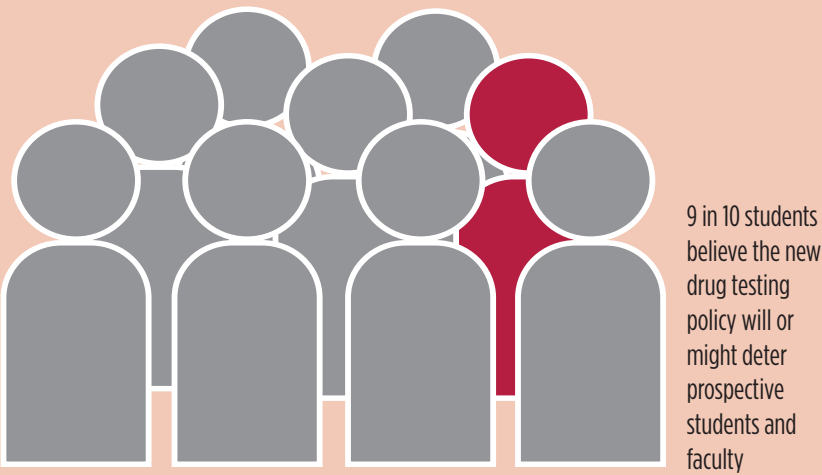
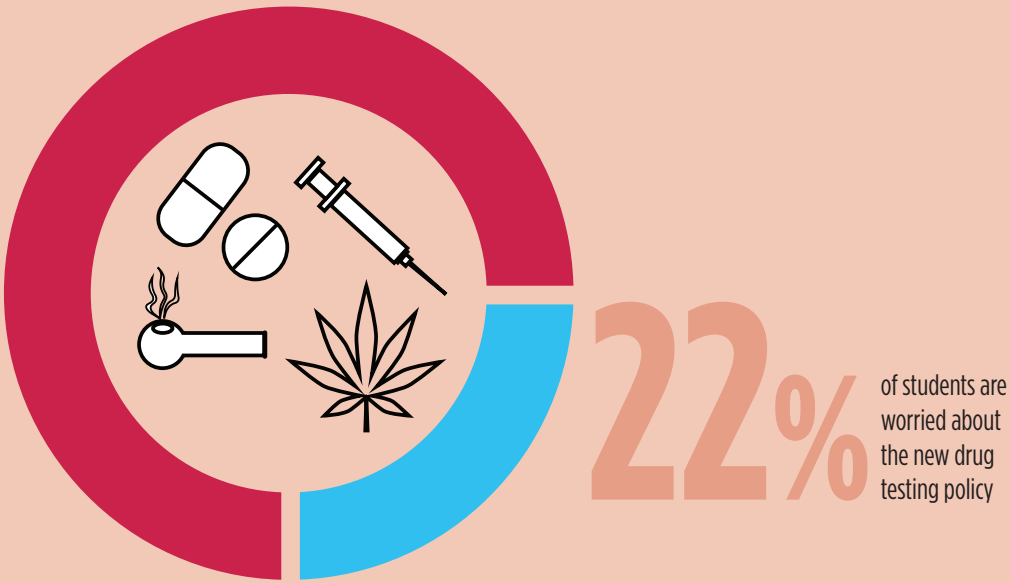
“WHEN ANYONE INGESTS A DRUG, NICOTINE, ALCOHOL OR MARIJUANA, [THESE SUBSTANCES ARE] METABOLIZED AND [ENTER] YOUR BLOODSTREAM AND ARE STORED IN THE CORTEX OF YOUR HAIR.”

Wil Elder,
Psychemedics
Director of
Education



graphic provided by Psychemedics

STUDENTS REACT TO NEW POLICY



of students believe faculty and staff should be tested as well



of students have friends who attend a school with mandatory drug testing



graphic by
evelyn zhao and victoria willox

Source: Dec. 6 poll of 201 ESD students

Drill adjustments improve schoolwide emergency preparation

Changes include an increase in fire and lockdown drills, storm drill alterations

story and graphic by
emily lichty

There have been several changes in emergency drills at 4100 Merrell Road, including an increase in lockdown drills, two false fire alarms and adjustments to weather drills after the tornado that touched down on Oct. 20.

According to The Texas School Safety Center, a research center at Texas State University that studies school safety practices, schools must have one fire drill per month. In addition, ESD has added one weather drill per semester and one lockdown drill per quarter, although those drills are not required. Two lockdown drills have been added this year, due to student requests.

"Other than how many fire drills we are required to have, there is no true list of boxes that a drill must check," Director of Campus Security Jody Trumble said. "Throughout the years, emergencies at schools have changed, [and] some of the best practices have been established by safety and security professionals because we can never predict with certainty where an emergency will take place. It is good to practice with as many different variables as possible."

Increasing the number of drills provides further organization and knowledge for when an actual emergency occurs. Scheduling drills at varying times of the day and at different days in the month allow

for variability. This year, there will also be drill practice in secondary locations to provide practice for emergencies where primary locations may not be accessible.

"Drills are designed to both practice the actual procedure and to decrease group anxiety in a true emergency," Trumble said. "By practicing what we should do in certain situations, we provide a muscle memory response."

There have been two false fire alarms so far this year due to a broken heater in the Lower School and a testing mistake. Neither event caused any injuries to people or damage to school buildings. The alarms provided additional preparation for emergencies and showed the effectiveness of the current fire drill system.

"I knew the students and faculty would be able to respond appropriately, and everyone handled [the alarms] perfectly," Trumble said. "Because we have trained so many times on these types of situations, we were able to move quickly and efficiently to get 100 percent accountability of the occupants of the campus and directly deal with the situation that was taking place, even though there were a lot more moving parts in the actual situation than during a drill."

These two alarms are not the only time students and teachers have experienced unplanned emergencies during school. Last

year, a smoke machine set off a fire alarm, and two middle school field trips responded to a fire drill and a lockdown drill off campus. Due to the possibility of an emergency at any time, sophomore Weston Hargrave is vocal about the importance of drills.

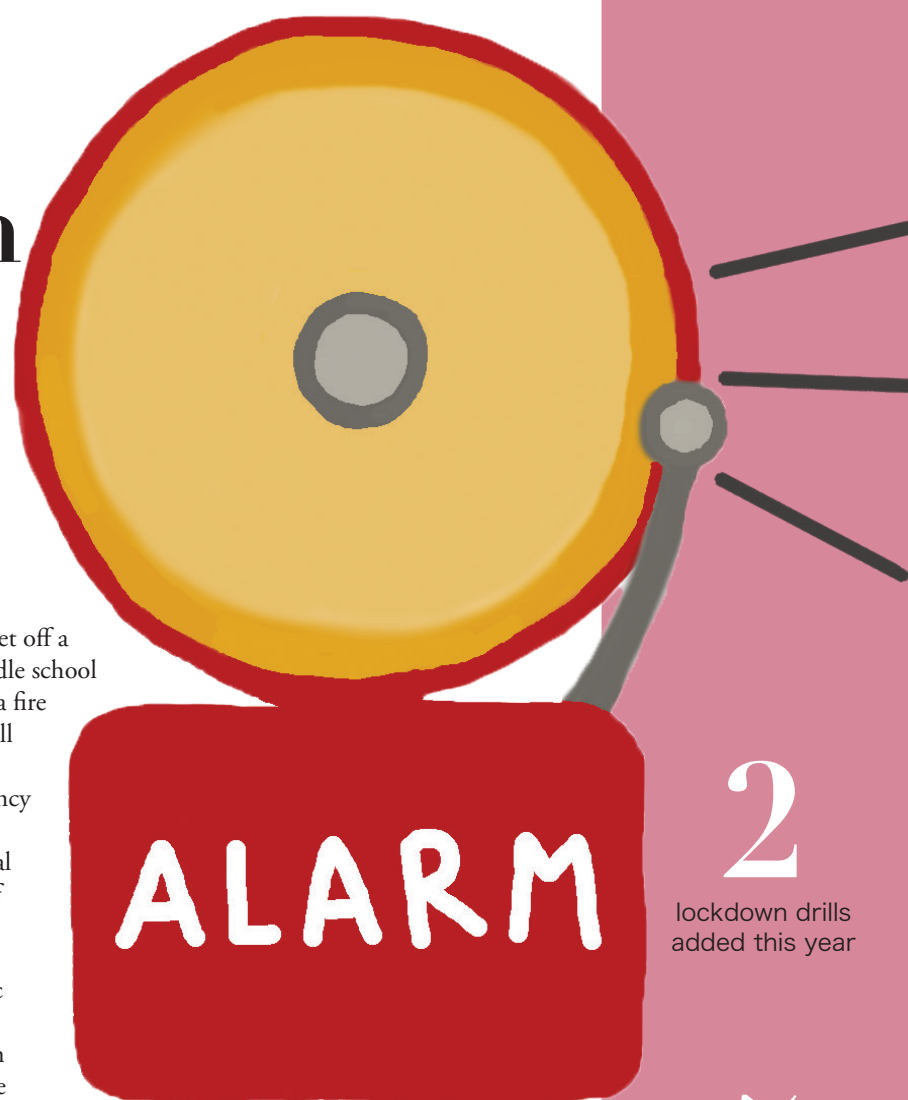
"Fire drills prepare people for a very chaotic scenario, and it really makes sure that when an accident happens, we are prepared and ready," Hargrave said. "We know where to go, we know where to be, we know what to do—I think [that] is very reassuring."

The tornado that affected the community on Oct. 20 may cause some changes to future weather drills in order to adjust to what was learned during the storm. The amount of damage resulting from the tornado also provided reassurance regarding the safety of school structures.

"The great news is that the campus came through the storm relatively well," Trumble said. "That is a testament to the strength and solid construction of the facilities as well as how well our campus is maintained. There are many things that go into maintaining campus [safety], and our facilities team does a great job with campus maintenance."

Throughout drills, accountability is a focus for security and administration, as it is important for the safety of students during an emergency, and it allows for the evaluation of everyday systems.

"Accountability is taken very seriously during our drills," Trumble said. "Not only would



2

lockdown drills
added this year

5

total fire drills
so far this year

57

percent of students
believe there
are too many
emergency drills*

76

percent of students
believe more lockdown
drills should be added*

*according to a Dec. 6 poll of 201 students

Sorted out

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Tornado victims continue to rebuild over holiday season

Families and businesses forced to relocate after tornado, face challenges with upcoming holidays

story by
alán benítez

On her way to and from school, senior Sabrina Gies drives down a road of devastation, seeing debris and uprooted trees. For the past few weeks, she has come home every day to a backyard full of branches and a destroyed fence, yet her house had the least amount of damage compared to others in her neighborhood.

“I feel lucky because nothing happened to our house except the fence and a tree [that] fell on my mom’s car,” Gies said. “In the gated community I live in, a lot of people [were left with] no roof and many of my neighbors are moving out for about six months to one year.”

If anything, the tornado heavily impacted all daily aspects of life for many families. As Thanksgiving was approaching, residents still suffered not being in the comfort of their own home for the holiday break.

“This [catastrophe] will definitely affect the holidays because [families] are not going to be home and that’s probably going to be really sad because ‘there’s no place like home,’ [especially] for kids,” Gies said. “One of my friends talked to me

about her house and how it got super damaged. I’m sure it’s hard just catching up on school and getting back into everything.”

After being warned about significant and life-threatening damage done to her house by the tornado, freshman Bridget Wang and her family checked into a hotel. Returning home, she faced challenges including getting to places without experiencing delays and going to a once-standing shopping center for weekend leisure.

“A few of our windows were damaged and the power was out,” Wang said. “I went to stay at my friend’s house for a while and my brother [did the same]. Eventually, my parents and I grouped together at a hotel and stayed there for one week. [The storm] definitely messed around with the [holidays] because [it became] critical that people search for a new living spot.”

Other popular aspects of the Preston Hollow neighborhood, such as Interabang Bookstore, the school’s English department liaison formerly located in the Preston Royal shopping center, was completely swept away. The week

“WE HEARD FROM A LOT OF PEOPLE ON SOCIAL MEDIA, [BY] EMAIL AND PERSONAL CALLS WANTING TO KNOW WHAT THEY COULD DO AND SOME CUSTOMERS [EVEN] WANTED TO START A FUND FOR US.”

Kyle Hall,
Interabang
store manager



of Dec. 1, it was confirmed that the quadrant where the store was took the worst hit and demolition was going to be necessary.

“We got a pretty devastating hit,” Interabang Store Manager Kyle Hall said. “All of the inventory, files, office equipment and technology was lost and there was nothing retrieved from the location. It was that complete loss which was really challenging and daunting to think about.”

The tornado’s arrival at the end of October was a major setback because most retail stores make their money for the year in the fourth quarter. The Interabang team acted quickly to get the store reopened and successfully did so within one month, and everything was up and running on Nov. 18.

“Yes, we would have really lost the whole fourth quarter and that would have been harder to recover than what it took to get the store back open,” Hall said. “We had to do it fast, so we looked at available spaces where we could move the business. In a matter of weeks we

[did] all of the things that were done over months with the [first store]. The longest part of the process was having to wait for the lease to be finalized.”

Over the Thanksgiving holiday, local buyers ordered enough books to fill the [new] store, but obtaining them from the publishers has been a slow process. However, a number of authors and publishers made their own offers on social media about getting a special surprise or discount if they [ordered] through Interabang, bringing in a tremendous level of support for the store.

“We heard from a lot of people on social media, [by] email and personal calls wanting to know what they could do and some customers [even] wanted to start a fund for us,” Hall said. “We didn’t want donations. We wanted business [through our] website, which was not disrupted. It was gratifying to realize in a relatively short amount of time that the efficiency and expertise of our team is really remarkable. We had a lot of pride and it was an incredible journey.”



1. WEATHERING THE STORM Interabang Bookstore, which opened in June of 2017, is reduced to debris after the tornado that occurred on Oct. 20. The bookstore is located on the southeast corner of Preston Road and Royal Lane in Preston Hollow. “There was nothing retrieved from the [store] location,” Interabang store manager Kyle Hall said. “Not a pencil or paper clip or even a file.”
photo provided by Kyle Hall

2. ROAD BLOCK A tree falls on family car of junior Sabrina Gies as a result of the Oct. 20 storm. While Gies’ family was left with minimal damage, surrounding neighbors experienced broken windows and roof damage, forcing some to relocate for the next few months. “After the storm multiple trees collapsed in my backyard, causing a lot of exterior damage,” Gies said. “A tree also fell on my mom’s car. The tree cracked the windshield, broke the side mirror and caused dents and scratches.”
photo provided by Sabrina Gies

Author of ‘Queen Bees and Wannabes’ encourages respect and communication



Photo of Rosalind Wiseman used with permission from Cultures of Dignity

story by
sloane hope

Author Rosalind Wiseman visited middle and upper school classes and held a presentation in the All Saints Chapel on Nov. 14. Her book, “Queen Bees and Wannabes,” was the inspiration for the movie “Mean Girls.”

Wiseman spoke to students about pressures surrounding today’s teenagers as well as more difficult topics, like respecting adults and hypocrisy in today’s world. Traveling to various schools and talking to

students, Wiseman works with the company Cultures of Dignity to create school curriculums that are easier to understand.

“I was teaching girls and boys, and it was very clear to me that adults didn’t really understand what was going on with young people,” Wiseman said. “Yet, adults continued to lecture students about their social lives without understanding the context in which the information was being delivered.”

According to Emotional Wellness Counselor Meredith Stuelpe, it is important for upper school students to grow socially in terms of communication and being vocal about what makes them uncomfortable. She hopes Wiseman’s talk will be a catalyst for those conversations.

“It is important to me that we understand how we can be more open and communicate more with each other about how we want to be treated and how [we should] treat other people,” Stuelpe said. “We are the people that have the most control over our environment. [Students] have the power to make changes and to treat everybody with respect as well as look out for each other.”

Another major topic covered in Wiseman’s talk was the inevitability of mistakes, and how it is better to acknowledge them head-on than pretend they didn’t happen.

“We are all going to make mistakes,” Stuelpe said. “Especially when it comes to social media, friendships and relationships, we are going to make mistakes, and that’s okay. Nobody’s perfect, but you need to make your own mistake, make it right and move on because that’s how we all grow.”

Wiseman’s message seemed

to resonate with students like sophomore Davis Baker as she spoke about going against what many have been taught since they were kids.

“I thought it was important that she talked about how respect toward adults needs to be earned and not given just because they are older than you,” Baker said. “I’ve noticed that there are a lot of adults that make a habit of demanding respect and don’t ever return it.”

Wiseman also talked about what she hopes comes of today’s teenagers as they continue to grow into the leaders of tomorrow.

“There are a lot of great adults in today’s world, but there are also a lot of adults that are incredibly hypocritical,” Wiseman said. “If you are in a position of leadership and are not vigilant and honest with yourself, it can be easy to go down the same path.”

Pin It On ceremony, new tradition brings Upper and Middle School together

story by
lauren egger

The first Pin It On ceremony took place on Dec. 6 in the All Saints Chapel. The ceremony is a new tradition created by the student advisory council that aims to unite the fifth and ninth grade classes. The ninth graders create a pin for the fifth graders to wear and hand it to them during the ceremony.

Last year, multiple student advisory councils were created with the focus of merging all three school divisions. The Pin It On ceremony was created by the council looking at school traditions and finding where others could be created. The council included Upper and Middle School students, and they felt that the fifth and ninth graders should have a tradition.

“The student advisory council is important because we are making new traditions to integrate the Lower School into the Middle and Upper School,” senior Lily Jackson said. “The Pin It On ceremony allows the younger students to feel like a part of the community because they see the upperclassmen with their pins and now they get to wear one too.”

This new tradition is a way for the new middle schoolers to be welcomed and for the freshmen to demonstrate leadership. The school has been trying to strengthen the notion of “One Campus, One Community,” and the new Pin It On ceremony was created with this goal in mind. Next year, the ceremony will be held at the beginning of the year,

but this year, the ceremony was held later because the main focus was ensuring the smooth integration of the Lower School.

“Everyone loves Pass It On,” Associate Head of School Ruth Burke said. “[The student advisory council] was thinking of ways we could welcome the lower school

students to middle school in the same manner as Pass It On. It is a matter of affirming our values as a community and the older students mentoring the younger division.”

