VOL 73 ISSUE 5

THE NEWSPAPER OF ST. IGNATIUS COLLEGE PREPARATORY

DECEMBER 11, 2024

THE FEATURE

As finals season approaches, the familiar cycle of studying, cramming, and strategizing for the next test takes center stage again for SI students. In this issue, we wanted to feature education examine how the SI and community navigates both the challenges and opportunities of learning. From the debate over standardized testing to SI's unique course offerings, this feature aimed to capture student voices and perspectives on all things education. As you dive into this issue, *Inside SI* wishes you the best of luck on your final exams. Have a wonderful winter break, SI!

OPINION: RETHINKING THE HIGH SCHOOL CURRICULUM

Sierra Murphy '25, Kate Quach '25, Shay Moriarty '25 Editors-in-Chief

Formulas, historical dates, and paragraph structure crowd the lines of the spiral notebook. Hours spent studying and memorizing consume evenings. Homework, quizzes, and tests eventually lead up to graduation. Yet, after high school, are young adults truly prepared for the everyday

responsibilities of adulthood?

Although school allows students to expand critical thinking and textbook skills, the high school curriculum often does not teach students practical life lessons and career-based planning that can become utilized in their adult life, such as navigating taxes, budgeting, interviewing, and more.

Continued on Page 8



The conventional curriculum prioritizes established subjects, such as Math, English, and History.

ARTS & LEISURE CHRISTMAS MUSIC DEBATE 🕹



Josie White '28

Contributing Editor

The Christmas season is You," should you be forced to at a time." limit your listening to only one month?

too early causes the songs to be whenever I need a cozy song no overplayed and not have the matter the time of year.' same effect as if played only during the month of December. for how early to start listening to Others disagree stating that your Christmas tunes, but holiday should enjoyed several months before the holiday, possibly even year around. This makes Christmas magic last longer and have a greater effect on the audience. But which side do SI students take?

Chance White '26 said, "If right around the corner, which you want to listen in July, no means the annual holiday one's stopping you, but the debate is on the table: how early earliest I can start is early is too early to start listening to November. Before that is too far Christmas music? Whether you for me." Michael Willson '28 prefer a classic "Jingle Bells" or held a similar stance, saying, "I Mariah Carrey's belting voice in have to wait until the day after "All I Want For Christmas is Thanksgiving, take one holiday

> However, Julia Coughlan '28 asserted, "Christmas is my Many argue that starting favorite holiday so I listen

> > There is no right answer be whenever you're feeling festive, grab your headphones and a cup of cocoa and press play to feel the the Christmas magic!



FEATURE

CRAMMING: A CLASSIC STUDENT EXPERIENCE

McCann O'Brien '26 Contributing Editor

"My brain feels tired," said Gillian Stephens '26, comment-ing on how cramming really affects us when studying for exams the night before. "I get distracted and cannot focus . . . I take my tests and I don't really remember anything."

Test-taking and studying is something that every student must go through during their long years of schooling. Study methods vary from person to person, but a lot of the time, students will resort "cramming." When people think of cramming, they think of one night of intense studying, staying up all night, chugging caffeine, and trying to yourself information you need to pass in the span of a few hours.



Cramming as a method of studying may lead to adverse health effects.

This can have different outcomes on scores—but what actually motivates us to cram? And, what toll do these cram sessions have on our health, both mentally and physically?

Continued on Page 9

INSIDE



MR. BOB DRUCKER Page 3



THREATS TO THE **DEPT. OF EDUCATION**

Page 5



PUBLIC & PRIVATE SCHOOLS Page 10



CHAMPION SPORTS TEAMS Page 13



CROSSWORD Page 16

2 SI NEWS

SI'S ORCHESTRA AND JAZZ BAND DAZZLES IN FALL CONCERT

Sebastion Huerta '26 Contributing Editor

On November 21, SI's talented Symphonic Orchestra and Jazz Band held their Fall Concert! At both 4:00 pm and 7:00 pm, students, teachers, family, and friends filed into Bannan Theater to watch the musicians perform.

The concert was split into two parts, with students from the Orchestra playing their pieces first, followed by the Jazz Band. The orchestra's graceful and harmonious performances stunned the audience.

Spectators watched in awe as Wilson Chen '25 conducted "L'dor Vador," a piece which combined the force of Orchestra and SI's Chamber Singers masterfully. Other pieces from the orchestra that the audience enjoyed were "Mambo" from *West Side Story*, which included audience participation, and a combination of traditional Christmas tunes, titled "There's Christmas in the Air."

After a brief intermission came the Jazz Band. They started strong with a lively tune, "Chilli Peppers," written by famed jazz pianist and composer Duke Pearson. As the band settled into their set with a



SI's Orchestra and Jazz Band played holiday tunes at the Fall Concert on November 21st.

piece called "Jazz Conversations," heavy applause followed improvised solos performed by various members of Jazz Band. The ensemble put on a flawless show that night, finishing off with "Listen Here" by jazz musician Eddie Harris.

After the concerts, *Inside SI* spoke with Pablo Gracia Caceres '26, who played in both Orchestra and Jazz Band as a first violinist and a pianist, respectively. When asked about his experience, he replied, "The fall concert was excellent. I am really grateful for Dr. C, Mr. Green, and Ms. Gomes, who helped guide the SI Chamber Singers in a never-before-seen combination of both the orchestra and choir. It was a lot of fun, and I can't wait to do it again in the spring."

Next semester, before the Spring Pops Concert, get excited for the Performing Arts Assembly, which will happen a few weeks after we return from winter break!



Rini Saha '25 created an original art piece celebrating Seniors in the Star Program.

Managing Editors

SUPPORTING COMMUNITIES WITH THE CHRISTMAS DRIVE

Happy Holidays SI! Thank you to all who've supported the Christmas Drive and demonstrated a commitment to compassion, hope, and love!

Each year, the SI community hosts a Christmas Drive to support our neighbors. The Christmas Drive unites, encourages, and mobilizes our entire school body to act with the Catholic guiding principle of Two Feet of Love in Action: Charitable Works and Social Justice.

The Drive began on November 12 and culminated on December 4. This year, students followed a new format and instead of bringing in grocery items to fill food boxes, individuals were able to donate items to three charitable communities and organizations. Students collected in-demand, unused and gently used items for St. Anthony's, Ayudando Latinos a Soñar (ALAS), and HealthRIGHT 360. SI also raised funds to support St. Dominic's with Safeway gift cards for 260 families and Target gift cards for 450 children.

Julian Ozaeta '25 commented on his involvement and observations about the drive, sharing, "As a leader of the Arrupe Social Justice Council, I've helped with receiving monetary donations through the popular holiday-themed bake sales." He added that "it was so heartwarming to see my peers add their item donations to the growing piles across school."



The Christmas Drive collection is overflowing with generous donations and ready to go!



THE ADVENT PRAYER SERVICE

<u>Sierra Murphy '25</u>

Sophie Barsoian '26

<u>Editor-In-Chief</u>

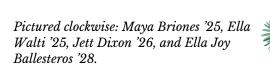








SI celebrated the Advent season in our 2nd quarter prayer service led by Campus and Music Ministry.





Photos c/o SlickPic

SPOTLIGHT

c/o SlickPic

Mr. Drucker was honored with SI's Christ the King award in 2023.

IN LOVING MEMORY: MR. BOB DRUCKER '58

Evelyn Conboy '26

Associate Editor-In-Chief

The SI community mourns the loss of Bob Drucker '58, a cherished former SI teacher, counselor, and basketball coach.

As a student at SI, Mr. Drucker played basketball and even served as a sports editor for *Inside SI* before graduating in 1958. He began his SI basketball coaching career in 1965, leading the Wildcats to numerous victories, including a historic trip to the 1984 state championship.

Mr. Drucker's service to SI extended far beyond the basketball court. As a counselor and later a teacher, he became a guiding figure to countelss students. Friends and former students shared that his personable and humorous nature made him an exceptional mentor and role model. In recognition of his contributions, he remains the only individual in SI's history to receive both the President's Award in 2007 and the Christ the King Award in 2023.

Mr. Drucker's legacy lives on in the lives he touched and the lessons he imparted, both on and off the court that now carries his name: "Drucker Court." The SI community will forever be grateful for Bob Drucker's remarkable life and enduring legacy. *Inside SI* extends our deepest condolences to his family and loved ones.

A THANKSGIVING TRADITION: THE TURKEY TROT

Managing Editor

Sienna Cline '25

This year, the 26th Annual SI Turkey Trot took place on November 28th, 2024. Ever since this tradition started, the Turkey Trot, a 4-mile course around Lake Merced, has taken place on the morning of Thanksgiving Day. While all are encouraged to run it, participants are can also walk the course, and even a baby can partake in this annual tradition by getting pushed in a stroller! Everyone is welcome to participate in the Turkey Trot, whether it be current SI students, alumni, families, friends, or even pets.

Participants registered for the Turkey Trot upon their arrival to the course right before the trot started. This year, the first 100 people who signed up for the trot received a Turkey Trot t-shirt, which was definitely an incentive to get to the course early.

Participants met at Lake Merced, specifically the North parking lot of Lake Merced where Sunset Boulevard ends, and the Trot started at 9am, and all participants received donuts at the end of the trot, too.

Participants met at Lake Merced, specifically the North parking lot of Lake Merced where Sunset Boulevard ends, and the Trot started at 9am, and all participants received donuts at the end of

the trot, too.



Current & alumni crew girls at the 2024 Turkey Trot.

All of the participants' entrance fees supported St.Anthony's Foundation. The mission of St. Anthony's Foundation is "to feed, heal, shelter, and clothe those in need." Maya Briones '25, a participant this year, reflected on her experience doing the Trot,

sharing, "It was a memorable experience! I got to see old friends who have graduated, and I was able to enjoy being in the company of others on Thanksgiving morning. It was a long run, but worth it before Thanksgiving dinner with my family.

Ella Walti '25 also participated in the 2024 Turkey Trot. Similarly, she stated, "I had so much fun catching up with my friends that came home from college, and it was amazing to spend my Thanksgiving morning with my community. I ran alongside two of my friends, and we were able to catch up on each other's lives and motivate each other throughout the run."

The Turkey Trot is a very special SI tradition and all are welcome to partake in it next year. It's a great opportunity to work up an appetite for Thanksgiving dinner, catch up with friends and family members and support St. Anthony's Foundation.

A CITY ICON: THE HISTORY OF KEZAR STADIUM

Bear Vida '27

Every year, the Saint Ignatius football team trains hard to get ready to play in the historic Bruce Mahoney football game against Sacred Heart Cathedral. They are not the only members of the SI community who take part in this tradition: thousands of alumni, parents, faculty, and current SI students who form the spirit section flock to Kezar to watch this event. Most know that the Bruce Mahoney was named in honor of Bill Bruce, a graduate of St. Ignatius, and Jerry Mahoney, a Sacred Heart Cathedral alum, but few people know the history of where this game is played: Kezar Stadium.

Kezar Stadium was built in the early 1920s and was made as a memorial by Mary A. Kezar to honor her mother and relatives. The dedication was held on May 2nd, 1925. In the 1930s, Kezar hosted a variety of competitions, including motorcycle racing, cricket, and track and field.

Some high schools, like Lowell, Poly-

SEEMS STADAM, BAN ENANCIBOS, CALIFORNIA—48

technic High School, and, of course, St. Ignatius, used Kezar Stadium for their athletic events.

SI alum Kevin Carroll '72, reflected fondly on the game days at Kezar. "In the '60s and '70s, a large number of students from the competing schools would attend games, as would many parents, faculty, and alumni. Some schools had marching bands to provide halftime entertainment, while other schools had bands which played only from the stands," he said.

The SI student section had the same spirit, but looked a little different than it does today. "In the 60s, it was quite common that all freshmen and sophomores would wear white, while juniors and seniors would wear either red or blue. Prior to the game, tape would be placed on the benches in the student section indicating where students wearing particular colors would sit. In this way, they were able to spell out 'SI' in block form."



From 1946 to 1971, the San Francisco 49ers football team called Kezar their home stadium. Not only did fans love the stadium, but the seagulls did as well. SI alum Dan Fouts '69, a ball boy at the time who became a Hall of Fame quarterback, told *The New York Times* that, "You always wore a hat at Kezar. If you didn't have a hat, you put a program or newspaper on

Contributing Editor

In 1989, Kezar stadium was demolished, and rebuilt with a much smaller seating capacity of 10,000. For anyone who has been to the recent Bruce Mahoney football game, the fans and the amazing atmosphere make it seem like it's bigger than that.

your head. Those birds were lethal."



Past and current pictures of SI's Varsity Football team and also the 49ers playing at Kezar.

OP-ED

WHY STANDARDIZED TESTING SHOULD NOT MATTER

Bobby Mullin '26 Contributing Editor

Recently, many colleges have reinstated standardized test scores as a part of their application process. As these universities flock to return to mandatory standardized testing, it is important to consider the role that standardized testing has on a student's perceived intelligence. I believe standardized test scores are a terrible way of determining whether an applicant is right for a university, and they do far more harm than good.

Firstly, standardized tests have surprisingly little to do with actual intelligence or even proficiency in English and Math; rather, the most significant factor for a student's score is their ability to manage stress. Standardized tests are often carried out in very stress-inducing environments: dead silent classrooms or gyms with tons of other students.

Additionally, test takers are under immense pressure because of the effects tests will have on their college applications.

These factors culminate in a test where the most successful students are not necessarily the smartest but those best able to navigate these stresses under timed conditions.

Household income also plays a surprisingly large role in standardized test scores. A recent Harvard study showed that children within the top 1% of household income are thirteen times more likely to receive an

SAT score of 1300 or above.

Wealthy families are able to afford private tutors, which can be incredibly expensive. This is extremely problematic because it allows those children to go to top universities, increasing their chances of financial success and perpetuating income inequality across generations.

Therefore, your standardized test scores do not determine how smart you are, or frankly any other significant traits. It is for this reason that colleges should not be evaluating applicants on a three-hour test, administered on a random Saturday morning.

CLASSICALIZING SI

Alexander Salentine '26

If one desires a good education, St. Ignatius College Prep is certainly one of the best schools in the Bay Area to obtain one due to its focus on the liberal arts. However, more work must be done to form and educate our students to their maximum potential. The goal of St. Ignatius must be twofold: to form wise and virtuous students by teaching them how to think and act properly, and to pass on the fruits of Western civilization to future generations. These noble ends can be most effectively achieved through the further integration of the classical liberal arts into SI's curriculum.

One may inquire as to what Classical Liberal Arts Education is in the first place. To understand this concept, one must break this term into two parts. Liberal Arts Education refers to the training in the seven liberal arts, namely Grammar, Logic, Rhetoric, Arithmetic, Geometry, Astronomy, and Music. But more deeply, a Liberal Arts Education emphasizes the development of critical thinking and analytical skills, solving complex problems, and understanding ethics and morality, all of which motivate lifelong learning.