On the eighth grade Colorado trip, the eighth graders were asked to look beyond themselves and learn the true meaning of leadership. They want to leave a legacy

“[PIN IT ON] IS A MATTER OF AFFIRMING OUR VALUES AS A COMMUNITY AND THE OLDER STUDENTS MENTORING THE YOUNGER DIVISION.”

Ruth Burke,
Associate Head
of School

behind through the Pin It On ceremony. As part of the project, they made different designs of the pins, and then, the class voted on which one they liked best.

“[Pin It On] is special because our class is the first to do it,” freshman Audreann Nelson said. “Last year, we were in Pass It On as the younger students, so it was fun for us to be the older students passing [the pin] onto the younger kids.”

Pin It On centers around each freshman handing a pin to each fifth grader. The elder class also ran the ceremony by reading prayers and scriptures and giving the fifth graders five pieces of advice for their middle school journey.

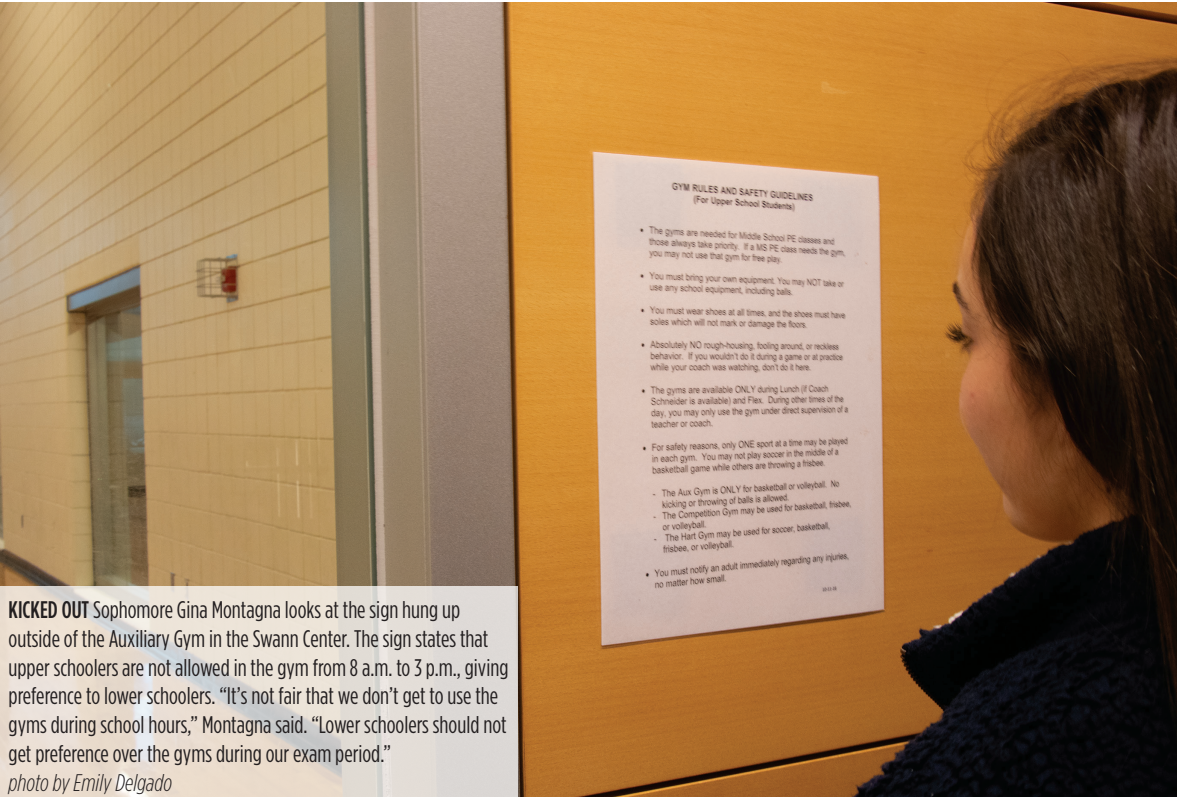
“The Pin It On ceremony is the start of a new tradition at ESD,” freshman Jack Massey said. “We will do Pass It On with the same class during senior year, so it will be cool to come full circle.”



NEW TRADITIONS Freshman Blake Scheinberg presents fifth grader with new blazer pin at the Pin It On Ceremony on Dec. 6. The ceremony was created to welcome fifth graders to middle school by giving them pins for blazers. “I enjoyed passing on a new beginning to the fifth graders,” Scheinberg said. “I also enjoyed how both of our years were on the pin.” *photo provided by Emma England*

Student Advisory Council

Christian King	Elisabeth Siegel
Lily Jackson	Slaton Strey
Humza Naseem	Caroline Lober
Madison McCoy	Bauer Berkley



KICKED OUT Sophomore Gina Montagna looks at the sign hung up outside of the Auxiliary Gym in the Swann Center. The sign states that upper schoolers are not allowed in the gym from 8 a.m. to 3 p.m., giving preference to lower schoolers. “It’s not fair that we don’t get to use the gyms during school hours,” Montagna said. “Lower schoolers should not get preference over the gyms during our exam period.”

photo by Emily Delgado

Upper School limits facility usage to accommodate Lower School

Restricted gym and restroom use, pep rally location change

story by
gina montagna

The addition of the Lower School to the main campus has brought about changes that have altered the Upper School’s use of certain facilities and their access to the new building.

Upper schoolers’ usage of the three gyms has been cut down due to the lower school physical education classes. Both the middle and lower school physical education classes take place in the gyms, leaving no time for upper schoolers to use those gyms during flex and breaks.

“Since the gyms are also used by the Middle School, there is no time for [the Upper School] to use them,” junior Christopher Hess said. “[Students] enjoy going to the gyms during flex to blow off steam and get ready for their next class, and they’re disappointed [that the gyms aren’t available].”

The usage of gyms during exams has been eliminated to accommodate the lower schoolers. Exams will take place in the Dining Commons, which also poses time problems with Lower School scheduling. The time of the second exam has been moved to 1:30 p.m. instead of the previous 12:30 p.m. so that the lower schoolers can eat lunch. Upper school students now have to wait three-and-a-half hours between their two daily exams.

“This was an upper school decision,” Assistant Head of Upper School Jeff Laba said. “We need to keep an open mind. We’ve got to try it and see how it works without prejudging it.”

At the beginning of the school year, the juniors were advised not to interact with the lower schoolers that were near the gyms. Signs were also put up in the upstairs Swann bathrooms that prohibited upper school students from using the bathrooms near the gyms from 8 a.m. to 3 p.m.

“Everybody has to make adjustments,” Hess said. “Now that we are so far into the year, it doesn’t seem as bad as it was in the beginning. However, [these adjustments are] inconvenient at times.”

Changes to upper school events

and the lack of gym availability caused most pep rallies to be held in the stadium. But despite the change, the stadium has been more conducive to lowering the cost of decoration. Pep rallies are also returning to their origins, as they used to always take place in the stadium where the football games take place. Alumna, head cheer coach and former school cheerleader Megan Boyd ‘09 has incorporated old school traditions into pep rallies because of the Lower School’s arrival.

“It’s fun being out on the track where I cheered,” Boyd said. “That was our high school experience. It has all come full circle.”

This was also the first year that all three divisions were included in the homecoming pep rally. Boyd decided to invite everyone, including parents and alumni, to participate in one of the first school-wide events in order to embrace school spirit.

“It was a no-brainer for me,” Boyd said. “Homecoming is about coming home and celebrating your school. We are not a full school without all three of our divisions.

Homecoming is something that is really special to our community. Father Stephen Swann [had this] long-term dream of being one campus. I feel really grateful that I get to continue to execute that.”

Although it may seem like an overwhelming amount of changes, campus security and administrators slowly started to implement small changes a few years before the Lower School was built. Switching parking lots, adjusting traffic flow and adding more officers at the gates were all small shifts that were put into place within the past three years.

“We started making changes that we knew we would need at least

two years ago,” Head of Security Jody Trumble said. “Implementing these changes in small bites would be easier for everyone instead of dropping all these changes on everyone [this year].”

The addition of the Lower School to the main campus has been a long process, and upper schoolers are still waiting to tour the new facilities. However, very few students have been into the building because campus security is trying to minimize the amount of walk-through traffic. Campus security does not want upper schoolers to linger in the Lower School because of the distraction it may create for the lower school students and teachers.

“Because we have so many kids moving throughout the building and learning in what would be

“EVERYBODY HAS TO MAKE ADJUSTMENTS. NOW THAT WE ARE SO FAR INTO THE YEAR, IT DOESN’T SEEM AS BAD AS IT WAS IN THE BEGINNING.”

Christopher Hess,
junior

considered a common space, we needed to limit the walkthrough traffic,” Trumble said. “There is never a time that a lower schooler is free on the campus. They have a lot more of a controlled environment.”

But despite all of the changes and adjustments, students, faculty and staff enjoy having the vibrant Lower School on campus and love being a part of

Father Swann’s dream of a united community on one campus.

“I’m really happy [to see] how everyone has handled the transition because I don’t think anybody really knew how it was all going to play out,” Trumble said. “Everybody just gets it. That’s one of the great things about our community is that we are all in it together, and everyone has mutual respect for what is going on. Everyone has done a masterful job of not only taking care of the little ones as they are running around campus but also being aware that the [lower schoolers] are here, being respectful of the [lower school] space and making sure the [lower schoolers are] taken care of.”

in Brief

St. Philip’s Angel Tree returns, students donate to kids their age

The St. Philip’s Angel Tree, an annual holiday activity that supports the St. Philip’s School and Community Center’s Christmas store, is in need of new gifts for teenagers. Students have the opportunity to donate gifts and receive volunteer hours for their contribution.



“Since the people you bring gifts for are similar to our age, it helps [ESD students] realize how lucky we are,” senior Sarah Morrow said.

Around 150 families of the St. Philip’s community get a chance to choose presents for their children from the donated gifts lining the shelves of the school store. Parents shop for a gift while their kids participate in activities and watch movies.

“Getting to interact directly with [St. Philip’s] clients and community members is the best part of the project,” Director of Community Service Learning Courtney Phelps said. “You get to make a personal connection and see the families’ reactions when they receive the gifts.”

by raleigh toledo

New musical, “How to Succeed in Business Without Really Trying” announced

The winter musical “How to Succeed in Business Without Really Trying” was chosen as this year’s musical on Nov. 16.

After several days of auditions, senior Val Mooty was selected as J. Pierrepont Finch, the musical’s lead. He was in last year’s musical, “Little Women.”

“There have been a few days of rehearsals, but I can already tell the cast is fun,” Mooty said. “The show is hilarious, and audiences will think so, too.”



The musical will feature 34 students and will run for three shows in February.

Senior Christopher Miller is participating in the musical after acting for the first time in “A Midsummer Night’s Dream.” He will be playing the role of Gatch and a member of the ensemble.

“I am looking forward to continuing my acting career in the musical,” Miller said.

by alexander konradi



Varsity mens basketball team consists of only underclassmen

This winter, the varsity mens basketball team will be suiting up all underclassmen. There are thirteen players on the team, including one freshman.

Even without upperclassmen, Head Coach Corey Henderson is optimistic about the season, however he acknowledges the setbacks that come with an inexperienced team.

“Every year, my expectations are crazy,” Corey said. “I think if my level of expectation changes, which is always [to] win SPC, I wouldn’t be putting in the right effort as a coach. I do believe anything could happen with a young or old group.”

Finding captains and leaders on a team full of sophomores is unusual, but Henderson believes he has the right players to step up.

“Three of the sophomores were on varsity last year, so they have a good understanding of what it takes to succeed at the varsity level,” Corey said. “[Sophomore Colby [Henderson] is one [of them], [and]

he’s currently leading the team in scoring, averaging around twenty to twenty-three points a game.”

This season’s team captains are sophomores Colby, Chase Kennedy, Spencer Hutchison and Jaden Robinson. Colby is not worried about the lack of upperclassmen on the team.

“[The team] will compete every game, no matter what,” Colby said. “Our chemistry will be better since most of the team is sophomores. The goal will never change, and that’s to win SPC.”

With all the new players, Corey started a new tradition and motto this year: TCC—tradition, commitment and care.

“I make sure before every practice and every game that they are committed,” Corey said. “My goal in the early stages of the season was to iron out where my rotations would be, as far as getting guys comfortable and familiar in the system.”

by smith cochran

1 GET YOUR HEAD IN THE GAME
Sophomore Jaden Robinson waits to throw the ball to sophomore Chase Kennedy in a game against Wilmer Hutchins High School on Nov. 19. This year, Robinson and Kennedy are both captains of the team. “Although Robinson is new to the program, he’s a good all-around player, and he’s also learning to be a scorer,” Head Coach Corey Henderson said. “Kennedy is another leader, although Chase’s role has changed. He’s learning to be a scorer and grow in that area.”

photo by Kate Elliston

2 HOLIDAY CHEER
Sophomore Kara Dross picks a tag off of the St. Philip’s Angel Tree to give a Christmas present to. The Angel Tree provides students with the opportunity to give to the St. Philip’s Christmas store. Presents were returned to the tree on Dec. 11. “I think the Angel Tree is a really great way to give back to the community and help make someone’s Christmas wish come true,” Dross said. “I really enjoy getting to pick out the gifts for the kids and know that it’s going to make someone’s day.”

photo by Lauren Egger

3 MUSICAL MAGIC
Sophomore Luke Mooty, Fine Arts Department Chair Dusty Davidson and senior Hadley Smith rehearse for the upcoming winter musical, “How to Succeed in Business Without Really Trying.” Both Mooty and Smith are new to performing and have supporting roles. “I have always loved to sing, and I have wanted to do the musical since my freshman year, I just have never had time because of club volleyball,” Smith said. “I decided to audition this year because I’m not playing club.”

photo by Lauren Egger



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Up to date *Statistics reveal low awareness of current events, students want classroom discussions*

story and graphic by
blair batson

“THERE ARE ALL SORTS OF ISSUES, [SUCH AS] PARKLAND AND CLIMATE CHANGE, THAT THIS GENERATION FEELS IN A VERY VISCERAL WAY. [THIS IS] MOTIVATING KIDS IN DIFFERENT WAYS THAN I’VE SEEN IN THE PAST.

Claire Mrozek,
U.S. history teacher

Impeachment, Hong Kong, climate change, ISIS, Democratic debates, opioid epidemic—the news is filled with a multitude of complex events, which can create difficulties for students to stay on top of and understand what is happening all around the world.

According to a Dec. 6 poll of 201 students, 16 percent of students believe they are up to date on current issues. Forty-six percent of students believe they could be more informed. As students approach the voting age, the classroom’s role in educating students on current events comes into question.

U.S. history teacher Claire Mrozek believes that students do not know enough about the news. To remedy this issue, Mrozek has experimented with assignments, aiming to expose students to the news.

“I wish I could have a current events assignment every day,” Mrozek said. “With my regular class, what [I’ve] started to do is [let students] pick an issue. Then, everybody reads about [the issue], and we talk about it...I feel like with the AP [students], between the [time] crunch that I have and the fact that there are generally more [students] who know a little bit more [about the news], I can weave [current events] into the conversation...We need to do more, but it’s really hard.”

Sixty-six percent of students claim homework turns them away from reading the news. Sophomore

Anna Baranski does not consider herself up to date with the news and feels like there’s really no way—a good platform—to keep up with what’s going on.

“I don’t have time, or I don’t want to watch the news on television, and I don’t have time to read the paper,” Baranski said. “I get some news from my friends who are really into [current events], but other than that, [current events are] not really a prominent topic that we talk about.”

From past experiences, Baranski has found it beneficial to discuss the news in class.

“[Teachers] should definitely put an emphasis on what’s going on because what’s going on right now will definitely affect the future and what world we’re going to live in when we’re older,” Baranski said. “When [teachers] bring [the news] up in class, it definitely is effective in helping me understand what’s [happening].”

Outside of class, Mrozek suggests students spend 15 minutes a day familiarizing themselves with current events by reading various sources.

“I honestly think that would be enough because it would give

[students] some grounding.”

Mrozek said. “Then, if [students] had extra time and if they were particularly interested, they could dig [deeper] into an issue.”

“[TEACHERS] SHOULD DEFINITELY PUT AN EMPHASIS ON WHAT’S GOING ON BECAUSE WHAT’S GOING ON RIGHT NOW WILL DEFINITELY AFFECT OUR FUTURE AND WHAT WORLD WE’RE GOING TO LIVE IN WHEN WE’RE OLDER.”

Anna Baranski,
sophomore

This approach could help students be more engaged in the event that the news is brought up in class.

“Exposure consistently to at least a little bit [of the news makes use of] that background and understanding so that when [the news] comes up in class or an opportunity to ask questions about it, [students] will know the questions to ask,” Mrozek said.

Ninety percent of students believe the classroom should play a bigger role in educating students on current issues.

“It’d be cool if our school worked more on education about politics and the issues happening in our world,” senior Zan Haq said. “I understand why it’s hard because there’s AP-mandated curriculums, but I think it would be a good reflection on the future of ESD if we worked toward that.”

Clubs such as World Affairs, Progressive Student Union, American Issues and Conservative

Club allow students to ask questions and discuss current events.

“The most important way to help people know what’s going on in the news is not the topics discussed but rather [listening to] people’s opinions,” president of World Affairs Club and senior Sameer Bhasin said. “I am very proud of the [clubs’] ability to regularly have an educated civil discussion on current events as well as the diversity of thought in the group, as views from all sides are always represented.”

Haq has found that his involvement on the school’s debate team enhances his knowledge on current issues.

“Since a lot of debates come down to politics, being on top of the most recent events really helps you explain certain things and outplay your opponents,” Haq said. “Being able to stay on top of things and know the nuances of different political events can really give you an edge. Through staying updated in the general sphere of [the news] for debate, I can figure out what areas pique my interests and are important and delve deeper into those [issues] when I’m bored.”

Despite the statistics, Mrozek claims the current student body is the most politically engaged high school population she has seen in 30 years.

“There are all sorts of issues, [such as] Parkland and climate change, that [this] generation feels in a very visceral way,” Mrozek said. “[This is] motivating kids in different ways than I’ve seen in the past.”