Classical Education includes and builds upon this liberal arts foundation, and adds the study of the Greek and Roman worlds as a model for learning. But why Greece and Rome? Classical Education uses these two civilizations as a guide because when one dives into their culture and language, one begins to understand Western civilization's foundations.

o: Poetry Foundation

William Shakespeare portrait

Furthermore, one studies Greek and Latin in classical schools, improving vocabulary and giving one a broader understanding of human civilization and one's place in it. Thus, at a bare minimum, the Classical Liberal Arts Education includes Greek, Latin, History, Geography, Mathematics, and Science, with other courses being able to be added.

St. Ignatius's mission is to educate the whole person in mind, body, and spirit, and Classical Liberal Arts Education accomplishes this end most effectively. Not only does it inform the mind, but also inspires the soul through moral instruction taught by the good and bad examples in history and literature.

Jack Baxter '25 remarked that "A Classical Liberal Arts Education is the defining moment for many young men and women in their journeys to discover who they want to be. Without it, I wouldn't be who I am today." Therefore, St. Ignatius ought to start considering some practical steps to integrate classical education into its curriculum.

A great place to start would be to start a formal logic and rhetoric class that all SI students are required to take, as this class would help all students use sound reasoning with articulate and persuasive speech to argue effectively. The benefits of this are self-evident, as they would serve the student far beyond their years at SI. Furthermore, we should add Greek to the language course offerings at SI to provide further opportunities understand and appreciate Western



Written passage in the Greek language

culture.

Even though SI requires *The Odyssey* and some of Shakespeare's plays, SI should have more of the Great Books that have stood the test of time in all subjects. This would provide students an opportunity to engage with those texts and learn from everlasting time-tested their and knowledge. Students would benefit from this, and be more interested in reading an actual book by a compelling author rather than a textbook.

<u> Managing Editor</u>

A great example of this could be to require Euclid's Principles as required reading for Geometry, which would allow students to engage with the principles of Geometry as they were originally devised, which would be freeing and informative to learn and apply to problems.

The benefits of Classical Education are clear and well documented, being correlated with higher standardized test scores, higher levels of literacy, and greater math proficiency. Therefore, St. Ignatius, despite being a great liberal arts school, should consider expanding Classical Education into its curriculum.

c/o: History of Science



A portrait of Euclid, an ancient Greek mathematician

OUTSIDE SI 5

TRUMP THREATENS EDUCATION DEPARTMENT

<u>Farrah Almajdalani '27</u>

Contributing Editor

President-elect Donald Trump shook the nation with his promise to eliminate the U.S. Department of Education. In a September rally in Wisconsin, he claimed, "We will drain the government education swamp and stop the abuse of your taxpayer dollars to indoctrinate America's youth with all sorts of things that you don't want to have our youth hearing."

In 1979, President Jimmy Carter established the Department of Education as a cabinet-level department. The main task of the Department of Education is administering federal funding authorized by Congress, and managing financial aid programs and federal student loans. Faris Almajdalani '25 said, "Education should not be a privilege, but rather a necessity."

Schools receive money based on their meeting of specific conditions and reporting of their demands. The biggest funding programs, Title I and the IDEA program, aim to guarantee equal education opportunities for everyone.

Additionally, the Department of Education is involved in federal law enforcement by investigating discrimination complaints at schools. President Joe Biden strengthened

protections for transgender students and student loan forgiveness regulations through the Department of Education. However, if President-elect Trump ends the Department of Education, these new protections may be rolled back. Ella

Dunning Petitt '27 told Inside SI, "It's lucky that policies like [eliminating the Department of Education] have faced so much pushback from Congress and the public in the past. Trump's new education bills could cause life changing impacts for LGBTQ students and schools that

would have otherwise slipped through the cracks and lost important funding."

According to the Brookings Institution,
Congress has denied the proposals of past
presidents to make cuts to the budget of the
Department of Education 71% of the time. ThenPresident Ronald Reagan also once proposed a
similar idea of getting rid of the department, but

abandoned it after receiving little support from Congress. Similarly, Trump's proposal of merging the Labor and Education Departments during his first term proved futile. As a result, Congress may reject Trump's attempts to shut down the Department of Education.

OPINION: EDUCATION DEPARTMENT WILL FALTER UNDER LINDA MCMAHON

c/o Wikipedia

Nora Shaskan '27 Contributing Editor

Now that Donald Trump will take office in January and regain presidential powers, many of his opponents are worried about the changes to our economy and foreign policy that he will bring over the course of his term.

However, I am most concerned about what will happen to our education. I believe education is a fundamental department, keeping our society stable, modern, and productive. Without proper creative, scientific, and social studies, America will become vulnerable to stagnation and weaken into an underdeveloped nation. According Department of Education, the purpose of the department is to "promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access." With this goal, the public education system establishes policies based on data that aims secure equal access to improved practices.

Preparing for his presidency, Donald Trump has nominated Linda McMahon, once administrator of the Small Business Administration under his first

term and co-founder of World Wrestling Entertainment (WWE), to become our 13th Secretary of Education. McMahon has been called under-qualified and inexperienced by educators and politicians alike, including some Republicans. As head of the department, McMahon is intent on dramatic changes; she and Trump have discussed removing the Department of Education

altogether.

Although it is unlikely for Congress to oversee this dismantling, as it will almost certainly be met with a filibuster which will require Democratic support to overcome, the abolition

of the Department of Education would limit the federal government's power to provide resources and protections through rule making. It would cut federal funding for programs that teach Critical Race and Gender Theory, a curriculum which informs students about inequality. McMahon also plans to promote government funded vouchers for students to receive private schooling, draining money from the public school system and sending it to private schools.

This form of institutional inequality targets those facing poverty and who can't afford private education. With her agenda aligned with Project 2025's, McMahon's proposed policies will favor the white, wealthy, and cisgender people in this country. Under-qualified and discriminatory, Linda McMahon conflicts with the fundamental American

ideal of equality and challenges our government's stability, themes that run through the existing Department of Education. Believing that education is the backbone of American success, I do not support McMahon as Secretary of Education. The Department of Education (and all government positions) is sacred, and a wrestling-business owner should not lead it.



Portrait of Linda McMahon

THE EASTERN HIMALAYAS: FROM MOUNTAINS TO MANGROVES

<u>Amanda Oberto '27 and Lauren Yu '27</u>

<u>Contributing Editors</u>

When one reads the headlines regarding our climate, it can be easy to feel hopeless about the future of our planet. However, a recent movement announced in October 2024 combating climate change in the "third pole," or the Eastern Himalayas, is rapidly growing.

This region, including much of the mountains and watersheds of Bhutan, Nepal, Bangladesh, and Northeast India, is often overlooked because it isn't as well-explored as other parts of the world. However, this area holds 12% of the world's biodiversity and simultaneously is one of the fastest warming regions, harboring climate change's many negative impacts. This movement, titled "Mountains to Mangroves," aims to conserve one million hectares of forests by planting one billion trees in order to protect and restore the region.

This project strives to bring hope to the Himalayas by restoring one million hectares of forest land. It is a way to give back to nature and wildlife after deforestation destroyed the home of many native wildlife species in the region. The vision for "Mountains to Mangroves" is to stop deforestation, and it is one of the largest reforestation projects ever in South Asia The four major goals of this project is to plant one billion trees across the Eastern Himalayas, protect one million hectares of land, benefit one billion people relying on this ecosystem, and raise one billion dollars to support this project.

"While the world understands the urgent plight of the Amazon and Congo Basin, the Eastern Himalayas — one of the most climate-vulnerable regions on Earth — often goes overlooked. 'Mountains to Mangroves' aims to change that by raising global awareness of its

ecological importance and Bangladesh and Nepal to conserve the nature they depend on to thrive," Richard Jeo, vice president of Conservation International-Asia Pacific said.

There are various nonprofits organizations working towards these goals, including ATREE, Bhutan, Ecological Society, Friendship, TERI, and Bhutan Trust for Environmental Conservation. "Mountains to Mangroves" has brought hope and positive change to South Asia, and is an incredibly powerful movement that has brought the community there together to share a common care for the ecosystem and hold a mutual goal of protecting South Asia's rich biodiversity.

6 HOLIDAY

HOLIDAY FESTIVITIES AROUND SAN FRANCISCO

Heather Yee '27 and Mike Cinco '27

Managing Editor and Contributing Editor

Hey Wildcats! With the holiday season ahead, we know many of you are eager to participate in some seasonal festivities. Here are a few fun activities you can enjoy to make the most out of the holidays here in San Francisco.



One thing you won't want to miss this holiday season is making a visit to Macy's in Union Square. The department store features its Holiday Windows, showcasing adoptable dogs and cats from the SPCA, as well as wreath decorated windows. Across the street from the store stands the famous, dazzling Macy's Christmas Tree. 2024 marked the 35th annual Macy's Christmas Tree lighting in the city; however, this may be the last. With the recent announcement of the department store's closure earlier this year, this may be your last chance to enjoy the iconic store's holiday festivities, so take advantage of this special opportunity!



Located just next to the Macy's Christmas Tree in the square is the Holiday Ice Rink. A fun winter activity for skaters of all ages, the rink never disappoints. Just remember to keep your knees bent! Each skating session is one hour long, and they start every one and a half hours. With both including skate rentals, youth admission for children under 8 is \$15 dollars, and general admission is \$20 dollars. Donning ice skates, brisk wintery air, and festive music will surely put any skater in the holiday spirit. Excited for the season's festivities, Maddie Van '27 said, "My favorite thing to do during Christmas time in San Francisco is to go ice skating in Union Square because it is super fun!"



At the San Francisco Zoo on December 9 and 10, guests can soak in the holiday spirit at its event, "Joy in the Park," while watching staff feed a variety of animals up close throughout the decorated park. The zoo boasts a magical exhibit of holiday lights, as well as photo opportunities with animals at the very special Penguin Island. If you're early on December 10, you can even help the staff decorate Christmas trees for the zoo animals at the Family Farm.



To support San Francisco's local performing arts, get tickets to The Nutcracker! The ballet performance lasts about two hours with a twenty minute intermission. Tickets start at \$35 dollars, and the San Francisco Ballet's rendition of The Nutcracker is a must-watch. The ballet is set to Tchaikovky's well-known score, and follows a young girl named Clara who receives a nutcracker for Christmas. Throughout the show, they meet various obstacles and must face them together. The ballet is located at the War Memorial Opera House downtown, and is a great excuse to dress up!

CHRISTMAS IN THE CHAOS OF FINALS

Shay Moriarty '25 Editor-in-Chief



SI Students get in the Christmas spirit with holiday accessories and live music from student band, High Five, before their finals.











HISTORY OF HANUKKAH

<u>Alexander Goldberg '26</u>

Contributing Editor

December may be the season of Christmas time for Christians and secular families, but it is also the season of Hanukkah for the Jewish people. Hanukkah lasts for eight days and eight nights, and although it is not a high holiday, it is significant for all Jews. Let us discover the history of Hanukkah, how it is celebrated, and its significance for Jews around the world.

Hanukkah, also known as the Festival of Lights, celebrates light over darkness. Although the holiday is not directly connected to the Torah (5 Books of Moses), it reminds us of Jewish history and represents our Jewish values community, hope, and courage. In the 2nd century BCE, the Seleucid King Antiochus IV Epiphanes forced Hellenistic influence and culture onto the Jewish people, oppressing Jewish culture and religion. As a result, a priest named Judas Maccabeus led Jews in the 7-year Maccabean Revolt, whose resisters became known as the Maccabees. Through persistent resistance, they won back Jerusalem and eventually led to a temporary Jewish state. When the

Maccabees won, they rededicated the Second Temple.

However, when they attempted to light their Menorah (which was used in Jewish rituals before Hanukkah became a holiday) with oil, they did not have enough oil for one day. However, a miracle occurred; the oil lasted eight days, a visible sign of God's love and commitment

We celebrate Hanukkah by lighting a Menorah or Hanukiah, which was used for Jewish rituals in ancient times, once every day for eight days. We do this in order to symbolize the miracle of the oil lasting for eight days. We also play games such as Dreidel, where we spin a four-sided spinning top with Hebrew letters on each side. We eat foods such as latkes (potato pancakes), sufganiyot (jelly doughnuts), and other foods, which symbolize the burning oil, as the food is fried and is really tasty! We give gifts to one another, read Scripture, and sing songs. In addition, Hanukkah always starts on the 25th day of Kislev on the Jewish calendar, which is the date that commemorates the rededication of the Second Temple by the Maccabees.

As this day is on the Jewish calendar and not on the Gregorian calendar, Hanukkah falls between late November and late December. This year is particularly interesting because Hanukkah starts on Christmas Day, allowing both religions to celebrate their religions together.

As Jewish students, Hanukkah allows us to remind ourselves of perseverance and triumph over oppression and tough times in life, whether personally or on a societal scale. It reminds us to always express ourselves and be resilient. It also reminds us to be courageous, and be in community with each other and all people.

On December 6, the Jewish Affinity Group hosted a Hanukkah celebration where students of all backgrounds ate jelly-filled doughnuts and latkes, played dreidel, and enjoyed each other's company. It is an opportunity for SI students to enjoy and learn about a new culture. Shalom SI, and Chag urim sameach!



PASKO REINS IN THE CHRISTMAS SPIRIT AT SI

Annika Watkins '26 Associate Editor-in-Chief

ASC and SIPAC (SI Parents' Asian Club) hosted their sixteenth annual Pasko Christmas Celebration in McCullough Gymnasium on December 8, 2024. This highly anticipated event sold out early and was an extravagant celebration.

As one of only two Catholic nations in Asia, Christmas holds significant importance in the Philippines. Filipinos celebrate

Christmas starting September, in contrast to most countries in the world. The start of the Christmas season is marked by the of traditional creation lanterns, the sound of carols in stores, and the sight of Christmas gifts piled high on shelves during the "ber" months.



Students perform in the annual Pasko Fashion Show on Dec. 8th.

In October, Christmas music fills the air, and by November, people start shopping for and exchanging gifts. By December, the atmosphere is filled with lights, music, and an overwhelming sense of Christmas cheer. Ava Chiappari '26 stated that Pasko is an important event "because it's a way for people like me to connect with their own culture, and for those who aren't of Filipino descent to experience

and celebrate another heritage."

SI's Pasko included a delicious feast, with Filipino foods, such as roast pig, fruit salad, ham, and queso de bola. There were a variety of performances, including singing and dancing by SI students, highlighting the talent of the school's student body.

<u>Jordan Liu '26</u>

Every year, SI sends a faculty delegation to the PoCC, or the People of Color Conference. Here, teachers and faculty alike engage in conversation and introspection on their unique experiences with their heritage and how to incorporate inclusivity into the classroom and the broader SI community. The event has been held for over 35 years, with SI sending delegations since 2016.

The conference is the brainchild of NAIS, the National Association of Independent Schools. This organization aims to equip educators with tools to support stronger classroom environments that celebrate cultural diversity, inclusivity and connection.

Señor Ray Orque, a member of the faculty delegation for the past eight years, affirmed these goals, saying, "PoCC has helped me to analyze the curriculum and what is being taught. Diversity is a core principle of Jesuit

education and is a part of what makes SI so unique. It's something that we want to instill in every student."