1. WILDLIFE WARRIOR Junior Susanna Newsom kneels next to an elephant at Elephant Havens in Botswana during a summer trip to the elephant sanctuary. Elephant Havens is an elephant sanctuary for orphaned and abandoned elephants who need to be cared for before returning to the wild. “I think I am drawn to elephants because their incredible emotional and intellectual capacity makes them so similar to humans,” Newsom said. “Altogether, my work at Elephant Havens is something I will never forget, and I can’t wait to go back next summer.” *photo provided by Susanna Newsom*

2. HELPING HAND Junior Susanna Newsom handles a young elephant with care. During her time at Elephant Havens, Newsom helped feed, care and train elephants who needed special assistance. “I was even lucky enough to assist the medical team in administering [intravenous therapy] and glucose readings on the elephants,” Newsom said. “The idea of being on the grounds of such an incredible organization was thrilling.” *photo provided by Susanna Newsom*

Junior begins citywide environmental organization

Susanna Newsom funnels passion for wildlife conservation into movement for teens to make change

story by
victoria willox

This past September, junior Susanna Newsom founded an organization known as Dallas Teens 4 Earth in order to give high school students the opportunity to make effective environmentally friendly changes within the Dallas community.

This initiative, which Newsom founded independently, was deeply personal to her after years of being involved in the environmental conservation movement. In addition to the environmental changes, Newsom also hopes to strengthen wildlife conservation efforts in Dallas.

“The mission of Dallas Teens 4 Earth is to unite high school students across the Dallas Metroplex who are passionate about saving the environment, protecting wildlife and [willing to] take action to save our planet,” Newsom said.

Newsom has expanded the organization since starting it, and has partnered with other organizations committed to

preserving and rehabilitating the environment and wildlife.

“We currently have about 20 students from across the Dallas area that have joined,” Newsome said, “Aside from the work we do as an individual organization, we are working with the Dallas Zoo, Elephant Havens and the Dallas city government.”

Junior Charlotte Clark is one of the members of Dallas Teens 4 Earth and has been a long supporter of Newsom’s environmental efforts within and outside of ESD’s individual community.

“I’m in the environmental awareness club at ESD, but a lot of other schools don’t have clubs like that and it’s so hard to learn what’s happening with climate change and all these environmental issues,” Clark said. “It’s so cool that Susanna created a space for any Dallas teen to have an opportunity to learn about what is impacting us now.”

Elephant Havens, an organization dedicated to aiding the African

Elephant population, has a mission to protect and preserve the wildlife and educate others. Newsom is a close partner with this group individually and now with her own organization, and had the opportunity to work at their location in Botswana over the summer.

“Engaging in hands on conservation work [at Elephant Havens] was by far the most rewarding experience of my life, and it further fueled my passion for conservation and environmentalism,” Newsom said. “I realized that if I could ignite or foster a similar sense of purpose among teenagers in Dallas, then rapid and wide scale change would spread. So, I started Dallas Teens 4 Earth to give students an outlet to

make real change.”

Newsom’s partnership with Elephant Havens began when she and other members of the environmental service club hosted a bake sale for the organization.

“That was definitely one of the biggest projects we did last year and we raised a lot of money for them that way,” Clark said.

Dallas Teens 4 Earth is working on upcoming projects, including partnering with local governmental officials to make tangible changes to Dallas’s environmental impact.

“Over [Christmas break], we will be meeting with the Dallas Sustainability Council, which is the branch of our local government designated to making Dallas a

more eco-friendly city,” Newsom said. “We also have trash-pick ups planned along with a spring project aimed towards raising awareness about endangered species.”

Newsom hopes that her organization will help educate teens to be conscious about the environment and foster a respect for the world that we live in.

“Ever since I was little, I have felt called to the natural world, and as I have grown older, I have come to realize just how desperately we need to protect our planet,” Newsom said. “I hope that Dallas Teens 4 Earth can serve to play at least a small role in this protection by igniting a sense of responsibility among teenagers to not only care about our Earth, but also to take action. Dallas Teens 4 Earth strives to give students a way to make real change because our generation will be the ones to truly suffer the consequences of earth’s destruction and we need to start taking steps now to save our home.”

In the studio

with Vishal Sridhar

story by
kara dross

As he approaches the stage, ready to perform, sophomore Vishal Sridhar begins to play a soothing melody, he concentrates on placing his fingers in the right position on his clarinet. Sridhar has played the clarinet since fifth grade.

“I really wanted to play the clarinet when I saw an orchestra play for the first time, and I was really impressed with the clarinet section,” Sridhar said.

Sridhar tries to practice as much as he can every day, which can add up to around two to two and a half hours a week.

“I got my first clarinet the summer going into sixth grade,” Sridhar said.

Sridhar’s most significant mentor, band teacher Cary Porter, has worked with Sridhar since the seventh grade.

“[Porter] motivated me to constantly get better.” Sridhar said. “I wanted to quit many times because of how boring [playing the clarinet was], but he kept reminding me of my goal and how to achieve it.”

Sridhar already had a background in piano, having taken private lessons and studying at the Interlochen Junior Arts Camp in Interlochen, Michigan.

“The extraordinary support from [Sridhar’s] parents to make sure he has the best music education possible has been a blessing,” Porter said. “My focus with him, as with all of my students, has also been to put him in the best learning environments possible.”

Porter is constantly trying to help Sridhar improve his skills by making sure [Sridhar] has group

lessons with local professionals, competes against the top student clarinet players in Dallas and enters into yearly solo competitions.

“Vishal is a wonderful student,” Porter said, “I am very proud of his success in music, and what makes him a real superstar is that he is a calm and introspective student of the highest integrity.”

Sridhar’s accomplishments include placing fourth among all public and private school clarinetists in the North Texas area, receiving local and state-wide recognition for

his solo clarinet performances and performing with numerous Honor Bands. Sridhar believes that it can be daunting to learn how to play a new composition, but practice makes perfect.

“When you start a piece of music, it usually looks like it’s impossible, but if you practice enough, you will eventually be able to make something that seemed hard easy,” Sridhar said. “That feeling to me is very satisfying, which motivates me to continue playing.”

THE SOUND OF MUSIC At the upper and middle school fall band concert in 2018, sophomore Vishal Sridhar performs his clarinet solo after months of practice. Sridhar has played the clarinet since fifth grade. “My favorite place to practice is probably at school in the band room, mainly because it is convenient,” Sridhar said. “No one really distracts me when I am there.” *photo by Jiaying Fu*



What's
the
BUZZ

‘Tis the season

From Hanukkah nights to seven hour celebrations the night before Epiphany, holiday traditions bring families together

story by
gina montagna



“Every year, our family watches ‘It’s a Wonderful Life’ on Christmas Eve, and that is my favorite [tradition] because we are all together. We are not usually all together because everyone is busy. We can all enjoy each other’s company and bond over that. I [also] like watching my family open the presents that I got them because I always get so excited thinking that I got them the best present ever. It is always fun to see what they think of it and whether they like it or not.”

Elizabeth Sawers,
freshman



“My favorite night of Hanukkah is the first night because [my] family comes over, and we make latkes, eat jelly donuts, gelt, open up presents and light the menorah together as a family. My favorite tradition is making latkes with my grandma. We always cut and grate the potatoes and onions together and then fry them on the pan.”

Gabbi Butler,
sophomore



“My favorite holiday tradition is when sometime around Christmas, all of my family gathers together for at least one night. No matter where everyone lives, we all come together and [spend time with] each other for what might be the only time in the whole year. I open presents with my family as soon as we receive them.”

Adrian Sada,
junior



“One of my favorite Christmas traditions is Ghana. This is when my family goes to the Ethiopian Orthodox Church the night before the Epiphany to celebrate Christ’s birth. The celebration lasts about seven hours, beginning at midnight and ending in the morning. Every year, my family goes to my aunt’s house on Christmas Day, and we celebrate Christmas with our extended family while eating traditional Ethiopian food.”

Selam Mekbebe-Gillett,
senior



“My favorite thing [about the holiday season] is Christmas morning. I have two younger brothers, so whoever woke up first would wake up the other two [siblings,] and we would all grab the stockings and open them up in my mom and dad’s bed. That’s what I always looked forward to growing up. We also always [participate] in Secret Santa and [give each other] Christmas pajamas. We open the pajamas on Christmas Eve, so that we can wear the pajamas that night.”

Anneke Albright,
science teacher



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That time of year

Studios and services deck the screens with original Christmas movies that miss the mark

story and page design by
jjaying fu

Hallmark Original: “Christmas Everlasting”

Grab your tissues, because this movie (or the beginning, at least) is a heartwrencher. Workaholic Lucy misses a call from her special-needs sister Alice, who later unexpectedly dies (warning: tears alert). Lucy returns to her childhood home for her sister’s funeral, where she suddenly stumbles into her high school ex, and they fall in love again or whatever. It always really annoys me how when a female lead in a movie experiences a tragedy, she isn’t able to cope until she finds some kind of love interest. It’s the 21st century! Come on, let’s get with the times. Also, this part’s just really boring because to be honest, there’s like no chemistry between Lucy and Peter, and the whole “30-day requirements to fulfill some obscure will” seems a tad overdone. Also, even though Lucy’s working habits are unhealthy, it’s problematic to shame women for simply trying to follow their work ambitions. Kudos to Hallmark for finally stopping their whitewashing of Christmas. This is their first Christmas movie with an all African-American cast, which is a big step toward rectifying an important issue: the lack of diversity in Hollywood.



Oprah Winfrey Network Original: “One Fine Christmas”

I just have to lead with this: Oprah is a queen, and I love her so much. Finally, a movie that’s actually about Christmas and not some disguised generic rom-com. This movie addresses love, the expansion of family and the Christmas spirit. “One Fine Christmas” is unique in that it’s not filled with a bunch of idealized and privileged Mary-Sue-Gary-Stu characters leading a life so completely out of touch with the real world, but rather, all the characters have common flaws and are facing relevant, real-life issues, such as marital problems, debt, job insecurity and ageism. Now, it might sound depressing to discuss these issues in a Christmas movie—why not watch a fortune cookie message get Hallmark-ed or Lifetime-ed into an-hour-and-a-half movie?—but the movie’s depictions of the characters overcoming these struggles through sheer determination, perseverance and a little bit of the Christmas spirit is truly inspiring. The representations brought to the screen in this movie opens discussion on these issues and normalizes them, showing viewers that the societal norm is not the no-struggles-hetero-privileged-cis ideal so often displayed on the Hollywood big screens. To conclude: Oprah is still a queen, and this movie reigns as one to watch.



Lifetime Original: “Christmas Perfection”

Hey Lifetime, no diversity does not make a white Christmas. I literally cannot tell half the cast apart—am I watching a Christmas movie or the Oscars? Supposedly, the main character, Darcy, is a “Christmas control freak.” Um, what? Is this a thing? Is this like that newly-discovered not-phobia where people are freaked out by lots of dots together? So despite always having food, warmth and a place to sleep on Christmas, Darcy wants to experience some sort of “perfect Christmas” in Ireland. First world problems much? I know it’s going to sound like it, but I am not making up this next part. I also definitely had déjà vu when watching this scene, so it’s possible I predicted the plot of this movie in a dream. Darcy is magically transported to Christmasland where (cheery elf voice) everyday is Christmas! And everyone suddenly speaks with an Irish accent? And then (not in my dream), she’s torn between two men, whose personalities, to be honest, I can’t tell apart, but from what I perceive, one is a best friend-type and one is a crush-type. I mean, if you’re going to be unoriginal, go all out, right? Finally, Darcy comes to the shocking realization that living the same day over and over is boring, and she’s stuck in a constant cycle of mediocrity. Really, Lifetime writers? If this is how your main character feels about the movie, how do you think I feel? So bad it’s good? So bad it’s sad. Too bad it’s horrible. It’s not “The Nightmare before Christmas,” but it is a Christmas movie nightmare.



Netflix Original: “A Christmas Prince”

Don’t waste your time watching this movie. Go get some sleep. Or if you can’t fall asleep, go watch this movie. This is peak Netflix, and I don’t mean that in a good way. Ninety-two minutes can really be summed up in one word: Meh. I love a good rom-com, but really? Is a slow-mo snowball fight really necessary? Although, to Netflix’s credit, that scene does sum up the movie quite nicely. Frankly, if they replaced the whole movie with that scene on a loop, I’m not sure anyone would even notice. Basically, what happens is that an aspiring journalist is assigned to a career-making story about the irresponsible crown prince of Aldovia (which, frankly, is no Genovia). Then, she casually commits identity theft when she goes undercover to investigate by assuming the identity of the royal tutor. She and the prince hate each other, fall in love, some cousins try to steal the royal throne, there’s a makeover moment. Now onto the commentary: Small-town girl meets playboy prince—is this a Christmas movie or “Don’t Stop Believing?” Yet another lead throwing her career ambitions for a guy she just met? Ariel, stop it. Who cast this movie, and are they fired? I get super emotional during movies, but I didn’t even cry during the scenes about the prince’s father’s death (spoiler), so either over-binging of cheesy meet-cutes and ridiculous romantic tropes has left me jaded when it comes to rom-coms, or maybe the acting just sucks. My money’s on the latter. Prince what’s-his-face is literally Nick Viall from “The Bachelor.” Here’s some solid evidence. They’re both cliché and slightly misogynistic. Just pick a random Shakespeare quote and take out all the “thee’s” and stuff, and Prince human cardboard probably said it (but in a cornier way, which I know is hard to imagine.) This movie may be a Netflix original, but it sure isn’t original.





Connected

Increase in phone obsession can lead to nomophobia

story and graphic by
emily delgado

Shortly after the first release of the iPad in 2010, Apple Inc. CEO Steve Jobs revealed that he prohibited his children from using the device and strictly limited their screen time.

Similarly, other CEOs of major technology companies, such as 3D Robotics CEO Chris Anderson and the OutCast Agency CEO Alex Constantinople, have spoken out on how they limit screen time and technology usage for their children in order to shield them from the dangers of overusing technology, such as phone or technology obsession.

With this era’s technological advancements, the dependency and use of phones have increased, making it difficult for people to disconnect and distance themselves from their phones. According to University of Bedfordshire professor Gail Kinman, individuals who are high users of phones could experience stress, panic and separation anxiety if they are not able to use their phones.

According to a Dec. 6 poll of 201 students, 44 percent of students reported to have used their phone for approximately two-to-three hours a day.

According to Psychology Today, nomophobia, also known as phone separation anxiety, is a term used to describe “the fear of being without a mobile device.” Signs of nomophobia include feeling anxious when one’s phone battery is low, being unable to leave one’s home without their phone

and feeling irritated when one can’t use their phone.

“You would know if you had phone separation anxiety if you have recurring thoughts of needing your phone and start to feel a sense of panic,” Upper School Emotional Wellness Counselor Meredith Stuelpe said. “I believe students are following what’s being modeled for them, and it’s become the norm [to always use one’s phone.]”

Fifteen percent of students believe that they have phone separation anxiety while 24 percent believe they potentially could.

“The constant checking behavior is a habit being formed—a pattern of behavior that is reinforced each time you pick up the phone,” Stuelpe said. “That form of behavior is being reinforced by the message or notification you are being sent when you pick it up.”

Thirty-five percent of students have been told by others that they are obsessed with their phone or

that they use it too often.

“I use my phone a lot, but I wouldn’t say I have phone separation anxiety,” sophomore Dani Nisbet said. “Anytime I have downtime, I’ll be on my phone. I’ll come home, and I’ll tell myself to be really productive, but I’ll be on my phone for a while. It’s a small thing that’s taking up my time—it’s time wasted.”

Psychologist and writer for Anxiety.org Sam Hunley believes that it is possible that the fear of missing out, also known as FOMO, can lead people to repeatedly check their phones and develop nomophobia.

“There’s this worry where people always need to know what is going on,” Stuelpe said. “Whereas before [technology], if friends were getting together, and someone wasn’t included, they would never know about it, and that’s okay. Now, you just know everything that is going on. There’s always the opportunity to feel left out.”

Nomophobia affects people psychologically and physically. Phantom buzzes can occur when a person believes their phone is buzzing or vibrating when it isn’t.

Forty nine percent of students

have experienced phantom buzzes.

“[Phantom buzzes] happen to me when I am listening to music,” Nisbet said. “I’ll hear something in the background, and I’ll keep thinking it’s my phone going off, but it’s not. Sometimes, I think I hear [my phone] vibrating on the table, but it’s not.”

In 2014, digital entrepreneur Tanya Goodin founded Time To Log Off, a program whose aim is to encourage people to “disconnect from technology and reconnect with the real world.” Because one of the ways to overcome nomophobia is taking breaks from using one’s mobile devices, the program hosts a National Day of Unplugging in the UK and U.S.

“I think having a cutoff time at night is really important [for the teenage brain],” Stuelpe said. “It teaches the skill of moderation, and that there’s a place and a time for everything. The more that we teach kids that they’ll be okay without their phone, the better.”

In order to limit the use of phones in the classroom, a number of teachers have their students place their phones in a basket or a hanging shoe organizer before the start of class.

“I think that it is extremely important for students to have a technology-free hour in my classroom,” English teacher

Heather Cernoch said. “We are so reliant upon our phones. In an academic space, a phone is something that is not necessary. I think that phones and computers inhibit our ability to be engaged [in a classroom setting].”

Fifty percent of students do not mind putting their phones in assigned areas before class.

“Having a phone tree or basket in class is more structured,” Stuelpe said. “It allows the student to have ownership of putting the phone in [the basket] and getting it back, and that is a good process.”

But, some teachers do not mind if students keep their phones with them during class.

“I’m okay with having a phone tucked deep inside the backpack where it’s not visible or audible,” history teacher Bryan Cupp said. “I would prefer the students to put them in the box as they come into the classroom, but it is okay if they don’t.”

Sixty percent of students wish they spent less time on their phones.

“People are always wanting to be reached out to—we find that comfort in being reached out to,” Nisbet said. “We’re always trying to keep up, so that’s why we look for comfort from notifications. We want to feel like we’re needed.”

"...WE FIND THAT COMFORT IN BEING REACHED OUT TO, WE'RE ALWAYS TRYING TO KEEP UP, SO THAT'S WHY WE LOOK FOR COMFORT FROM NOTIFICATIONS. WE WANT TO FEEL LIKE WE'RE NEEDED."