SI faculty and students attending the conference.

For the first time this year, SI won a lottery for the opportunity to send student representatives to a branch-off conference from PoCC, the Student Diversity Leadership Conference (SDLC). This conference is similar to the PoCC, with speaker

<u> Associate Editor-in-Chief</u>

events and group discussions to augment identity and to provide tools to foster a more inclusive environment at SI.

The two conferences shared opening and closing events, highlighting unique voices such as Sekou Andrews, an African-American spoken word poet.

SI delegation member Camila Limo-Fernandez '26 shared, "I am excited to attend because it is an opportunity to make new friends from different schools who are of similar backgrounds and share similar stories. I hope to learn new ways of creating spaces for inclusion and bring those ideas to SI."

Both faculty and students aspire to capture inspiration from their respective cohorts, not only through intermixing but also through diverse dialogue.

OPINION: RETHINKING THE HIGH SCHOOL CURRICULUM

Sierra Murphy '25, Kate Quach '25, Shay Moriarty '25

Editors-in-Chief

Continued from Page 1

The high school curriculum introduces topics that may hold some relevance in the general workforce but do not contribute greatly to any specific occupations. Even when students are given the option to choose a class that strays away from conventional subjects, such as Finance or Accounting, they must compete with hundreds of other students also seeking to get themselves in the same class with space for only 30 students.

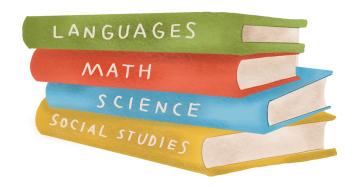
Sadie O'Leary '25 hopes to have more help in taking these specific and practical classes that target a certain career. "One of the most important academic fields to study is the political systems that govern our nation. Each of our lives is subject to change based on the political temperature of our country," emphasized O'Leary, who aspires to study and work in the field of Political Science.

"It is important that youth, specifically those that would be our next generation of voters, are educated on the justice system and how laws are passed. International affairs and current events classes should be added to specifically our junior and seniors curricula to enhance political awareness."

Providing this education for students might give those who are uncertain about their future a better sense of what they want to become, or at least an introduction to a major they want to pursue in college. Otherwise the adjustment to real world responsibilities is a lot more difficult for graduates.

Additionally, the job process on its own is very complicated. At some point in our lives, we all will start looking for and sending in applications for internships and jobs. Adding a class about this process could be beneficial. How to interview, create a resume, and even just search for jobs, are skills that should be taught in a classroom and will help a student become successful.

High-schoolers like O'Leary face the question, "What do you want to be when you're older?" The traditional textbook pages often cannot help them determine a concrete answer. Reshaping the conventional high school curriculum might.



Emma Wong '25

READING FURTHER INTO EDUCATION

education that exist-whether they are

academic or based on lived experiences-

we are constantly learning. High School

English courses can serve as a major form

of education as they occur at a pivotal and

formative time of a child's life, often

There are many different forms of

Contributing Editor

Did you know that reading for at least six minutes a day can reduce stress levels by 68%? How often do you think about how long you read a day? As students, many of us actually most likely regularly read more than those six minutes for schoolwork, but we may not

always realize the benefits it provides. Whether you personally agree with the statistic or not, it is undeniable that reading plays a large role in our lives, even from an early age.

Many young adults may have even heard their parents or guardians recall reading their favorite books to them when they were children. studies Recent by the Academy of American Pediatrics reinforce the fact that reading to young children starting from infancy is extremely beneficial to their early brain development by helping build foundational language, literacy, social, and

Muncar Cates

SI Students engage with texts from English Class.

cognitive skills. Even after one's childhood, reading remains a significant part of an individual's life, especially as they grow up and progress in their education and schooling. Here at SI, all students continue to consistently engage with reading as it is a key part of all required English courses.

Why is it that books and reading not only act as such a formative part of our childhood, but also play an important role in our education throughout our entire academic lives? The answer is clear when we consider the importance of education in general. Education is absolutely crucial to our development as humans as it refers to the ways we gain the essential knowledge that allows us to build the important habits and skills that we use everyday in order to be successfully functioning individuals in our society.

heavily involving reading.

Reading provides another facet of education that teaches us how to interpret the texts and written words of others, as well as poses the opportunity to explore the depths of literature. When we read, we are able to experience new perspectives and connect with stories that add to our worldview and help us become informed and educated. At St. Ignatius, the literature we read is carefully picked by the English department to contribute to the learning goals of each course, often showcasing diverse perspectives and relevant topics to both our history and our world today.

Even before first stepping foot onto campus, the Freshmen summer reading books act as an introduction to one's English course, providing a promising and exciting impression of the SI English curriculum. English 103H student Cora

Gallegos '28 reflected on how she particularly enjoyed this year's summer reading book *Frankly in Love* mentioning how the modern 2019 novel from author David Yoon "felt like something [she] would actually read," and how it gave the positive impression that

her English class "would be personalized and more relatable."

Gallegos also shared some insights about her perspective on why reading is important to education, explaining, "I enjoy getting to read different books that I wouldn't usually read. I think that this is important because it provides more exposure to literature. It's also really enjoyable to be able to talk about the books and our takes on them."

Starting the year off with this positive impression is especially valuable, as it leads incoming students to feel

excited about their upcoming class, both curious and looking forward to finding out how the texts they chose to read over the summer connect with the new concepts they will learn in their English course. The importance of reading can then be revealed by examining this feeling.

A large reason for the importance and longevity of reading in school curriculums and many people's personal lives is that it makes education exciting and enjoyable. There is truly no feeling that compares to when you open a book and the very first line on the very first page catches you by surprise. You are immediately hooked and suddenly cannot imagine doing anything else but finding out what will happen next. So what is your next move? Just as you have done your entire life, you continue reading.

VOTERS BACK PROPOSITIONS ADDRESSING EDUCATIONAL INEQUITY

Evelyn Conboy '26 Associate Editor-in-Chief

Prop 2 (California)

Provides \$8.5 billion to K-12 schools and \$1.5 billion to fix and renovate community colleges. (Yes 58.7% - No 41.3%)

Prop J (San Francisco):

Create an oversight body to monitor city government spending on programs for services to children and youth (Yes 82.1% - No 17.9%)

Prop A (San Francisco):

Provides San Francisco Unified School District (SFUSD) to borrow \$790 million to upgrade and fix its campuses and facilities. (Yes 75% - No 25%)

California Proposition 2 and San Francisco Propositions A and J, all of which passed this Fall 2024 election cycle, promise to bring much-needed changes to California's and San Francisco's public education system. According to the Public Policy Institute of California, schools across California are in dire conditions. Reportedly, 38% of California students attend schools that fail state safety standards. These hazards include buildings with leaky roofs, broken air conditioning, peeling paint, and many other health and safety concerns.

Students and teachers can attest that inadequate learning environments lead to poor student participation and learning outcomes. Currently, repair money for California schools is approaching empty, which is why these propositions are imperative to pass.

Not only will these propositions repair physical safety concerns, but they will also help bridge the divide between affluent and low-income school districts. Often, school districts in more well-off communities can independently raise sufficient money for repairs while lower-income school districts rely solely on state bonds.

The successful passing of these propositions will hopefully mend this divide and allow all students, regardless of their socioeconomic status, to receive the same educational opportunities. If implemented effectively, these changes would allow every student to learn in a positive and safe environment.

CRAMMING: A CLASSIC STUDENT EXPERIENCE

McCann O'Brien '26

Continued from Page 1 How does cramm

What motivates us to cram for tests?

The act of cramming is only one

The act of cramming is only one part of a larger issue, which adolescent psychologist Dr. Stephanie Rooney refers to as the "cycle of procrastination," or "the events leading up to the cram session." It starts with avoidance. The idea of taking a test and receiving a grade brings up uncomfortable feelings, so we often put off preparing as a way of coping with those feelings. Next is intense pressure: when the time to cram comes, we focus on fitting as much information into our brain as possible. Then comes the immediate relief when the cram session is over, and we no longer have to endure that intense pressure. However, this relief is fleeting.

When we come to the final step of taking the test, that cram session dissolves into nothing and the information we spent intense hours reviewing is lost. In the end, whether a good or bad outcome, that anxiety and avoidance settles in again for the next big project. Why does this information disappear?

It all has to do with memory. Cramming depends on short-term memory, not long-term recall. Dependence on that form of memory, combined with the intensity and stress of cramming for a test, makes all that information disappear before we even write our names on the paper.

How does cramming affect us?

The idea and act of cramming can cause stress and anxiety, which manifests itself in many different ways. Fatigue, agitation, headaches, and vomiting are just a few of the things that can happen before, during, or after



When students cram, they risk their ability to retain information long-term.

simply one cramming session. "But, physically, how I felt was practically sick. I just felt sick to my stomach... I was agitated, I was distracted, I was tired, I was overwhelmed. I felt all these things just because I put studying off until the last minute," states Dr. Jessica Kaplan, MD, about putting off medical school.

What can we do instead?

Studying is something everyone must do, but cramming is not. According to former SI teacher Mr. Yosup Joo, there are three main ways to obtain information for tests. The first is retrieval practice. "Retrieval practice is basically the idea that the best way to practice for a test is to take a test," Mr. Joo said. "I don't mean rushing through attempts and memorizing answers, but actually going through the cognitive process of answering questions. The difficulty of that process is what makes information stick."

Contributing Editor

The next is the spacing effect. "The spacing effect is the idea that if you're going to study for four hours for a midterm, it is best to space out those four hours across four days rather than all in one session." Joo continued, "Allowing your brain to consolidate the information with a good night's sleep is critical for long term memory formation."

Finally, interleaving: "This is the idea that one should change the topic of study and intersperse different concepts from different units in a course. That way, your brain works harder at making connections, thus improving recall later."

These three ideas can help us retain and recall information, so we can take tests to the best of our ability without sacrificing our well-being.



THE COLORFUL DEBATE OF SUBJECT COLORS

Madison Dela Rama '27 and Genevieve Arcenio '27

Managing Editor and Contributing Editor

Everyone has a different opinion on which color aligns with which academic subject. For SI students, this could also mean what color they assign to their classes on Canvas, or the colors they select for their subject folders or notebooks. Based on an anonymous survey from 39 students, here are the **majority opinions** for the four core subjects: Math, English, History, and Science.

om ca ry, in

Blue is a color that is deep and rich. It calms people and has the open option to invite people in. It mirrors the sky and the ocean and the waterways.

-Ms. Nora Miller, English Teacher









Math is ultraviolet. It's beyond the visible spectrum. Most math is challenging for people beyond the visible spectrum, but ... you just have to be able to see from a different perspective sometimes.

-Mr. Paul Maychrowitz, Math Teacher



THE CODE BEHIND THE GAME DESIGN COURSE

Claire Somsouk '26

Among the various courses offered at SI, the Game Design and Development course is the newest and one of the most distinctive. While many high schools do

not provide classes in Game Design and Development, colleges generally do. According to SI teacher Dr. Don Gamble, the course was created as an "introductory science technology laboratory course" students fundamental coding skills while using popular gaming platforms like Unity and Roblox to design their own video games. This year-long honors course is UCapproved and meets every Monday from 6:30 to 9:30 PM Zoom. Students introduced to a variety of pro-

gramming languages, including C#, C++, Lua, and JavaScript. The course encourages students to combine their creativity, curiosity, and problem-solving skills to develop unique games.

Dr. Don Gamble, who teaches Multimedia and Design, AP Computer Science A, and the Honors Game Design and Development course, aims to inspire students to transition from being consumers of digital content to being creators.

Stemming from his lifelong passion for video games and belief in the potential of coding and digital art, Dr. Gamble designed the course to blend creativity with problem-solving skills. It provides hands-on experience with professional game design tools and programming languages like C# and Lua while incorporating elements of virtual, augmented, and mixed reality (VR, AR, XR) for an engaging learning experience.



Dr. Gamble hopes to inspire students to create games and explore AI.

Nathan Rose '26, a student in the Game Design course, expressed his eagerness to "explore and understand" the intricacies of game development. The course not only offers honors credit, but also meets his junior science requirements. Nathan appreciates the "foundational knowledge" he has gained in coding and game design, which is also applicable to other areas of coding and computer science. His positive experience stems from the creative opportunities to build meaningful gaming experiences and the active support he receives from Dr. Gamble.

Overall, Dr. Gamble's Game Design course offers students much more than just technical skills in programming and game development —it provides them with life skills that can impact their futures across

various fields. While students learn to code in languages like Lua and C# and work with tools like Unity and Roblox Studio, they also develop problem-solving

abilities. "The most important skills I model for my students are grit, perseverance, and a positive attitude," Dr. Gamble said.

Contributing Editor

Many of the software programs used in the course are challenging, and students must learn to overcome problems independently, building patience and resourcefulness. These skills are critical not only in game development but also in virtually any career or future field of study.

Additionally, the course prepares students for a wide

Nathan Rose '26, a student in the Game range of career opportunities, from game development to AI exploration, and encourages them to think creatively and ethically about the impact of technology. Ultimately, Dr. Gamble hopes to inspire students not just to consume digital content, but to actively shape the future of technology and innovation.



PUBLIC VS. PRIVATE SCHOOLS: CAN WE BEAT THE STEREOTYPES?

Beatrice Sopko '26 Contributing Editor

Movies and television evidence many stereotypes associated with public and private schools. In *Gilmore Girls*, private schools are depicted as rich, selective, and academically rigorous. This contrasts the way public schools are depicted, as evidenced in the comedy drama, *Heartbreak High*. In this show, public schools seem unorganized, underfunded, and somewhat unsafe. These stereotypes dominate our media and influence the way we think about public vs. private schools.

When asked how media stereotypes compared to reality, Trey Wright '25, said, "The high school stereotypes of the 90's movies, [include] a social hierarchy, student misconduct, and [tired] teachers." Is this true or merely a contrived stereotype?

Natalie Bravo '26 spoke about her experiences in both public and private schools, underscoring a significant difference. Bravo described her public school as "understaffed" and "disorganized," noting that during her time she underwent bullying with little aid from the teachers. When Bravo later transferred to a private school, she said, "I truly felt a s

ense of belonging" and her "positive experience with St. Monica was achieved because of the clearly set expectations."

In another interview, Lily Chavaree '26, who attended a public elementary school and middle school, described how she felt, "a lot of the people around me were not as academically focused as people I knew in private schools," tying the difference she perceived in academic rigor to the differences in funding, which can challenge public schools in attracting and retaining faculty.

Since private schools obtain funding through student tuition along with donations, endowments, or grants from private contributors, private schools have greater autonomy to develop their curriculum and offer experiences, like trips, that rely on the school having enough resources.

In comparison, a combination of local, state, and federal dollars fund public schools, which can, but not always, limit some of the experiences offered to students. This is not always equate to less rigor because SFUSD's Lowell High School is an example of excellent teaching, academic rigor, and high student

achievement, offering a competitive academic experience at no cost to the student or family.