Dani Nisbet, sophomore

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culture CRASH

CULTURE CRASH is a compilation of significant pop culture events made by life editors Blair Batson and Luke McCabe that highlight tech news & other short snippets of info regarding important people and events from around the globe.

1 Won't let it go
“Frozen 2” dominated box offices, grossing over \$765-million after its opening on Nov. 22. Following in the steps of its predecessor, “Frozen,” the movie gained a top-ten box office spot. Disney just continues to succeed—some things never change.

2 This is a plus
Disney released a new streaming service called Disney+ on Nov. 12. The service combines cinematic universes, like Marvel, “High School Musical,” our beloved childhood cartoons, “The Little Mermaid” and “Kim Possible” and an adorable new depiction of our favorite Jedi Yoda.

3 Ok boomer
The TikTok trend “Ok Boomer,” slamming Baby Boomers, widened the generational divide and made fun of Boomer attempts to insult the lifestyles of millennials and Gen Z. According to one writer from the Washington Post, it is “a jab from the young to the old, a collective eye-roll.” All we have to say to that is: Ok Boomer.

4 Dethroned
Prince Andrew, Duke of York, stepped down after disastrous information was brought forth about his relationship with the disgraced businessman Jeffery Epstein. He has removed himself from all public duties in an attempt to separate himself and his sexual misconduct allegations from the royal family.

5 Smarty-pants
Belgian nine-year-old Laurent Simons plans to gain his college degree this December and continue his education by studying for a Ph.D. in electrical engineering. He has an IQ of 145 and has been described by professors as “extraordinary” and is able to soak up information “like a sponge.”

6 You better believe it
Canadian singer Justin Bieber took to Instagram, offering to release an album before Christmas if he got 20 million likes. He commented, “share it, like it, post in your story, I gotta see the demand.”



DONATION STATION Freshmen Harper Knight and Kate Battaglia unpack donated school supplies for the relocated Walnut Hill Elementary School's new portable classrooms on Oct. 23. They are two of 550 volunteers helping out with United to Learn's DISD tornado relief initiative. “I decided to volunteer because I wanted to get out into the community and help others who were affected by the tornado,” Knight said. “My favorite part of volunteering was being able to talk to all of the teachers who were working at the relocated Walnut Hill Elementary School.”
photo provided by Abigail Williams

Education organizations collaborate to address tornado devastation across DISD schools

United to Learn coalition and volunteers work to provide easy transition for affected schools

story by
jiaying fu

As a stormy evening turns to day, education coalition United to Learn and local private schools search for an answer to the destruction the Oct. 20 tornado left in its wake.

Thirteen Dallas schools—four private and nine DISD—were hit, suffering various levels of water and roof damage, gas leaks, tree destruction, power outages and structure losses. Those 13 schools were subsequently closed for varying amounts of time. Cary Junior High School, Walnut Hill Elementary School and Thomas Jefferson High School are currently uninhabitable, and those students have been permanently relocated. 5,564 students were impacted by the storm, with 239 students relocated.

“Dallas ISD leadership acted swiftly to define a vision and plan to ensure the shortest disruption to learning for all students,” Founder and Executive Director of United to Learn Abigail Williams said. “United to Learn was on the front lines on Monday designing a plan that leveraged partners in the private school community to support the first wave of requests by Dallas ISD leadership...we knew coordinated financial support and manpower would be necessary.”

Over 550 volunteers and 72 donors from the Dallas community took action to help out these local schools. On day one, United to Learn volunteers dressed hallways and common spaces, organized teacher and student supplies and set up over 100 temporary learning spaces. Later in the week, United to Learn continued to fulfill additional resource needs and coordinate volunteering at the relocated Walnut Hill Elementary and the temporary learning center in Addison. At least 75 volunteers daily acted as classroom assistants, inventoried book and student supply donations, helped serve breakfast and lunch and packed up the temporary classrooms as the original campuses became available.

“We worked to make the initial transitions to new and temporary spaces as seamless and welcoming

as possible...so that learning for the students did not have to wait one more day,” Williams said. “Many parents and students also affected by the storms eagerly participated as they awaited news regarding their home schools. ESD responded to volunteer requests at the newly relocated Walnut Hill Elementary

Learn volunteer and junior Elle Etcheverry, literacy and education are a large focus of the organization’s initiatives. “[United to Learn is composed of] high school students from all different areas and high schools, private or public, getting together and doing activities based on

School community works to address Dallas’ at-risk literacy rates in the aftermath of the storm

As school curricula suffer setbacks from the devastation of the storm, early literacy rates among Dallas students are at risk of further decline.

According to a Dec. 6 poll of 201 students, around 41 percent of students believe that literacy is a major issue that needs to be address. The Commit Partnership is a organization that works to improve early childhood education and literacy rates. According to Commit Partnership Senior Policy Advisor and ESD parent Libby McCabe, only around 40 percent of students meet the state’s standard for third grade literacy.

“Third grade literacy is a very important benchmark because after the third grade, students are no longer learning to read but are expected to be able to read to learn,” McCabe said. “Students who are not reading proficiently by third grade are four times more likely to drop out of school, so ensuring students can read by third grade is critically important.”

McCabe’s Commit Partnership team works to pass laws and regulations that will improve state public education.

“We worked to ensure that much of that funding was targeted at strategic priorities such as full day pre-K and initiatives to improve college and career readiness that we know via data are effective at improving students’ academic performance,” McCabe said. “[However], even when you make great progress, there is always so much more that needs to be done.”

Students have many opportunities to help better the education system due to the aforementioned organizations and school-to-school partnerships.

“[The school and students] can best support these organizations by directly volunteering to tutor and support students, advocating for organizations that are committed to improving the education and literacy rates and finding opportunities to partner and support extracurricular activities,” Director of Community Service Learning Courtney Phelps said. “ESD is a private school partner with Walnut Hill Elementary School and Foster Elementary School through United to Learn.”

Community Service Council president and senior Isabella Pfister is among the 64 percent of students that have volunteered with an organization focusing on bettering education. Pfister has volunteered at Wesley Rankin’s B3X education-oriented summer camp for kids from first grade to sixth grade.

“[Through volunteering,] not only do you get to see the children grow educationally, but you also get the chance to build relationships with the kids,” Pfister said. “One boy, Caesar, would confide in me about his home life—how his father was in jail...how he had to take care of his siblings—yet, he was always the person with the biggest smile in the room...the person always excited to learn something new. This child gave me something community service gives everyone here—perspective.”

ESD not only volunteers to improve literacy rates in the Dallas community but also within the school itself.

“Every classroom is a literacy class,” Curriculum Specialist Lindsey Cullins said. “To help support student literacy development...we have zoomed into literacy assessments to analyze the extent to which our students are on target and demonstrating growth.”

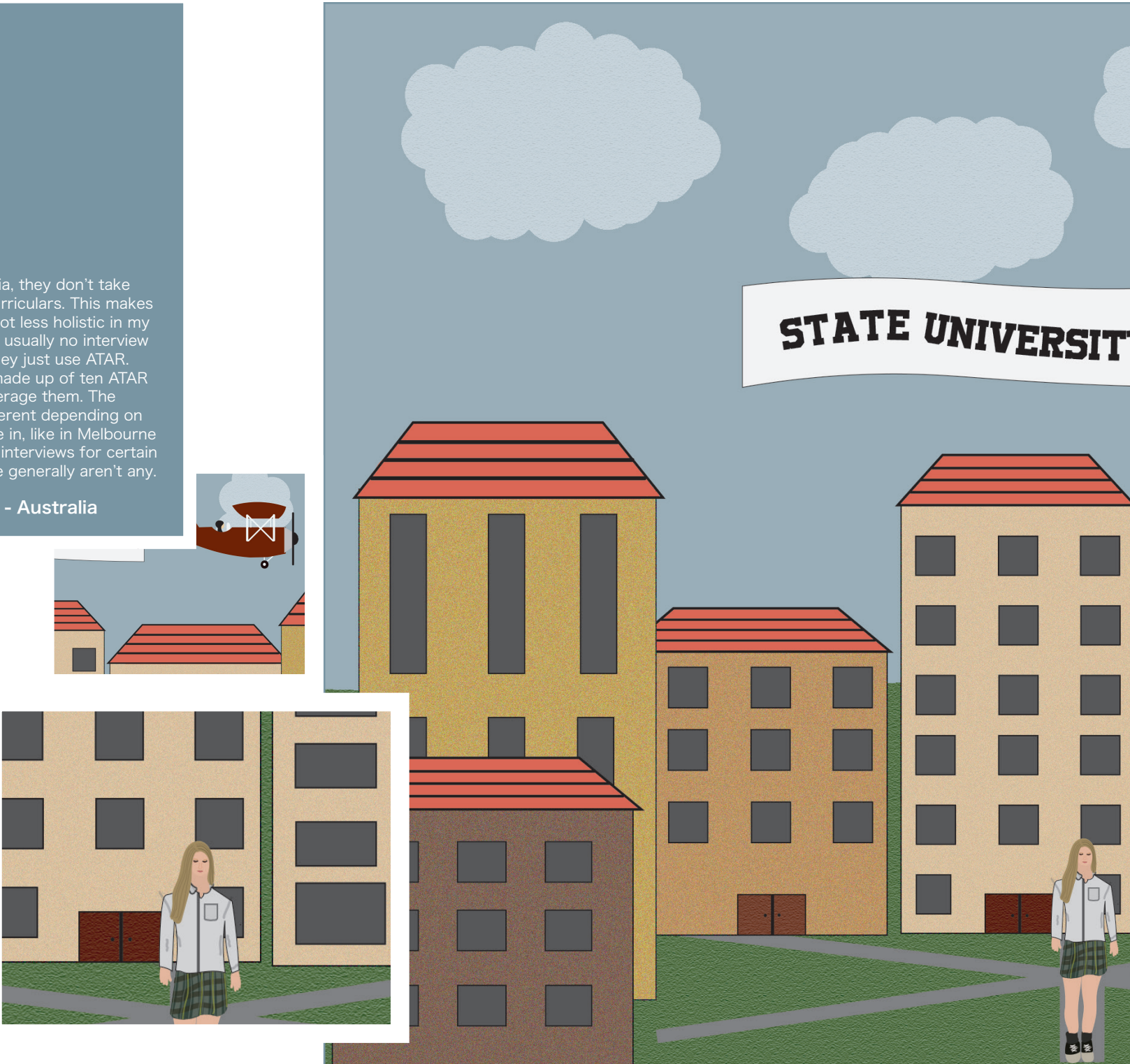
with parents working alongside students on a daily basis.”

Tornado relief among Dallas DISD schools, students and families is an application of United to Learn’s mission statement: to unite the community in creating meaningful opportunities for all students to learn and lead. According to United to

problems in education,” Etcheverry said. “We take our daily experiences and see how they apply to and interact with the experiences of [primary school DISD] students. I joined because education is a huge topic that you always see on the news...but I’ve never really seen many high school students get involved in [educational issues].”

“In Australia, they don’t take into account extra curriculars. This makes the whole process a lot less holistic in my opinion. There is also usually no interview to get into college, they just use ATAR. Your ATAR score is made up of ten ATAR courses and is an average them. The process is a little different depending on the state that you live in, like in Melbourne there are sometimes interviews for certain universities, but there generally aren’t any.

Charlotte Ryder - Australia



“FOR STUDENTS WHO DON’T KNOW WHAT THEIR PASSION IS, WHICH IS MANY OF US AT THIS AGE, THOSE STUDENTS JUST APPLY TO WELL-KNOWN SCHOOLS BECAUSE THEY’VE HEARD OF THE NAME.

Charlotte Esping, junior

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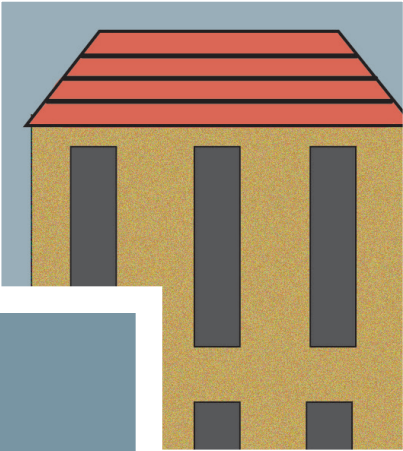
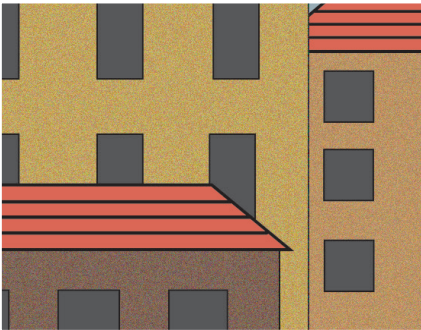
story and graphic by gardiner vose

Marking the advent of each new school year, the amount of Harvard and Stanford sweatshirts, discussions of college applications and standardized testing scores fill senior hall and stress levels rise. The unspoken competition that drives the race to get into the best schools in the country begins. The college admissions process has become more stressful for high school students, and the pressure to get into higher-ranked schools raises the question of whether or not students are going to certain schools for the name rather than the academic and social programs. When deciding where to go to college, a study from Cappex, a college matching program, found that name recognition is the driving force behind the list of some of the most popular schools. “Both my mom and dad went to an Ivy League college,” junior Lucy Sinwell said. “I don’t feel a huge pressure to follow in their footsteps, but it definitely raises the standards because I feel like I need to work harder to get into a good college.” The same study from Cappex found that “all of the Ivy League colleges except for Dartmouth are among the top 20 most popular colleges nationwide for high school freshmen.” Because the schools are largely considered

WHAT’S IN A

high-profile and prestigious, students often apply to these colleges. “When I was looking at colleges, I didn’t want to go to a school where when I tell people where I go, they would ask ‘What’s that?’” senior Rachel Morrow said. “Even though that shouldn’t matter, I think a lot of people [feel] the same way.” According to The Washington Post, college rankings tend to decrease in their influence on students’ decisions junior and senior year. This may be due to the fact that students begin to think realistically about where they might be admitted, or it could signal a shift in the way students are applying to colleges. “Some students apply to colleges because of certain programs within the schools,” junior Charlotte Esping said. “But, for students who don’t know what their passion is, which is many of us at this age, those students just apply to well-known schools because they’ve heard of the name. This can be a problem for some students because they may not be prepared for the workload at the school they eventually go to, which can cause problems with their [academic] success.” A study by the Hechinger Report found that around half-a-million students who enroll in two and four year colleges are not prepared for college level work. This trend could be connected back to the idea that some students are applying to schools just because of the name, and those students may not actually be prepared for the level of work awaiting them. “If people are applying to a school, they should research the school and find out what kind of programs and the level of work that is offered,” sophomore Erika Batson said. “I think that some students go to college just because of the name without knowing much about the school they are going to. Students should try to go to schools where the programs and the intensity of work are best suited for them rather than trying to go to their reach school.” If students get into their “reach school,” students may find greater challenges than they expected. The competition

within so competi office tri will be e “It’s n sometim overwhe competi I would schools i aggressiv is] great should p would b Going from ES adjustme “I kne challeng outside c Boyd ‘09 is impor advocate their tim study sk Many colleges, selective “An is suddenl and then to go to Morrow wants to they real Colleg where th the right



“ In the UK, we use something called the UCAS to apply to colleges. The UCAS is the universities and colleges admissions service, and if you are trying to apply to any undergraduate program in the UK, you need to apply through them and send all of your essays through them. Then in October you have a general test to see if you can get an interview for colleges like Oxford or Cambridge. If you get a place after that, then the university will give you the grades you need to get on your national exams, and if you get those grades then you're in.

Jemima Chen - England



“ The most popular places for high school students to apply to would be Canada, USA and the UK. Most of us here in Dubai are expats, so there is no point in pursuing further education in the UAE since it is all geared to Emiratis. Since the majority of us would be applying internationally, we're fully aware of the slimmer chances we have of getting in as an international student. The majority of the time parents will hire external college advisors to help with the application process and guide the student towards more extra-curricular activities and programs to increase their chances of acceptance. All of this is done externally as the schools here don't care toward the needs of college applications in countries outside of the UAE.

Karim Farekh - Dubai

A NAME?

As seniors face pressure to get into the top universities every year, questions arise about why some schools are considered more desirable

Some of these higher-level schools can be more competitive than students are used to. The college guidance counselors try to inform students about the level of work that is expected of them once they get to college. But for that, students aren't equipped to do the work, but because of that, students at these high-level schools can [feel] overwhelmed during the first semester by the incredible workload that they find," Gonzalez said. "The advice that we give to kids who want to go to high-level schools is that if you're a person who thrives in high-level competition, then [a high-level school] is a good fit for you, but if you don't, then you probably should consider other [schools that] might be better for you."

Going to college can be a huge change from ESD's small school atmosphere, so the transition to college can be challenging. "I knew I wanted to go to a school that would challenge me academically but also be a little outside of my comfort zone," alumna Megan O'Connell said. "When going to a big school, it's important for any student to know how to take care of themselves, stay organized, manage their time, make good decisions and have the skills to be successful."

Students at ESD apply to the same colleges, making the challenge to get into these universities especially competitive. "The issue in the college application process [is that] everyone wants to go to the exact same schools, and there is a lot more pressure because everyone may want to go to a certain five schools that year," senior Rachel O'Connell said. "I think there comes a point where everyone wants to go to the same schools, and for some [students], it's hard to realize that these schools are too hard for them."

College counselors at schools give advice to students on what they might be best suited to go to school. Finding a college fit for students can be a challenge for

"IF YOU GOOGLE A LIST OF FORTUNE 500 CEOs AND CHIEF FINANCIAL OFFICERS, MOST OF THEM DID NOT GO TO IVY LEAGUE SCHOOLS OR IVY LEAGUE-TYPE SCHOOLS."

**Chris Gonzales,
Director of College
Guidance**

college counselors because students don't always know where they want to go.

"My whole office is striving to get kids to look at schools that are what we call their best fit," Gonzales said. "There are kids in the school who thrive in a small culture with great teacher attention and small classrooms, and sometimes, I worry that they are just looking at the name instead of realizing that they would do better at a small school."

Students also apply to certain colleges because friends and family members have attended the school in the past, and they want to follow their footsteps.

"A lot of students go to college at the same places that the students who just graduated went to," junior Adeline Beichler said. "I know a lot of people go to Texas and Georgia schools at ESD, so students just entering the admission process immediately look at those schools. Another reason people might go to a school is if a family member went or their siblings went to a certain school, then they might want to go there too."

Although the race to get into the top universities will always be evident, it is important to remember that the college one attends does not define success.

"If you Google a list of Fortune 500 CEOs and chief financial officers, most of them did not go to Ivy League schools or Ivy League-type schools," Gonzalez said. "Most of them went to big state schools or regional schools that maybe our students have never heard of. If you're trying to get a great job or go to medical school or law school, the bottom line is [that depends on] how well you performed at whatever school you attended. The whole [best-fit concept] is to find a school where when you go, you can really achieve and do your best work."

93%

Of students believe that a college's name or reputation influences admissions according to a poll of 180 students on Dec.10.

The Perfect Cup

Trendy coffee shops in Dallas offer warm environment for studying, relaxation

story, photos and design by
evelyn zhao



Magnolia Sous Le Pont

2727 N. Harwood St., Dallas 75201



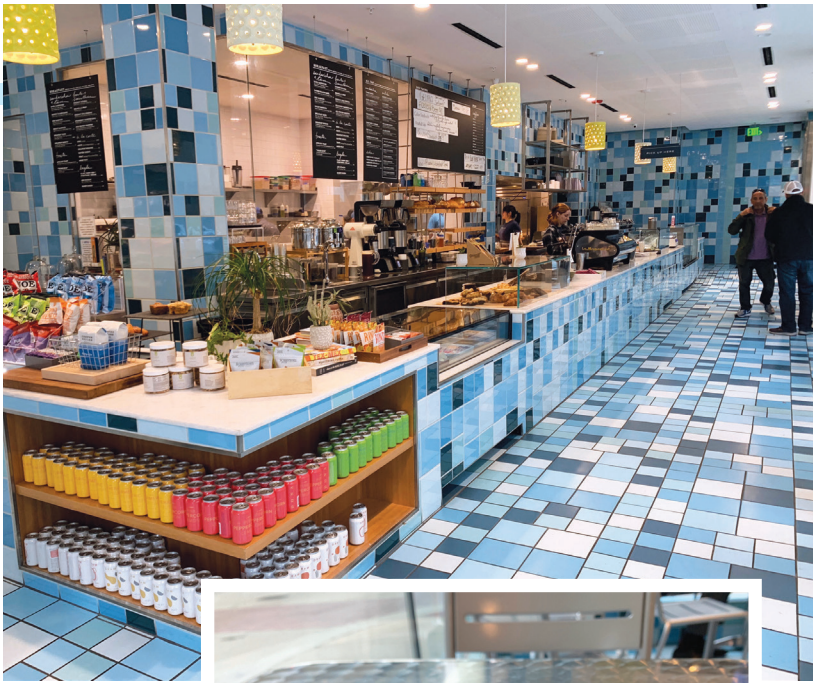
Located in the Harwood District of Downtown Dallas, this hidden gem was without a doubt the trendiest coffee shop I have ever visited. The royal blue outer wall and black window awnings clearly modeled a Parisian cafe. But, entering Magnolia, it was like I had been smacked in the face by Urban Outfitters: marble table tops, geometric modern art, pastel-colored sofas, industrial loft lights, dim lighting, circular mirrors. Basically, it was the epitome of a bohemian boutique. Looking at their extensive menu, I had the most difficult time deciding what to order. In the end, the frozen mocha I ordered was heavenly, resembling a Starbucks frappuccino, except it tasted less like a chocolate syrup milkshake and more like fresh coffee with blended bits of dark chocolate all inside a giant plastic cup. I opted to try their grilled cheese sandwich which contained gooey melted cheese and warm toasted whole-grain bread—a nostalgic reminder of my childhood. It was simply the perfect cafe to relax and enjoy a drink and get a quick bite to eat. Although I was full after my meal, I couldn't help but wonder what I would be ordering the next time I came back—and that ended up being three days later.

Commissary

1217 Main St., Dallas 75202



Commissary was a total disappointment. While this coffee shop was cute and aesthetically pleasing, it was quite the opposite of what I had expected. The multi-varied shades of blue tiles on the floor and walls, the soft jazz music and the old-fashioned metal chairs and tables seemed appealing at first and reminded me of a renovated, retro '60s diner with a modern flair, but it was all deceiving. For one, the shop reeked of sewage and unfiltered pipes. The tiles on the floor were covered with spilled coffee and other questionable stains, and pieces of trash were strewn about in corners. As for the coffee, I ordered a warm vanilla latte, which wasn't overly bitter or overpowering and was just sweet enough to satisfy my palate. Besides the vanilla latte, there were a variety of coffee and tea selections, along with bakery goods, lunch meals and sandwiches. Overall, I would recommend Commissary for a drink or meal to go, but otherwise, don't bother coming here to study or socialize unless you can stand the smell of garbage. And a side note: you'll never find a place to park.



The Wild Detectives

314 W. Eighth St., Dallas 75208



Books, food, drinks, coffee. The Wild Detectives has it all. With hundreds of novels and vinyl records on shelves, walls and in baskets for borrow and for sale, this house-turned coffee shop is the perfect environment for both studying or enjoying an espresso with friends; the ambiance was also not too noisy nor too dark. The mahogany-wood interior, subtle lighting and vintage decor made me feel relaxed and snug, and there was a sharp, fresh smell of coffee that permeated the air. Even with one barista working the whole shop, my order arrived quickly, but with the long line of customers, I was forced to wait for some time before I could order. The coffee is another story, however. The cortado coffee was adequately strong and more than enough to re-energize me after a long day of visiting coffee shops. Presented in a glass cup with decorative foam, this espresso was perfectly brewed and had just the right ratio of milk to coffee. Wild Detectives may be far from Preston Hollow, but it's definitely worth the trip downtown.



Houndstooth Coffee

9730 N. Central Expressway, Dallas 75231



Right when I walked into this quaint little coffee shop, I felt as if I had stepped into a rustic industrial kitchen. Decked with hardwood floors, plastic bar stools and ceramic-tiled walls, I couldn't tell whether I was in a coffee shop, a house or a bar. Although their menu did not offer a diverse selection of coffees, they were all reasonably priced. After ordering my iced coffee, the barista made the coffee right in front of me, and I received it in no time at all. Even better, Houndstooth Coffee offers a separate building for those looking for a quiet place to study without any distracting music, and it was empty, with an array of open tables. While the atmosphere was superb, I can't say the same about the coffee—their iced coffee was too bitter to bear. I will say, though, that the portion sizes for their drinks are more than enough and provide a sufficient amount of caffeine, especially for night owls.





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Team sports managers should be given sports credit for commitment

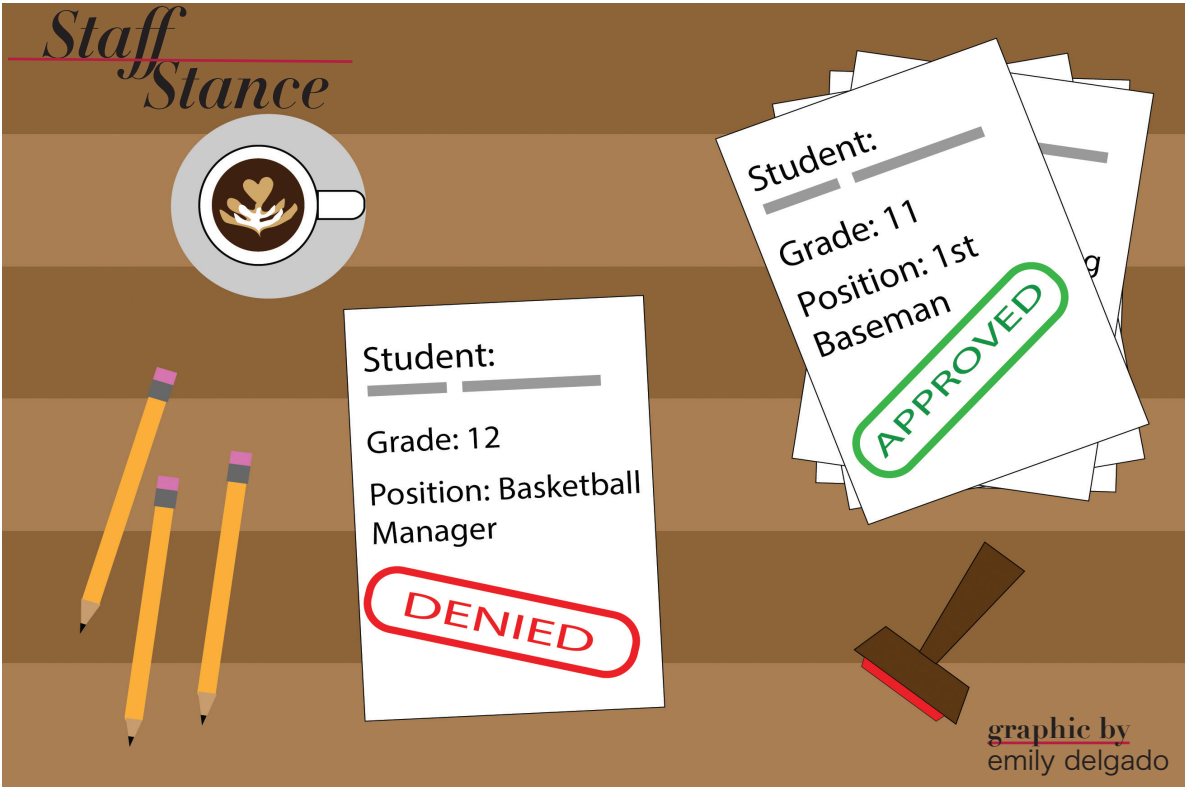
Recently, the athletic department decided that sports team managers would no longer be eligible to receive a sports credit. The decision was made because of the belief that managing a team has little to do with physical education.

Aside from their managerial duties, managers were required to work out five times a week to receive their sports credit. When a student is enrolled in a P.E. class, they are required to work out five times a week.

Because both managers and students in P.E. had the same workout requirements, the administration felt that managing a sports team was the same as being in a P.E. class. Now, students who want to manage must be in a P.E. course to receive their credit, and they can manage a team in their free time if they choose to.

However, team managers are just as committed to sports as the athletes are. Managers are required to attend all practices and games, assist in pre-game preparation and collect gear at the end of every game. Because of these activities, it is fair to say that managers should be given a sports credit, as they are providing a valuable service to the athletes and coaches.

Because sports team managers will no longer be eligible to receive a sports credit for their time, dedication and work, the motivation and willingness of students to accept these managing positions will probably lessen. Without the incentive of a sports credit,



fewer students may be inclined to sacrifice their free time to enjoy the experience of being part of a team.

According to a Dec. 6 poll of 201 students, 73 percent of students believe that team managers should receive a sports credit, and only 23 percent of students would manage a team without receiving a sports credit.

Being a team manager allows students who are not athletically-inclined to experience the camaraderie of being part of a team. These socialization benefits can extend beyond the playing field and help managers connect with a broader spectrum of students

7 percent of students have previously been a manager for a sports team*

73 percent of students believe that team managers should receive a sports credit*

*according to an Dec. 6 poll of 201 students

they might not otherwise interact with as a non-athlete. Additionally, students who were recently injured and unable to participate in sports might seek the opportunity to be a manager of their team instead. By doing this, they are still able to be a part of the team that they love despite being injured and unable to play.

Sports team managers might not perform the same amount of physical activity as an athlete does, but managers are still a major and crucial part of the team. They should be rewarded for their months of dedication and commitment by receiving a sports credit.



Letter from the editors

“The transformation that everybody saw [in me] was a result of [one] internally first. You cannot change the stories unless you change the storytellers first.”

On Nov. 14, junior Evelyn Zhao and I were invited to hear former editor-in-chief of Teen Vogue Elaine Welteroth speak at the 34th annual Texas Women’s Foundation luncheon. Welteroth became the youngest person and second African-American to hold the position of Teen Vogue’s EIC as

of April 2016. As keynote speaker, Welteroth spoke of her experience working in a high-profile position as a woman of color.

This year, as EICs of the Eagle Edition, we represent two grade levels and three different ethnic groups. Because junior Victoria Willox, Zhao and I come from different backgrounds, we are a diverse set of EICs, a representation of the student body—but not all newsrooms look this way.

According to a 2018 survey

conducted by the Pew Research Center, newsroom employees are more likely to be white males, and according to the American Society of News Editors, only 33 percent of newsrooms had at least one minority in a top-three position.

Not only is diversity in newsrooms important for representing the world we live in today, but it also accurately delivers the news. In a 2014 study conducted by the American Press Institute and the Associated Press-NORC Center for Public Affairs Research, only 33 percent of Hispanics and 25 percent of African Americans said that the news portrayed their communities accurately. These numbers should both be 100 percent because every person of every race, gender, religion, etc. should feel that their identity is being portrayed accurately in the news.

This is why we take our responsibility as EICs of the newspaper as seriously as we do. We are the voice and a sample of the student body. We are the “storytellers” Welteroth spoke of, and it is our duty to ensure that the stories that need to be told are shared in a true and genuine manner.

Editors-in-Chief,
Emily, Evelyn & Victoria

Letter to the Editors

Dear Eagle Edition staff,

In September of 2019, a worldwide initiative was launched, calling attention to the rising threats that global warming poses to our ecosystem. The frontrunners of the movement are continuing to push for involvement surrounding global warming and in order to widen global engagement on the issue. There is an urgent need for ESD students to be exposed to the current issues facing our climate. Education is supposed to prepare us for our future, but if global warming continues at its current rate, there will be no future to experience. Through social media, teenagers have been exposed to the current dangers of the environment and the political administration's neglect on this issue; however, we need to have more discussions on these issues in schools.

With new initiatives such as the Sustainability Council and campus-wide composting, the school has made huge strides in decreasing its carbon footprint. The next step: education. We have the means to lessen our food waste, reduce our plastic usage and cut down on gas emissions. All we need is campus-wide ambition and faculty support to collectively lower our negative impact on the environment. One project that the Sustainability Council is becoming increasingly invested in is limiting our campus' food waste. According to recent NBCDFW article, the Dallas Independent School District spends roughly \$55 million on food each year for only 150,000 students.

To bridge the enormous gap between food produced and food wasted, DISD has started collaborating with The Community Food Bank, a nonprofit organization that provides meals to food-insecure families in the DFW area. If ESD joins the initiative, then we will not only become a more sustainably efficient campus, but we be directly impacting North Texas families facing food shortage.

Many teachers have started incorporating discussion on the current climate status into their curriculum, leading us to believe that the student body can take part in significant change if we prioritize these class discussions. If our community engagement and education around global warming is strengthened, then students won't turn to partisan social media apps for their primary news source. Our school has the resources and student ambition to enact transformative environmental change, and this begins with the incorporation of global warming discussion into our curriculum.

Emma Sucato and
Charlotte Clark, juniors



Breaking it down with BLAIR

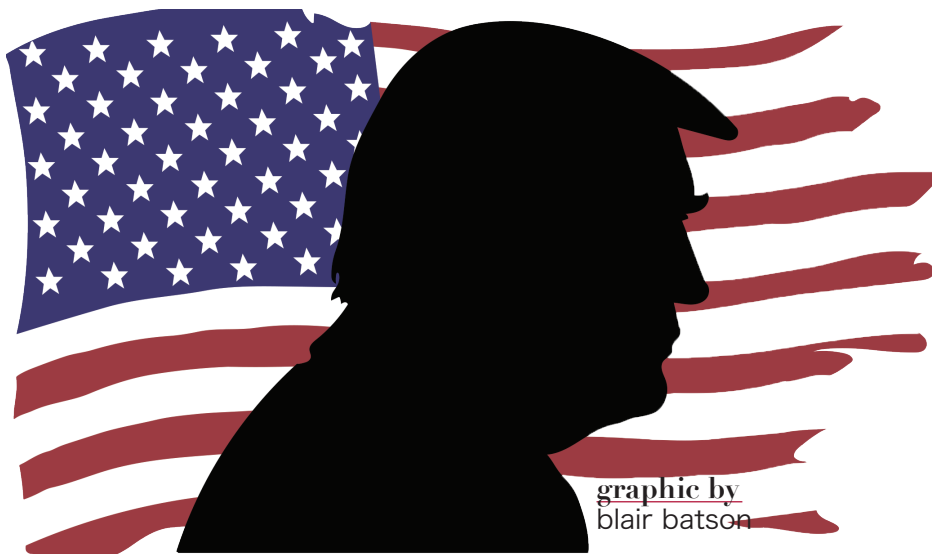
It goes without saying that the polarization of our current political climate is fueled by a plethora of contentious issues—abortion, gun control, healthcare, military spending and climate change, just to name a few. Parties split like night and day to hash out these issues and often fail to reach an agreement. However, you'd hope both sides could unite on at least one issue: holding the president accountable.

Lately, that hasn't been the case. Republican opposition to impeachment remains staunch. Days of public testimonies by career diplomats who were either close to Trump or involved in the U.S.'s relationship with Ukraine all corroborated the same claim—Trump withheld military aid to Ukraine as leverage to urge the nation to announce investigations into Joe Biden, a potential future political rival of Trump's. Following these moving testimonies by committed diplomats, Republican opposition to impeachment has not been shaken.

Republican lawmakers have countered impeachment by attacking the process itself, asserting that Trump's suspicions about Biden and his son were warranted and declaring there to be no evidence of any wrongdoing.

These arguments are facile. First off, the impeachment process is not unfair. If anything, the ability to hold the most powerful office in America accountable is one of the most fair processes we have. Secondly, allegations of Biden's involvement with corruption in the Ukraine have been disproven. Lastly, 10 public testimonies by mostly-impartial witnesses that all implicate Trump is a sufficient amount of evidence.

Freezing military aid for a foreign country as a ploy to incentivise that country to investigate a political rival for one's own political advancement is a repulsive abuse of power—one that we should trust our president not to partake in—as well as a threat to national security.



graphic by
blair batson

Trump's actions warrant impeachment

Proceedings should be a bipartisan effort, upholding Constitution transcends party lines

We rely on alliances with other countries for mutual protection, not to use them to carry out what former National Security Council official Fiona Hill called in her testimony “domestic political errands.”