While many people argue that public education must be treated as a democratic right, due to a lack of equity, there is still a significant disparity in the kinds of education students experience, depending on the resources and opportunities the school can offer. If the schooling systems want to break down stereotypes the media perpetuates, then the government must take action to ensure that public schools are well funded to nurture a more equitable learning environment for all students.



Lowell High School, an example of many campuses with high academic rigor in SFUSD.

FINALS STRETCH

One of my favorite ways to study

for finals is to collaborate with

friends by making study guides,

together.

Quizlets, and overall just working

-Serafina Spink '26

Sadie Eggert '26 and Dara Lewis '26

Contributing Editors

FINALS - I know nobody wants to hear it, but it's time we face reality. Feeling stressed about finals? Want some advice? You may be asking yourself, friends, and teachers questions to start to prepare for the upcoming weeks, and eventually finals week. Here are some SI students' best tips, tricks, advice, and insight leading up to finals.

To start off, Parker Reid '26 said, "One of my favorite ways to study for finals is finding a quiet, distraction-free place to study and finding peers and friends in your similar classes to go over

material and study guides together." Many students find that working with others is extremely helpful to retain information and further benefit each other's study experience and preparation.

For example, Serafina Spink '26 said, "One of my favorite ways to study for finals is to collaborate with friends by making study guides, quizlets, and overall just working together. I also recommend using a lot of color in your study guides, which helps me, personally, study better."

While many teachers provide a study guide or general study preparation, making personalized study materials like quizlets and Kahoots can be very helpful in reinforcing knowledge. So overall, many students find in common that it is quite helpful to study with your classmates and friends, which not only is a helping hand in studying, but also a reminder that you're not alone. Bringing your own knowledge and creativity into your own study guides can be supportive. Doing things your own way with your own creative skills and color can stick much better in your brain over a teacher's

During finals, an extremely stressful time of the year, many students cram in work and forget to prioritize and focus on their mental health. Some students have tips on how to prioritize it during the hectic times. Parker Reid '26 said, "I like to give myself a lot of breaks and not cram everything into a short amount of time."

A lot of people find that this is a cause for a lot of stress and exhaustion during finals. By giving yourself brain breaks, it helps you take in more information and keeps yourself a lot less stressed. Along with pacing yourself and spacing out your studying rather than cramming it all at once. Serafina Spink '26 added, "I prefer to start studying in advance to my finals to keep things spaced out and less stressful." Many find it stressful to leave studying to the last minute and by starting earlier it helps keep yourself less stressed and keeps your body and mind more clear and prepared.

> A lot of students misjudge their time and don't begin to prepare until the night before, which is not a healthy or beneficial way to do it. By spacing it out and studying in advance, even if it feels unnecessary, it will help you in the long-term and give your mind more breaks and time to process. Around the SI campus, there are many finals week perks, one being the food selection and how it changes with finals week. Along with the regular snacks and

meals, there are normally cinnamon rolls, tater tots, and more. Students were asked what they'd add to the Finals food selection if they could. Mia Kronk '26 said, "I think they should add more breakfast foods like French toast, and exciting drinks like hot chocolate." Parker Reid '26 added, "I think that they should add brownies to brighten the spirit!" Fun foods around this hard time are a mood booster and a nice way to regenerate energy before, between, and after exams.

Also, at SI there are many particular study spots people like. Common study favorites are the library, student center and any other common areas. Some other different and new spots to study may be the village, the counseling center, the football field, etc.

Overall, SI has a lot to offer during finals within the campus with its areas and food. Along with that, all teachers, staff, and peers are always looking to help. There are many supportive resources during this stressful time and reminders that you are not alone and that you can do it!

ARTS & LEISURE

<u>Contributing Editor</u>

Behind the curtain, actors had some

favorite moments as well. Giovanni Bueno '27 noted, "I learned that messing

up is okay because sometimes you mess

up and then you get back up.. also my

favorite part is that there's a piece of

chicken I'm supposed to eat after

intermission and it's funny watching

everyone walk by it and make jokes about

it." Alexander Goldberg '26 stated, "I

enjoyed exploring something new with

AN APPRECIATION NOTE TO "RUMORS"

Rini Saha '25

On November 6-8, both the Opening and Closing casts made an explosively wonderful performance of Neil Simon's play, Rumors!

The scene is set at an evening dinner party celebrating Charlie and Myra Brock's anniversary in their house. However, everything seems to be going wrong. The host, Charlie, is found semi conscious with a ripped up note and a bullet pierced through his ear while the hostess is nowhere to be seen. Panic and confusion arise as more friends arrive and no one can accurately identify why Charlie's wife is missing and what happened to the wounded husband-only rumors.

As mouths keep moving, characters begin to suspect something quite tragic has occurred, due to a bullet, a note from the deceased, and a runaway wife, but no one really knows for sure.

> Pictured: Zoe O'Neal '26, Chloe Dean '26, Caroline Krol '27, Jack Bennett '28

The friends have other problems of their own, too, that the audience slowly uncovers; Cookie Cusack, married to Ernie, is overworked and has chronic back pain— Glenn Cooper is an aspiring California Senator who needs to make his campaign look flawless while he and his wife, Cassie, work out relationship issues - Lenny and Claire Ganz got into a car accident with driving to the party and arrive unscathed (unlike their new car) while poor Ken Gorman suffers a spell of temporary deafness while trying to keep Charlie's true state hidden from the arriving friends with his wife Chris.

There's inferences and speculation, but with more people tangled up in the story, the facts can't be set straight. So much for a relaxing dinner! The whole play deals with miscommunication between friends, mindfulness crystals, deception, fancy cars, hiding truths, food, avoiding scandals, and most of all, the offthe-wall rumors.

an amazing fall play, "Rumors."

people that are fun to connect with. My favorite scene was when I was acting deaf and talking really loudly about the manhole." Rumors startled some, left few wondering, and many more laughing when it was performed at SI's Bannan Theater on November 6-8. The well made set (as per usual) had props for all the special rooms in the house. The loud bangs and toilet flushes definitely made the audience jump in their seats. The audience really

loved the performances!

SI Performing Arts puts on

12 **ARTS & LEISURE**

THE GREEN WITCH RETURNS: WICKED 2024 REVIEW

Janice Yan '26

Managing Editor

Wicked, originally a beloved musical, has c/o NBC News now been transformed into a captivating fantasy film directed by Jon. M. Chu, marking the first installment of the two-part adaptation of the enchanting Broadway experience. This film features the renowned singer and actress Ariana Granda as Galinda Upland alongside Cynthia Erivo as Elphaba Thorpe. The whimsical yet empowering tale has captured not only the hearts of musical theater enthusiasts but also a broader audience, inviting all to revel in its magic and depth.

Set in the Land of Oz, the film opens dramatically in Munchkinland, where citizens are celebrating the death of the Wicked Witch of the West. Glinda, also known as Glinda the Good, reflects the past with Elphaba, posing the thought-provoking question of whether



people are born wicked or become so due to their circumstances. This inquiry sets the stage for the story, inviting the audience to explore Elphaba's journey and the complexities of her character.

Given that it is a musical adaptation, some fans have expressed their concern about alterations made to the source material, fearing that key themes and character arcs may have been diluted or changed.

In conclusion, Wicked is a must-see for those who appreciate narratives that challenge beliefs, conventional while captivating audiences with beautiful melodies and poignant moments. Whether you're a musical theater enthusiast or simply someone who enjoys a well-crafted story, this film is sure to enchant you!