Republican resistance to the impeachment process since the whistleblower's complaint was released on Sept. 26 has been dismaying. With the mounds of evidence criminalizing Trump, lawmakers' unwavering support for the president can only be explained by a desire to keep Trump in office or fear of jeopardizing their own reelection—juvenile measures that we'd like to think our politicians are better than. We vote for our elected officials because their

policies align with our beliefs, but we vote for them with an implicit understanding that when the president abuses his power and disregards his commitment to the Constitution, they will place their country above their party.

This is not an attack on the Republican Party itself; it is criticism on Republican lawmakers' refusal to value the sanctity of our intricate political institutions over having a like-minded president in office. If Democrats were in the same position, these actions would be equally reprehensible.

In his opening statement before testifying in front of the House Intelligence Committee, Lt. Col. Alexander Vindman recounted his father's emigration from Russia to the U.S. and claimed that in Russia, “offering public testimony involving the President would surely cost [him his] life.” Vindman's words serve as a reminder that we are immeasurably lucky to live in a country with policies that grant us the ability to hold the president accountable and safely speak out against him. When lawmakers fail to respect these opportunities and instead side with the offender, they are devaluing the Constitution. We must not take our democracy for granted.

By Blair Batson



sameer
bhasin
guest columnist

Universal Base Income (UBI) should be implemented in the United States

UBI prevents poverty line from lowering, automated machines take away jobs from Americans

Universal Basic Income (UBI) has long been supported from Thomas Paine calling income given to citizens “a right and not charity” to Nobel Prize winner and conservative economist Milton Friedman. The United States House of Representatives has approved a bill creating UBI twice in its history, once in 1970 and again in 1972, both times rejected by the senate. Right now, the policy is being championed by Presidential Candidate Andrew Yang. It's time to finally implement it in the United States.

Martin Luther King Jr. referred to UBI as “the solution to poverty,” arguing that by giving people a floor to live on, you can remove poverty from the United States. Right now the poverty line in the

United States is about \$12,000 for a single adult. Hence a plan of \$1,000 a month, as proposed by Mr. Yang, would effectively end poverty in the United States by literally ensuring no one will earn below the poverty line.

Second, without UBI, pretty much everyone is about to get dangerously close to the poverty line. The reason behind this is automation. According to CNBC, about 43 percent of jobs held by men and 40 percent of jobs held by women could be automated away, and that's just technology that exists right now! Imagine what those numbers will be in 20 years. Right now, the top four jobs in the country are retail workers, cashiers, office clerks and food preparation workers totaling over 10,298,950

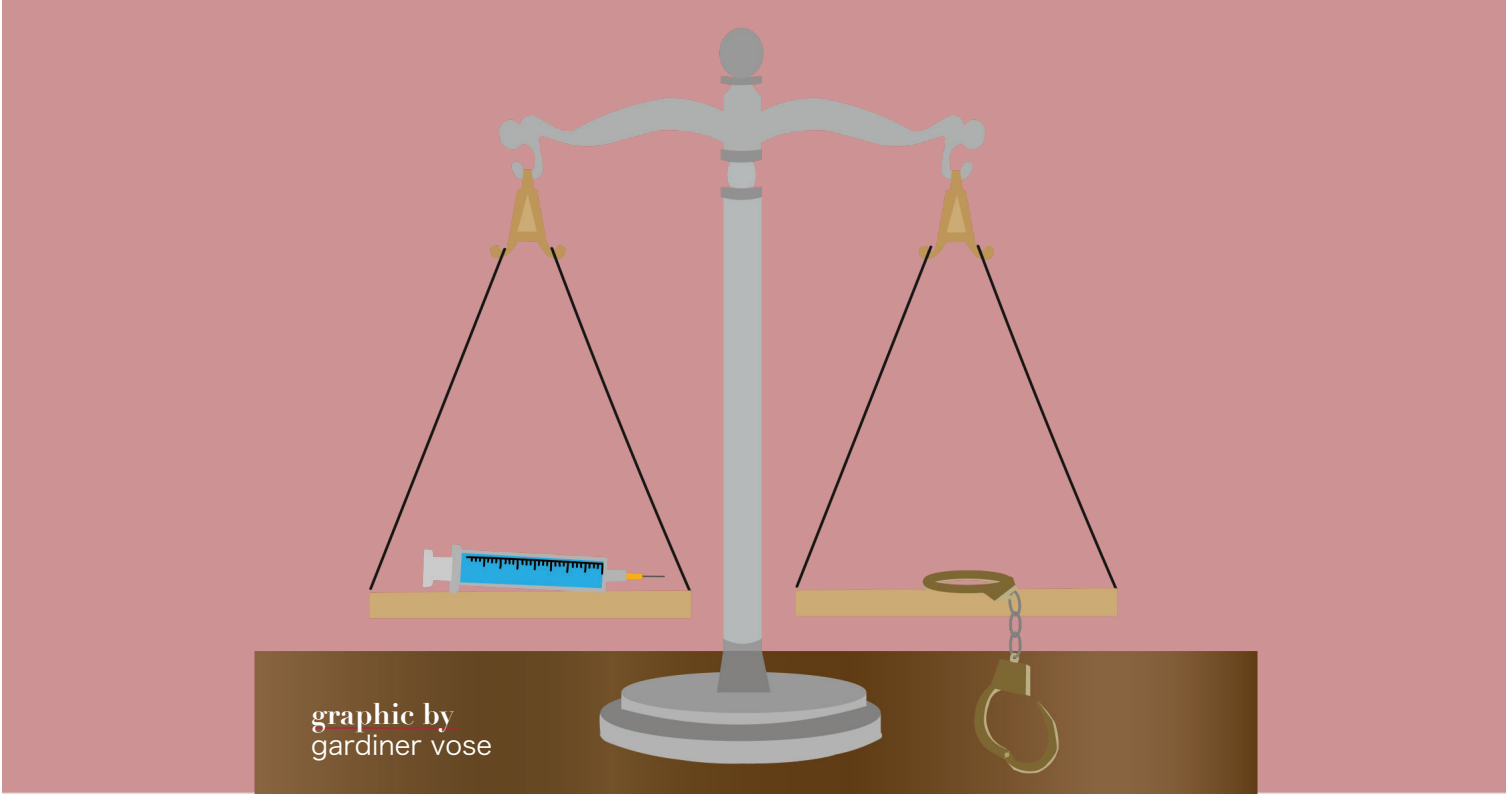
workers. All of these jobs can and are being easily automated away with online companies like Amazon, providing an easier way to buy things and removing the need for human cashiers that company's have to pay by using automated checkout lines, and computer programs are already able to do most of the work of filing and data processing that is common in jobs like office clerks.

You might have read the last paragraph and think it doesn't matter because you won't be going into any of these practices. Incorrect. As technology continues to improve, jobs considered high-skill will quickly go away too. A 2017 study from MIT found that robots were better than high skilled radiologists at reading

mammograms and detecting cancers that required surgery. Robots have also been built in Japan that can perform surgery at a skill humans simply cannot attain—the precise movements of robots are impossible for even the most highly trained human being to replicate. No matter which highly skilled future job you choose to hold, if there's a pattern, it will likely become obsolete. People like Mark Zuckerberg and Elon Musk, who almost certainly understand technology better than us, have both stated they believe automation will create job loss and UBI is the ultimate solution. Musk himself, even called UBI necessary, and the more you look at the data, the clearer it is that he's right.

pro
con

Debating capital punishment



Pro: Penalty creates discipline in U.S



luke
mccabe
life editor

In 2016, the Singapore Police Force had 135 days without one reported crime, including snatch-theft and petty robbery. In 2017, the U.S. averaged around 3,417 violent crimes reported per day, according to federal police reports from the Criminal Justice Information Services Division. This is chiefly because Singapore has instilled capital punishment for crime and created a system of accountability that breaking the law is not to be tolerated.

The death penalty in the U.S. is beneficial because not only has capital punishment been proven to reduce crime rates, as seen in Singapore, but capital punishment establishes a sense of accountability and discipline that is essential for a crimeless nation.

Additionally, those that are put on death row in the U.S. are convicted murderers, child rapists and terrorists who would be a danger to society, even in jail. Even the slightest chance of these imprisoned men and women escaping is a risk to the law-abiding citizens that should not be taken. I was always told that “the punishment should fit the crime,” and for many of the convicts on death row, the death penalty is letting them off easy.

Crimes such as rape, aggravated murdering sprees, detonating bombs in public places among others can and should land you on death row. We must ask ourselves if it’s really worth keeping these horrendous people on Earth in the same penitentiaries as those who have committed petty crimes.

Also, why do we as American taxpayers contribute to support these monstrous people’s living expenses in jail? On average, it costs \$31,000 to support a prisoner in a federal prison for merely one year, and in some cases, the costs reach up to \$60,000. Imagine how much of our paychecks are going to support the life sentences of these heinous criminals.

However, many methods of execution cost drastically less than this and are arguably more humane than forcing someone to live their life in a prison. We, as taxpayers and law-abiding citizens, should support the death penalty because it is a just way to punish the murderers and crazed criminals of society. It discourages murder, lowers crime rates and allows our taxes to be utilized for public benefit rather than to sustain convicted killers and rapists. In a nation like the U.S. that is among the leading nations in crime, changes need to be made to our system of punishment.

52 percent of students believe that the death penalty should be enforced according to a Dec. 5 poll of 201 students

Con: Penalty is not morally justifiable



lauren
weber
sports editor

“Fight fire with fire.” Since the first time I heard this expression, it has always been enigmatic to me. If a fire starts, you counter it with water—not more fire. The more I became aware of the invalidity of this “aphorism,” the more I realize how much we subconsciously “fight fire with fire,” and instinctively, we fight violence with violence and death with more death.

The death penalty has existed as a punishment in our country since colonial times. Although I do recognize and support that those who have committed crimes should undergo punitive reformations, I am not in favor of the death penalty.

Texas leads the nation in the number of executions carried out since 1976. Before the Roper v. Simmons case—when the Supreme Court decided that the Fourth and Eighth Amendments prohibited death penalty enforcement upon those under the age of 18—Ruben Cantu was sentenced to death for a murder he supposedly committed when he was 17, the fifth teenage offender sentenced to death by the state of Texas. However, following Cantu’s execution, the lone eyewitness of his putative crime recanted and admitted that he was sure the offender was not Cantu but felt pressure to identify him as such.

During his eight grueling years on death row, Cantu continuously avowed his innocence. Nevertheless, he died on August 24, 1993, having not made it past the ninth grade.

I am an ardent supporter of our justice system, but it is no secret that this system is demonstrably fallible. I believe that the moral argument against capital punishment is salient—as humans, we are not immaculate implementers of justice, and therefore, we are unfit to impose death upon our counterparts. In addition, there is a general misconception that the death penalty saves money that would otherwise be spent on prison costs. However, according to the Death Penalty Information Center, death penalty costs consistently outweigh life imprisonment costs because of larger legal and trial costs, more intensive incarceration and the appeals—which taxpayers subsidize—that every person on death row is entitled to.

A life in prison is equally, if not more, pernicious and punishing for the criminals who have to live the remainder of their lives confined, and it is undergone without draconian measures of punishment being taken. The zeitgeist of our time demands that we question the predetermined notions and accepted beliefs of our society. So shouldn’t we also challenge this “fight fire with fire” mentality?

66 percent believe that the best way to handle capital punishment is a life sentence according to a Dec. 5 poll of 201 students



jiaying fu
copy editor

Procrastination fever strikes again as final exams approach, motivation decreases progressively

I don’t know why people think procrastinators are bad at time management. It takes a very ambitious person to be able to fit finishing three seasons of a show, studying for two tests and finishing busy work in a three-hour window. In the midst of impending exams, AP tests and teachers cramming in as much information as they can at the last second, a phenomenon occurs. It’s an

epidemic, rapidly spreading across the student body. I call it “mo’-crastination.” It can’t be denied—it’s the impulse to push off all work until the next century. More tests? No problemo—I’ll just triple the time I waste. And for a moment, everything feels fine. If this is bad, I don’t want to be good! Of course, that fleeting feeling only lasts until the next morning. A new day, another “drive of shame.” A pounding headache from staying up too late doing absolutely nothing, stress-buildup from unfinished work, the knowledge that you may very likely fail that

quiz today—there is nothing like a procrastinator’s regret. “Why?” you may ask yourself. “Why did I put off all my homework last night to watch videos of singing animals on ‘Britain’s Got Talent?’” Well, procrastination typically occurs for one of two reasons, according to the Washington Post. It can be used as a coping mechanism when you feel overwhelmed by all the work you have to do. So, you know, it’s really not your fault that you keep getting distracted by all those slime videos—it’s for the sake of your mental health! Secondly, procrastination may occur due to a disassociation

with your future self—although your future self may be affected by your current procrastination, who cares about them? On a more serious note, procrastination can be a warning sign of larger issues, such as anxiety and depression. Schools can address these issues through further emphasizing the importance of mental health along with providing tips and tricks to minimize stress and workloads. Fighting procrastination is a tough battle. But procrastination nation, never fear! There is a cure, and it’s pretty simple. Procrastination is a repeating cycle because the guilt

you feel from procrastinating and the stress it causes just triggers that procrastination again. So just forgive yourself for watching “Brooklyn 99” instead of writing that paper. Forgive yourself for pushing off homework to learn how to juggle. And, I guess the next step would be... to actually do work? Meh, I’ll do that tomorrow. If you are interested in learning more about mental health or concerned for yourself or a friend, please consider contacting the National Alliance on Mental Illness HelpLine, 1-800-950-NAMI (6264) or info@nami.org, and let an adult know.



America's departure from climate accord sets precedent for other nations

Paris agreement is key to combating planet-threatening climate change issue, economic impacts are negligible

Under the agreements of the Paris climate accord, a country cannot remove itself from the accord until three years after its start date, which for the United States was on Nov. 4, 2016. Since Trump took office in 2016, he has publicly voiced his opposition to the accord. On Nov. 4, 2019, three years after the advent of the accord, his administration gave notice that the U.S. would officially be pulling out of the accord under Trump's "America First" policy.

Under the "America First" policy, Trump believes that "the Paris [climate] accord will undermine]the U.S. economy]" and "[will put the U.S.] at a permanent disadvantage." Trump insists that the withdrawal will aid American businesses and workers. While Trump has announced that the U.S. will be pulling out of the accord, the White House has announced that the government will abide by a four-year exit process, requiring the U.S. to continue some of its commitments to the accord.

Although I do believe that the economic stability of the U.S. is paramount to the success of our nation, I further believe that there is nothing more important than trying everything possible to lessen the effects of climate change and save our planet. The Paris climate accord is an aggressive approach to the climate crisis, but I do not believe that the accord is aggressive enough. Our planet is dying, and we all need to do our part to help.

Trump insists that the accord is undermining the success of the U.S., but that consequence is to be expected when the industries that support our economy are also destroying our planet.

A study from the National Bureau of Economic Research found that if temperature increases at a steady rate of 0.072 degrees a year, there will be a 7.2 percent cut in gross domestic product per capita throughout the world by 2100. This statistic is even more drastic in the U.S. where there could be a 10.5 percent cut in real income by 2100.

For those countries that do cut their greenhouse gas emissions, as called for by the Paris climate accord, they may only experience a 1.1 percent loss in GDP per capita. This statistic displays how crucial the accord is to the

success of the worldwide industries. Although the strict regulations set by the accord may be damaging for the economy in the short-term, the economy will adapt to the new regulations, and our economy will be better off for it in the long-term.

According to the Center for Climate and Energy Solutions, the U.S. emitted 6.5 billion metric tons of greenhouse gases in 2017, putting it second in carbon dioxide emissions in the world and accounting for about 15 percent of global emissions. Much of these gases are produced through the burning of fossil fuels for energy.

The U.S. is a huge contributor to the climate crisis, which is a huge problem. As a country, we all need to work together to set an example for the rest of the world to show that the climate crisis is manageable, and it can be fixed. By dropping out of the Paris accord, we are doing the opposite.

Even if we all work together to completely cut our greenhouse gas emissions, it may still be too late to reverse the damage that we have done to our planet. One of the main chemicals involved in climate change, carbon dioxide, takes decades or even centuries to dissipate from the atmosphere, even after its emissions are cut. This means that even if we cut carbon dioxide emissions today, there could still be significant amounts of carbon dioxide in the atmosphere 30 years from now.

Trump's decision to pull out of the Paris climate accord was selfish and irresponsible, and we, as a nation, should not allow it. The accord was the first real step to change, and everyone needs to be involved for it to work.

We must work together as a global community to reduce emissions, and it must be done now. Many of the consequences for the actions of the past 100 years won't be felt in full effect for another 100 years.

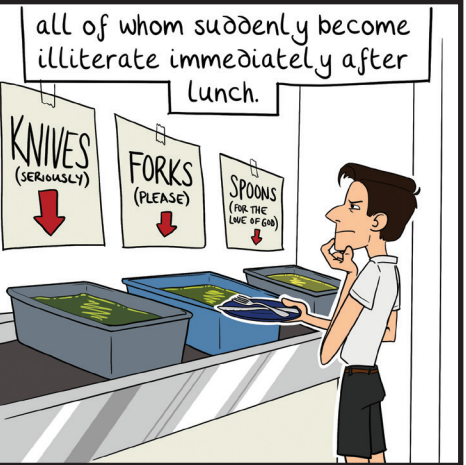
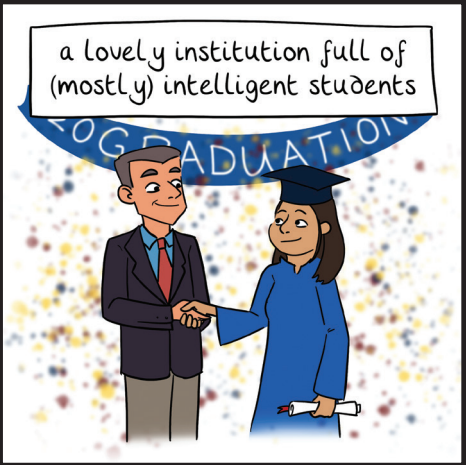
These type of long-term consequences seem to cloud many people's decision making and prevent them from taking action before it is too late, but we simply can't afford the luxury of time anymore. Climate change is real, and we need to take action.

By Gardiner Vose

SOCIAL STUDIES | cultural commentary

Cafeteria craze

comic by
summer wooldridge



count DOWN

The worst to the best of the month, ranked by Satori Griffith

- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1

New drug test policy
The upcoming drug test is a controversial topic across the school. Many students feel it is unnecessary, while the administration considers it a critical step in bettering the community.

Expecting exams
Exam week is coming up, causing many of students and faculty stress. Exams being held in the dining commons this year is another contributor to the stress of exam season.

Whack wifi
The wifi has continued to be an issue in some parts of the school. However, the technology department is aware of the situation and is putting time and effort toward solving the problem.

Later lunch
Administration has pushed lunch time until 12:30 pm, in an attempt to accommodate for middle school scheduling. However, this has only caused frustration among hungry upper school students.

Helping hand
The Women's Studies Organization has started providing feminine hygiene baskets in the women's restrooms with club funding.

Young ballers
The mens varsity basketball team, consisting of all sophomores, has had three wins and three losses. Sophomore captain Chase Kennedy looks forward to "playing with his best friends and having a great season."

Christmas countdown
Student Council announced the 12 Days of Christmas schedule, that everyone is looking forward to. Some of the activities include hot chocolate and Christmas socks.

Notable Noshember
During November, the school was able to raise \$1,200 by selling bracelets and matched that amount to donate to tornado relief. The winner of the Noshember beard contest was senior Humza Naseem.

Tracking technology affects relationships

Smart phone apps create animosity between parents and children



sloane hope
staff writer

Everyone knows the saying, "strict parents create sneaky kids," but most people are not aware that overprotective parenting can lead to mental and emotional problems later on in their child's life.

In today's society, technology plays an integral part in everyday life, but should parents be using it to track and monitor their child's day-to-day activities? Many parents use tracking apps—such as 'Find my Friends' and 'Life 360'—to track their child's whereabouts, even if that child has never demonstrated behavioral issues.

The appeal of these tracking apps come from the ease and access they offer. Lots of parents track their kids just because they can and because they hear that other parents are doing so; however, by adding these apps to a child's phone, a certain level of trust between the parent and the child is broken. If you trust your child enough to be honest when you ask them where they are or where they are going, what's the use of a tracking app?

Curiously, according to a study conducted by the Pew Research Center on millennial, Gen X, and baby boomer parenting trends, millennials are the most overprotective and are not as open to



graphic by
alán benítez

negotiation with their children compared to the other two generations. This is due, in part, to an ever-growing media presence, allowing everyone to know what is happening all over the world and resulting in a growing presence of "snapshot parenting," which according to the Washington Post, is when a parent makes assumptions about certain aspects of their child's life based on what they see in the media. Because of this exposure to news from all over the U.S., parents start to believe that what happens on the opposite side of the country also happens where they live, instilling a sense that the area they live in is more dangerous than it actually is.

Another thing overprotective parents

should understand is that their children are going to leave home eventually. If they are not well equipped and used to handling the world around them on their own, struggle is inevitable. According to an article published by the Berkeley Political Review, "overprotective parenting can lead to risk aversion, a dependency on the parents, a higher risk of psychological disorders, a lack of strong coping mechanisms and chronic anxiety," which can prove extremely detrimental later on in life. Parents should give their children privileges such as independence, autonomy and forgiveness if they really want to help their children become successful in the future.

Growing up in a house divided promotes political conversations at home and at school



carolyn langford
staff writer

I try to concentrate on homework while the competing voices of the Fox network and CNN analyze the most recent presidential debate, opinions blasting from two separate rooms. You'd think the reporters listened to completely different dialogue, yet both my parents nod in agreement with their respective news station.

Growing up with a Republican as a father and a Liberal as a mother has

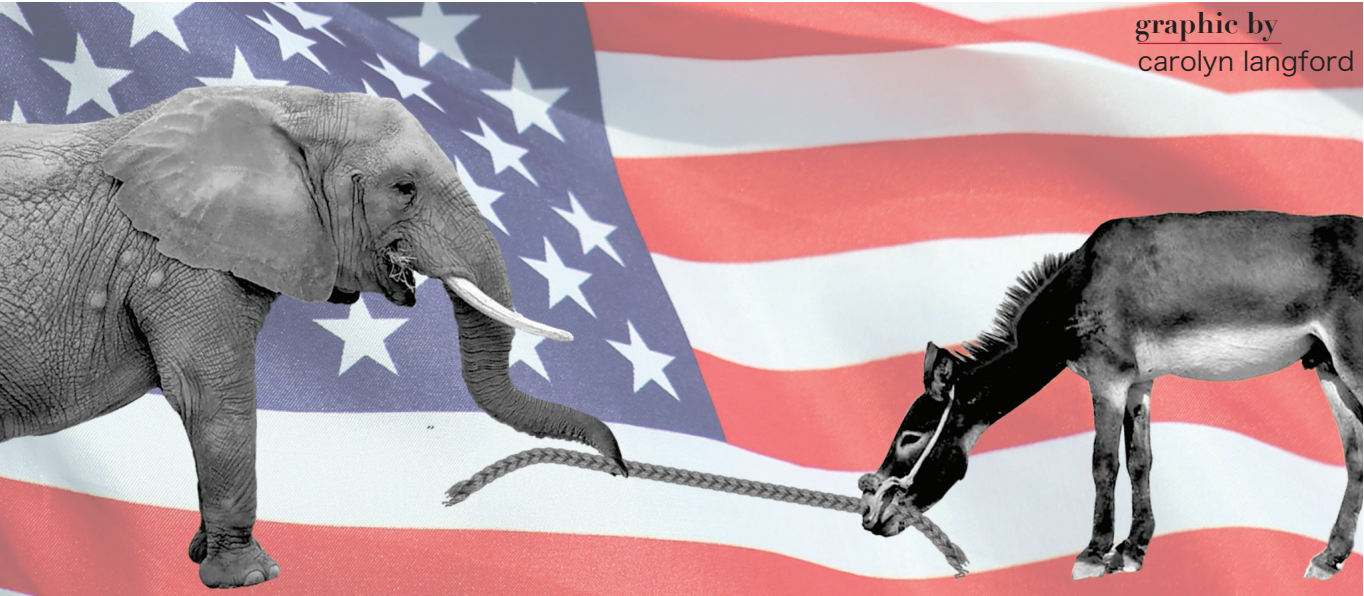
offered me a unique perspective in the most politically divisive time in one of the history of America. Not too long ago, there was a time when polite discussion between different parties could occur—this is no longer true.

Informal political debates have been ever-present among students since elementary school, and it is infrequent at school to come across a student that doesn't take after their parents' political views. According to a Dec. 6 poll of 201 students, 74 percent of students have the same or similar political views as their parents. Regardless of their party, each side rolls their eyes when faced with a statement that contradicts their own.

Much of the division of today's society can be attributed to the lack of respect that is taught by adults with regards to communication with the opposing

party. Had I been raised in a single-party household, I, like many of my classmates, would most likely not treat the other party with the respect they deserve. Respectfully questioning my own parents' opinions in conversation is what allowed me to understand both ends of the political spectrum and form my own opinions. My ingrained respect for and willingness to listen to my family allowed me to understand that although some of my beliefs may differ from theirs, I can certainly maintain relationships with them.

The division in our society has broken apart relationships over something as inconsequential as label for a group of like-minded people. Picking and choosing peers based on their political views is close-minded and restricts personal growth.



graphic by
carolyn langford



HEAD IN THE GAME Sophomore Kai Robinson, junior Liesl Small and senior Catherine Blaylock compete for their teams at the Southwest Preparatory Conference. The tournament took place in Houston on Oct. 8 and 9. "Competing in SPC is always so fun because the pressure is high and everyone is passionate about the game," Small said.
photo provided by Eagle Edition archives



graphic by
gina montagna

Teams sprint, spike and shoot their way to the podium

Fall season varsity teams place at Southwest Preparatory Conference

story by
grace knudson

Before the Southwest Preparatory Conference tournament in Houston, the womens volleyball team huddles in a circle outside on Episcopal High School's football field with volleyball program director and varsity head coach Laura Gomez standing in the center—this was their last pre-game motivational speech of the season before the finals.

The womens varsity volleyball season ended in Houston as the team placed second at the SPC tournament, which took place on Oct. 8 to Oct. 9. Their season consisted of 27 wins and eight losses, and they were ranked first in the SPC North Zone heading into SPC.

"We practiced harder than I ever have in the past two years on the varsity team," captain Liesl Small said. "Gomez pushed us, and it instilled in us that we had the skill to be first in the North Zone. You can't work as individuals [on the court], and [you] need to play for the girl next to you."

The SPC championship meet for cross country was also in Houston, featuring a

course mainly in the woods consisting of twists and turns and starting and finishing uphill. Despite the challenging course, the womens and mens cross country team was prepared because they practiced the course the day before. The teams ended the season placing 10th overall for the women and placing 14th for the men at SPC.

"This was a very different racing experience for all of us," sophomore Tori Schmidt said. "The temperature was colder, which isn't an excuse, but overall going into it, we weren't going for the place, we were going to get a best time and race the hardest we had ever run."

The individual results included Schmidt placing third and sophomore Sydney Knodel placing 13th at the tournament; they both received All-North Zone and All-SPC awards, meaning that they finished in the top 20 at the meet. Additionally, sophomore Kai Robinson placed 104th out of 146 participants at the SPC championship meet.

"We came into the season more prepared,

and we did harder workouts earlier in the season than usual," Robinson said. "I think I did well in a couple of my races, but I definitely have a lot of room for improvement, and I'm looking forward to training harder next season."

Varsity field hockey placed sixth overall at the tournament, an improvement from their ninth place rank last year. The championship was full of new experiences for the team, including when the 17 team members plummeted down two stories in a hotel elevator and were trapped for an hour the night before playing St. John's School, a team that includes 11 D1 commits,

for the first time this season.

"I think everyone coming into the season was initially worried because we lost 11 seniors from last year, but we pleasantly surprised ourselves," program director and head field hockey coach Ashlyn Hudson said. "We were really focused on winning the first game due to losing the first game last year, and we had a goal of being consistent and relentless, which I think we accomplished."

After making it to the quarterfinals, the team lost against St. Johns School, who have been SPC champions for the past two years. After the 0-8 loss against St. John's, they played one last game of the season against St. Stephen's, placing 6th.

"We had never really played a team with as much talent as St John's," field hockey captain and senior Catherine Blaylock said. "They have a total of 11 DI commits, so I thought it was a good learning experience for the team."

I THINK EVERYONE COMING INTO THE SEASON WAS INITIALLY WORRIED BECAUSE WE LOST 11 SENIORS FROM LAST YEAR, BUT WE PLEASANTLY SURPRISED OURSELVES.

Ashlyn Hudson, head field hockey coach

Family continues legacy of playing competitive sports

The Sinwell family athletes share a passion for sports

story by
lauren weber

The Sinwell family is composed of athletes, to say the least. And yet, each of these athletes has a different objective within her high-intensity sport.

Freshmen Amelia and Josie Sinwell both play club lacrosse. Junior Lucy Sinwell is a three-sport varsity athlete. Lucy discontinued playing club lacrosse during her sophomore year after she realized that she no longer wanted to play the sport in college.

"The thing about playing a club sport is that you're also doing it on top of your school sport," Lucy said. "I would have a really hard week of soccer or field hockey [at school], and my body needed a rest, but I would go straight into a tournament where we played, [for example], three games a day on a weekend in Baltimore. For me, that was really taxing."

Lucy utilizes her weekends as rest periods and found that the continuous weekend practices and tournaments of club lacrosse provided her with little time to decompress. Now, she has time to participate in her other extracurricular interests, such as coaching younger lacrosse players and joining the Dallas Teens 4 Earth organization. Lucy, however, acknowledges the value of participating in competitive sports.

"I always think it's worth it to shoot for being the best at a sport," Lucy said. "Even if that's not something you see yourself doing for the next four years in college, I still think it's valuable to continue playing sports at a high-intensity in high school to make yourself the best player you can—it's easy to do that through a club program."

Amelia and Josie began playing club lacrosse in fifth grade and have continued to compete at the competitive level. Both enjoy the team aspect of the sport.

"The team's really fun, but I also love being able to [travel]," Josie said. "I think traveling is definitely my favorite part. You get to go to the best places—we've gone to California, and we're going to Florida tomorrow. It's so fun to get to go to these places, being on the field and doing the things that we love in a beautiful place."

While Lucy and Amelia both attend ESD, Josie attends the Hockaday School, which has sparked a motivational rivalry between the twins.

“Another thing I think that makes us not get sick of [lacrosse] is bouncing off of each other when [games are] between Hockaday and ESD,” Amelia said. “The competitiveness is fun, and I want to keep striving not to lose to Hockaday.”

Josie wants to continue playing in college.

“Ever since I found out what committing was—that was around fifth or sixth grade when I started playing club lacrosse—I just

thought that it would be so cool,” Josie said. “I don’t want to stop playing because lacrosse is a huge part of my life. Even thinking about stopping at high school—I don’t want to do that.”

Josie plays goalie and was previously unsure if committing was even a possibility for someone playing her position. Alumna Gianna Pope '19, the varsity goalie last year, showed Josie what she can attain with hard work.

"[Pope] really helped me throughout the summer and gave me a ton of lessons," Josie said. "She committed to [the University of Cincinnati,] and that is another person I look up to."

Last summer, Lucy frequently gave Josie some tough love, reminding her of the diligent work committing requires.

“That really motivated me, so I kind of panicked,” Josie said. “That’s why I started taking a ton of lessons from [Pope]. I would do wall ball, [a lacrosse practice method], everyday, I went to [a lacrosse program], which is eight hours of lacrosse a day, and I would have a lesson with Gianna that same day, [and] I had private [lessons]. I came back, and in the fall, I was a lot better and had really improved. Now, I’m focused on bettering myself.”

Although Amelia also has a zeal for the sport, she is unsure whether or not she wants to play in college.

"I think it's a big commitment," Amelia said. "One of the pros of it would be having a team and a set group of friends when you get [to the college], and it would be a good bond. But it seems like a lot of commitment, and my whole life would be taken up by lacrosse, as far as I know."

Abigail Sinwell, the girls' mother, swam DI for Princeton University.

“Although she loved swimming and her team, she wasn’t able to take certain classes and have certain freedom to explore semesters away or do anything like that,” Lucy said. “You don’t really get a break. For me, that is a path for people that really love the sport, and I decided I love other things more than the sport itself.”

Lucy believes that students should continue playing sports until it begins to interfere with schoolwork or other valuable aspects of their lives.

"I think sports teach you the most crucial characteristics and best tenets of how to be a good person with teamwork," Lucy said. "So I really liked sticking with club. It also shows a commitment and dedication to something. I don't like quitting things; I like sticking with them, but when it starts to become too taxing, and it's interfering with other things, that's when I would say you should stop. I think the cutoff would be after sophomore year because all the people that are still playing are those who want to go to college for [sports]."



EAGLE EYE

with Payton Meister

interview by
ava brennan

Q How does your soccer experience at ESD differ from you experience at Coppell High School?

A It's similar, but also very different. At Coppell, there are more club players, and there are three different teams. The players at ESD have more fun with it. I would say it's equally competitive at both schools, [though].

Q What are the pros and cons of having such a large varsity squad this year?

A Since it's a big roster, you constantly have to work hard, and there's no slacking off because someone can easily take your place. A con would be that some people don't play, and that is not necessarily unfair, but it's not ideal because obviously you want everyone to play.

Q How is the team developing so far this season?

A I think our team has a lot of potential, and we have a lot of athletic girls. Coach Quill is getting us into shape for sure, so I'm excited to see how we shape up [this season].

Q How does the team plan on attaining the number one seed in the north zone conference?

A Focusing in practice and taking advantage of every practice [is essential]. On the field, we just have to give 100 percent and work together [in order for us to attain] the first or second seed in the conference.

Karate Kid

Junior earns black belt after years of training; turns to other forms of martial arts to continue his passion

story by
luke mccabe

Junior Stephen Matthys has been doing martial arts for years, and his training has culminated in the form of a black belt in karate and a job opportunity at his dojo.

Matthys practiced karate for seven years and used the school's exemption program to practice karate consistently and earn physical education graduation credits in the process. The exemption program allows students like Matthys to pursue their interests outside of school and broaden the reach of the school's sports program. Through his exemption, Matthys was able to focus on becoming a black belt and delve into other forms of martial arts to eventually gain the skills to teach and aid his younger peers on their journey to their own black belts.

"I chose [karate] because it just seemed interesting to me, and I watched action movies when I was little, and I thought, 'Oh man, I want to do that,' and it became my thing after a while," Matthys said. "My exemption was cool because I was still trying to focus on karate and my black belt at the time, and I didn't want to stop to spend time on other sports."

Matthys earned his black belt during his freshman year, and he remembers the process as very intense and a huge commitment, especially the combat training that he had to endure.

"One time, I was curious about [Matthys'] karate and fighting skills, so I went and checked out one of his matches," junior Max Moorman said. "I was watching him fight these two guys, and I guess [Matthys] thought one of [his opponents] was shorter than he actually was, so [Matthys] turned around and kicked one of [his opponents] straight in the face."

These sparring drills were part of the three-month training period to help him prepare for his final black belt test, which consisted of two parts—forms and sparring.

"The forms are the moves and stances of [karate], and they are hard because the instructors are

so precise about them, like even if your ankle is in the wrong spot, they get mad and make you do it all over again," Matthys said. "For [sparring], you put on gloves and shin guards, and first, they make you go one-on-one and work your way up to eventually fighting three people, and one of them is your instructor."

Matthys earned his black belt on his first attempt of the final test, whereas many of his peers tried twice or more. However, his martial arts career had not finished yet.

"After you get the black belt, you can try and get your degrees, but there is not much else to learn, you're just trying to perfect moves," Matthys said. "Instead, I just [tried] other types of karate like jiu jitsu, which is similar to wrestling, and I went into kick boxing and did this adult Muay Thai class."

Matthys used these classes to

"I CHOSE [KARATE] BECAUSE IT JUST SEEMED INTERESTING TO ME, AND I WATCHED ACTION MOVIES WHEN I WAS LITTLE, AND I THOUGHT, 'OH MAN, I WANT TO DO THAT.'"

Stephen Matthys,
junior



KICKIN' IT Junior Stephen Matthys practices his forms for his black belt test. "During my black belt [test] freshman year, the training was crazy," Matthys said. "We did forms and part of it was that I would fight a bunch of people." photo provided by Stephen Matthys

multiple fighting techniques, but he used his skills and passion for the betterment of his community by helping other students and volunteering at his dojo. Martial arts started off as a hobby for Matthys, but it soon became his passion.

"I started off with [martial arts] because I thought it was cool, but I really liked how it was just different from anything else," Matthys said. "It's not about a team sport; it is just you. That's why I like it—you are either good at it, or you aren't. You don't have to depend on anyone else to do anything, and that's awesome."

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Wrestling team gains influx of novices

A number of football players begin wrestling this season

story by
smith cochran



The growth of the wrestling team is unprecedented. Over the past two months, the sport has grown from three wrestlers to 16, and its growth is not a coincidence.

“Senior Jack [Loftus is] a huge reason [why] all the new wrestlers joined,” head coach Kwinten Brown said. “I’d say about 70 percent of the new wrestlers are because of him. 20 percent [of the new wrestlers joined because of] wrestling coach Jake Wright and I, and probably around 10 percent of the students just wanted to try something new.”

Loftus tore his ACL during football season this fall, but he still managed to place well last season in the Southwest Preparatory Conference for wrestling. This season, Loftus is helping out with the team as much as he can by helping to coach the new wrestlers.

“Brown has asked me to be an assistant coach and help the guys on the team,” Loftus said. “Since it is many of the students’ first year [wrestling], there are many moves I can show them.”

Loftus spent a lot of time recruiting athletes, some of who play football, senior Garrett Seymour being one of them.

“[Loftus] is a big reason [why I joined the team]; he was pushing for a lot of people to wrestle,” Seymour said. “He told me I could do well in SPC. [He also told me wrestling would] make me a much better athlete and get me in great shape.”

Seymour committed to Harvard University to play football. He has never wrestled before, but he sees a connection between the two sports.

“Wrestling ties into football because wrestling will help with my coordination in the trenches,” Seymour said. “[Because I play] on the offensive line, being more coordinated with my hands will be helpful.”

Seymour has high hopes for him and his team mates.

“Honestly, I want to win SPC,” Seymour said. “I believe I can do that and hopefully rank in state, as well. The wrestling team is the biggest it has ever been. Everyone is very excited

to win.”

Brown began his wrestling career in ninth grade after being cut from the basketball team. He did so well that he went on to wrestle in college. Although this year’s wrestling team is full of novices, his expectations remain high.

“My history teacher convinced me to try wrestling,” Brown said. “When I first tried it, I hated it. However, I kept with it, and I ended up finishing third in [the] state two years in a row.”

Brown is focused on helping his players gain experience, and knows winning will follow.

“I’m going to look to see how many kids come back next year, and that statistic will define success for me,” Brown said. “Winning will come down the road, but right now, I want to make sure that the athletes have the correct form and confidence,

I WANT TO MAKE SURE THAT THE ATHLETES HAVE THE CORRECT FORM AND CONFIDENCE, SO WHEN THEY GET TO THEIR FIRST TOURNAMENT, THEY’RE NOT A DEER IN THE HEADLIGHTS

Kwinten Brown, wrestling coach



so when they get to their first tournament, they’re not a deer in the headlights.”

Having over a dozen brand-new wrestlers is a challenge, but Brown is excited to mold the athletes into competitors. For him, it is easier to coach kids who have never done anything like wrestling than kids who have been coached the wrong way before.

“For me, I’ve been able to start with all the new wrestlers from scratch and teach them the correct form,” Brown said.

1. HUDDLE UP Wrestling coach Kwinten Brown sits his wrestlers down on Dec. 10 to talk about the team’s recent performance in their competitions. “The first tournament was a great experience for the whole team,” junior Caleb Ainsworth said. “It was really helpful to have coach [Jake] Wright and coach Brown there to teach us more about the sport on a competitive level.”

2. TAKE DOWN At a practice on Dec. 10, sophomores Carson Langston and Cash Bowling wrestle. “Pretty much our entire team is brand new to the sport which puts us at a disadvantage to all the other schools that have kids that have been wrestling for years,” Langston said. “For brand new wrestlers, I think we have a really bright future to compete.”

photos by Smith Cochran

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Varsity womens basketball team gains ex-WNBA player as new coach

Ashley Robinson hopes to build a strong team, instill confidence in her players

story by
lauren weber

A Dallas-Fort Worth All-American basketball player, a top recruit in the University of Tennessee's class of 2000, a professional athlete in the Women's National Basketball Association for 10 years and a WNBA national championship winner—Ashley Robinson's basketball record is nothing short of decorated.

Robinson joined the school this year as the head varsity womens basketball coach. Although only seven students are playing basketball this season, Robinson is determined to build a unified team composed of strong basketball players.

"The [amount of players] is really low for women's basketball, so my strategy for the girls that choose to play is to have them be the pioneers of what I hope to be a long tenure [at the school]," Robinson said. "They'll be the first kids to come through [my] program, and I want them to know that they're paving the way for the next generations to have a [womens] basketball team. I want to bond with [the athletes] and help them in any way they can."

Starting with basketball players who are 6-years-old and up, Robinson wants to instill confidence in all of her players by helping those athletes develop sharp skills. Pursuant to the school's community values, Robinson also wants to help her players, as well as all the students at the school, reach their personal goals.

"All the [players] who want to be dual-sport players and play basketball, I am [going to] coach them to be the best field hockey, the best volleyball, the best lacrosse, the best soccer

player, the best athlete they can be," Robinson said. "If they can come out here and do well in basketball, I have to believe that the athletes that we develop in basketball will help [permeate] throughout the school, which, then, makes us strong by committee and makes our girls stick together and be strong together. That's the one thing I want to instill in them—if you put in the work, [and] you work hard, then you get the results you need."

Robinson hopes to serve as a representation of what her players can attain with hard work. And her hopes are being heard.

"She's a role model for me, especially because I want to pursue a basketball career in high school and college," freshman Madison McCloud said. "She had a great career in college, furthered her career in the

WNBA and was an All-Star on the U.S. Olympic team."

Robinson had a strong role model, as well. Hall-of-Famer

and basketball legend Pat Summit holds more victories than any other coach, male or female, in basketball history. In 2012, President Barack Obama presented her with the Presidential Medal of Freedom, which is the most prestigious civilian award alongside the Congressional Gold Medal. Summit served as Robinson's coach at the University of Tennessee.

"We left our moms, left our families to go to Tennessee, and she raised us well for those four years that we were there," Robinson said. "[She] mainly [taught] us how to be strong

women, how to have longevity in basketball [and] even if you're not playing, how to keep giving back to the sport as I am [now]."

Even after announcing that she had been diagnosed with Alzheimer's in 2011, Summit refused to quit coaching.

"She's definitely a reason that inspired me to give back to this sport and give back to younger women because she gave back so much to us," Robinson said. "When she passed [away] in 2016, all I thought was [that] I don't want her legacy to die with her, and her legacy lives through the 161 players she coached and all the managers and supporting staff and that Tennessee family that she built. We have to continue her legacy."

Summit cared deeply for her players and boasted a 100 percent graduation rate among her athletes.

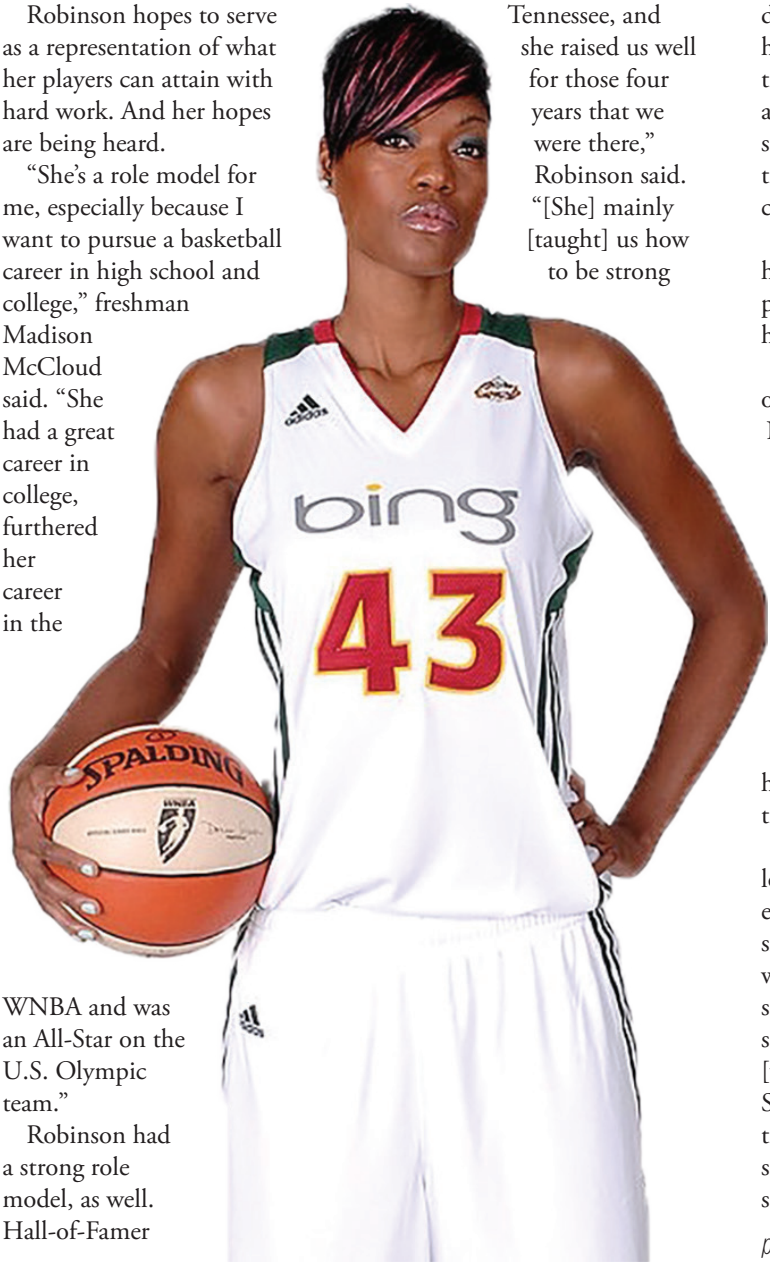
"[Robinson] carries the morals of Pat Summit," sophomore Nia Bethea said. "She's a hard worker, and she pushes us to do the same and to be better athletes by teaching us discipline."

Along with being an accomplished basketball player, Robinson is also a single mother by choice.

She came to ESD to provide stability for her son. Robinson hopes to work here full-time in the near future.

"It helps when you can go look at your coach and say everything that she's telling me, she did it, she excelled and [she] was one of the best," Robinson said. "That's [also] what [the soccer players] are getting out of [varsity women's soccer coach] Susan Quill. I'm happy to see the strong women that the school is putting in front of [its students]."

photo provided by Ashley Robinson



story by
smith cochran

As the Toronto Raptors raised the trophy and the champagne was sprayed, finals MVP and power forward Kawhi Leonard began to celebrate the championship. Though Leonard had won the finals before, this one felt different. Not only was it won with a different team, but it was also won in a different fashion.

Throughout the regular season, Leonard did not play in approximately 25 percent of the games. Though he was nursing a previous injury, his absence on the court was not because he was injured. It was

to ensure Leonard's health. The Toronto Raptors embraced the old idea of "load management" to heal and ensure Leonard's performance in the 2018-2019 season.

Load management is a system that sits players in extra games to ensure they will be healthy and fresh when playoffs start. Using this system with Leonard brought success throughout the playoffs for the Raptors. They won the 2019 finals, beating the injured Golden State Warriors.

Judging by the rings and the banner Toronto raised, load management gave the Raptors an opportunity to win the finals with only one star player. This is a great accomplishment not only because they're the champions, but also because they are the only team in the NBA to win it all with one superstar since the 2010-2011 Dallas Mavericks.

NBA players sit out less important games, beneficial for health

Calm down Mavs fans, the finals trophy is not coming to Dallas anytime soon.

The NBA commissioner, Adam Silver, and other NBA executives have sympathized with both sides of the argument. The fans may go to a game where their favorite player won't play, which is disappointing. But, the organization is deciding the games the players play in. The players are not to blame for this.

The Raptors were not the first team to do this. In 2012, The San Antonio Spurs and their head coach Gregg Popovich sat their four best players in a prime time game. This game was at the end of a long road trip, but the Spurs were fined \$250,000 by the NBA.

The issue is, it ruffled a few feathers. Most notably, the owner of the Charlotte Hornets, Michael

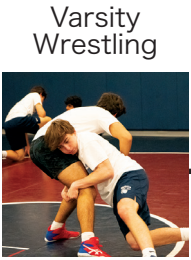
Jordan, was upset about it.

"Jordan used to tell them every year, you're paid to play 82 games," Steve Clifford, former head coach of the Charlotte Hornets, told The New York Daily News.

Sitting out from your job for 25 percent of the year while getting paid millions of dollars does seem a little odd. Yet, the goal of NBA teams is to win the finals. To win, teams need their best players to be able to play at peak performance from November to June. Playing at full strength for seven months is near impossible, without the proper rest and recovery.

Preserving player's health is more important than playing every game in November. By doing this, the chances of teams winning the finals increases. This keeps the player and owners happy.

GAME TIME line



Varsity Wrestling

Dec. 14

Tournament at Bishop Lynch High School



Varsity Mens Basketball

Dec. 20

vs. Parish Episcopal School at Parish 7 p.m.



Varsity Womens Soccer

Jan. 9

vs. Bishop Lynch High School at home 4:30 p.m.



Varsity Womens Soccer

Jan. 11

Father-daughter Game at home 9 a.m.



Varsity Mens Basketball

Dec. 13

vs. Southwest Christian School at Southwest Christian 7:30 p.m.



Varsity Womens Basketball

Dec. 19

vs. Westlake Academy at Westlake 5 p.m.



Varsity Womens Basketball

Dec. 20

vs. Shelton School at home 5:30 p.m.



Varsity Mens Basketball

Jan. 10

vs. Dallas Thunder at home 6:30 p.m.



Varsity Mens Soccer

Jan. 14

vs Fort Worth Country Day at FWCD 7 p.m.



Q

Favorite Christmas movie?

58%
"Elf"

17%
"The Grinch"

18%
"Polar Express"

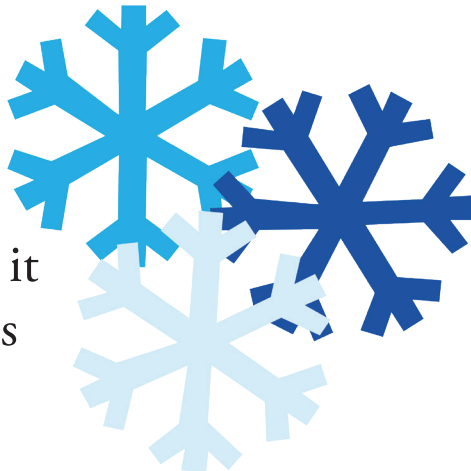


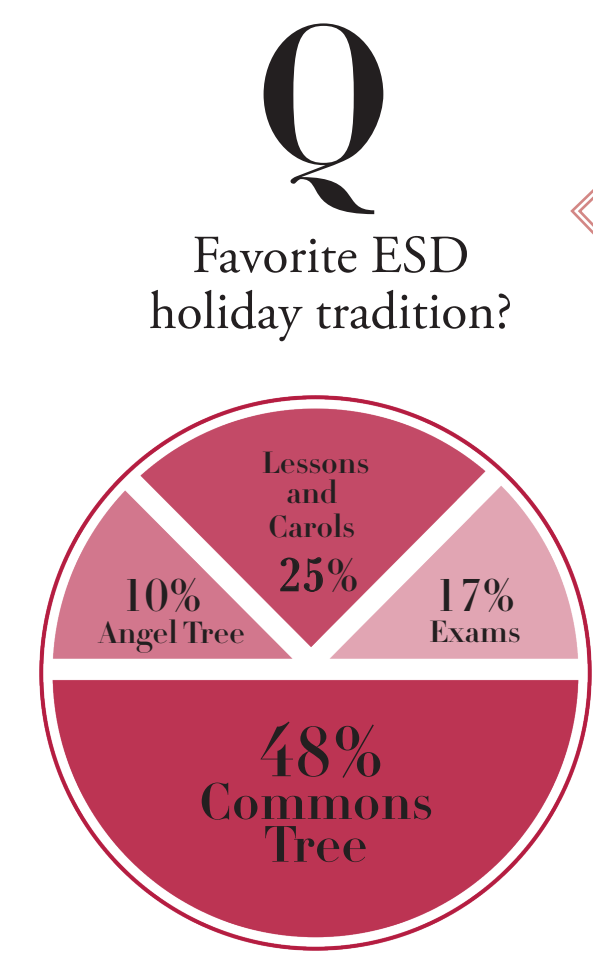
Q

Do you think it will snow this year?

60%
no

40%
yes





Your Take

All stats are from an Dec. 6 poll of 201 students


Q

Favorite Reindeer?

43%
Rudolph

10%
Blitzen

13%
Comet



Q

Favorite holiday song?

54%
"Jingle Bell Rock"

26%
"Rudolph the Red Nosed Reindeer"

8%
"Dreidel Dreidel"



Q

Do you believe in Santa?

25%
yes



Tradition tree

SENIOR AND FIFTH GRADE BUDDIES TEAM UP TO DECORATE COMMONS TREE

story by
luke mccabe

On Dec. 3, seniors and their fifth grade buddies participated in the annual tradition of decorating the Christmas tree in the Schoolhouse Commons with a multitude of personalized ornaments.

The students dress up, drink hot chocolate, sit down for lunch and make ornaments out of various materials during this yearly event.

"I love [this partnership] because it is this big tradition, and our school really treasures traditions," senior dean Caryn Rossiter said. "We get into the holiday spirit before exams, so nobody is really stressed out. I think wearing the ugly sweaters and creating our own ornaments is just fun for everyone. It doesn't matter if you're a senior or fifth grader; honestly, I'm not sure who likes it more."

Many of the seniors who are participating this year remember their time as a fifth grader decorating the Christmas tree.

"I remember when I was in fifth grade decorating the tree with our ornaments," senior Isabella Pfister said. "I was excited to bring that joy to my buddy—the same joy that I got as a fifth grader."



photos by Luke McCabe