HIGHLIGHTS FROM THE FALL DANCE CONCERT

Annika Watkins '26

Associate Editor-in-Chief









SI's Fall Dance Concert was an unforgettable celebration of talent, creativity, and passion! The concert ran from November 14 to 16. There was a stunning array of performances, ranging from contemporary to jazz. Each piece showcased the dancers' hard work and dedication. Ms. Calalo Berry, the dance instructor at SI, emphasized the concert's importance in our community as it gave the performers "an opportunity to showcase their talents and tell their stories through movement."

THE FALL CONCERT

Shay Moriarty '25

c/o SlickPic















13 SPORTS

BOX OF CHAMPS

Sierra Murphy '25 Editor-in-Chief



Varsity Football and Field Hockey are CIF-CCS Champions. Football lost at the NorCal 1-A Championship against Central Highschool.

> When the final whistle blew, I was overwhelmed with emotions. Our team had worked incredibly hard all season and to be the first team at SI to win the CCS Field Hockey Finals is truly an unforgettable moment.

> > -Cariana Campbell '25



Girl's Cross Country placed second at CCS and top 20 at States. Boys Cross Country placed first at CCS and 8th at States.

> As a senior I am really sad the XC season is over, but I am so proud of the boys and girls varsity teams for making it to states!

> > -Julia Ting '25





MAKING HISTORY: WILDCATS FOOTBALL WINS CCS CHAMPIONSHIP

Marco Cerchiai '25 and Luke Miller '25

Contributing Editors

On a rainy, cold, fall night at San Jose City College, Saint Ignatius faced off against Saint Francis in the CCS Open Division football championship. Looking to secure their second Open Division title ever, the #1 seed Wildcats were determined to get revenge on the #2 seed Lancers. The week prior, SI cruised through the first round of the playoffs, defeating Salinas 45-7 in a dominant home victory on J.B. Murphy Field. But the Wildcats knew that this title match would be a completely different game. In such an important faceoff in such harsh conditions, it was truly a toss up, and the result would come down to whichever team was more prepared for the battle ahead.

After Odhran Kenny '25 knocked down a long field goal early in the game,

the Wildcats started off up 3-0. With the harsh weather conditions though, the fans and players all knew the game would be determined by each team's performance in the trenches. Unfortunately, after giving up a touchdown to the Lancers, and with a couple scoreless drives, time was running out for the Wildcats to write themselves into the SI football history books. The team had one last drive, with season on the line, the rain pouring down, and the hope to bring the trophy home for the first time in 12 years. A huge catch by Zui Shelton '26 set the team up in scoring position.

Then, the Wildcats' always reliable running back, Jarious Hogan '25, ran for a game winning touchdown to seal the win, and SI's second ever CCS Open Division championship. The victory was a testament to

the resilience the team has shown all year, and, as Hogan said after the game, in a battle like this, "We had to put straight blood and tears onto the field."



Varsity Football celebrates a great game and championship.

TACKLING STEREOTYPES IN FROSH ATHLETES

Dixon Fordyce '28

Contributing Editor

been led to believe certain stereotypes about athletes. Shows and movies like Friday Night Lights feed two dominant and incorrect stereotypes: that all athletes are bad students, and that athletes only hang out with other athletes. At SI, as most of the student body is composed of committed and talented athletes, it's easy to make assumptions about all of them.

I asked my friends on the frosh football team how they thought their affected football their academic performance, and their answers fully contradicted the stereotype.

Fletcher Fritts '28 said that "playing football didn't impact my schoolwork at all. It took up some of my time, but I was left with plenty of time to do my homework."

When asked about easy and efficient ways to get work done while on the team,

finish assignments on game days, and it helped me navigate any stress." This goes to show that everyday athletes can also be good students. Of course there are some outliers, but there are outliers outside of the sports world as well.

Next, I asked the frosh footballers about their social life, and if football had had any impact on it. Eddie Tan '28 said, "Yes, football was the main starting point for my social life, but it's not the only space I made friends. The sport helped me develop relationships with people that were interested in the same things as me, and it helped me fit into such a large school." Tan highlighted that football was valuable in helping him gain friends in such a large school, but also maintained it wasn't his only source of friendship.

Fritts commented, "I made great friends playing football, but I have close friends I

Through the media, a lot of us have he reported that "Resource period helped me met outside the sport. I think freshman tootball is a great way to meet new people, but is not the only way to make friends at SI." Both of these freshman students illustrate that frosh football was a great way for them to meet new people, but they also gained a lot of friends outside of playing football.

> In conclusion, the stereotype that athletes are not very academic and only hang out with other athletes is incorrect. SI is a big school with a lot of different kinds of people, and assumptions about athletes, or anyone else, gets in the way of developing authentic friendships with them.







14 Sports

SPORTS UPDATE

Nick Luongo '25 Managing Editor

MEN'S BASKETBALL

Record as of 12/8: 2-1

c/o: Slick Pic

10 22 21 25 35 35

Varsity Men's Basketball is already off to a hot start in preseason. With the Bruce Mahoney at Chase Center and other big games to come, this season is shaping up to be a memorable one.

WOMEN'S BASKETBALL



Varsity Women's basketball also looks ahead to the combined Bruce Mahoney at Chase Center on 1/14. In the meantime, they play several preseason games.

MEN'S SOCCER

Record as of 12/8: 2-1



Following Media Day on 12/2 (pictured), Varsity Men's Soccer plays a few preseason games before the WCal season starts.

WOMEN'S SOCCER



Varsity Women's Soccer began their season on 12/3 and plays four more preseason matches before WCAL play begins.



RUGBY

SI's Rugby program enters its second year with rigorous tryouts. The team's first scrimmage is against SF Golden Gate on December 21 on JB Murphy.





WINTER SPORTS

Leena Feeley '25 and Logan Mitchell '25

As we approach the end of the fall athletic season, with our athletes taking home multiple CCS wins, winter season sports are in full swing. Athletes have the opportunity to showcase their skills, and coaches are pushing them to their limits. They're also up against the recent stormy weather. We have a variety of winter sports starting up including basketball, soccer, and rugby.

The newly instated rugby team faced rigorous tryouts as upperclassmen guided new players through the process. Mikey Bruno '25 explained, "The coaches have been running us really hard with difficult workouts and drills." The team is gearing up to go head-to-head with competitive teams like Saint Francis and Bellermine.

Additionally, the men's and women's

soccer teams are returning to the field. Although tryouts may seem like a difficult time, many athletes are able to reconnect with their teammates and anticipate a new season ahead. Cariana Campbell '25 explained the upcoming excitement, saying, "Coming out for tryouts is always so exciting. Seeing my old coach, playing with new girls, and witnessing everyone's improvement is always fun. There is so much new and returning talent this year, and I'm excited to see where this season takes us."

The varsity basketball teams also have something exciting to look forward to with their Bruce Mahoney games happening at the Warriors' Chase Center. Make sure to come out and support your Wildcats as they battle to win us the trophy on January 11.

Contributing Editors



Women's Soccer has fun at media day and are preparing for a great season.

SNOWY STRANDS

CLAUS CONNECTIONS

Rini Saha '25

Contributing Editor

Evie Chen '26

Managing Editor

How to Play:

- · Bubble theme words to fill the board
- · Find the "spangram."
- (The spangram describes the puzzle's theme and touches two opposite sides of the board. It may be two words.)

SLED	HANUKKAH	PENCIL	NEW YEAR'S
CHALK	CHRISTMAS	воок	CIDER
MITTENS	PAPER	KWANZAA	LEAVES
HARVEST	SCARF	SKATES	PUMPKIN

TODAY'S THEME Holiday Season R S N M Т Н S S R G Н N K E



TIS THE SEASONING

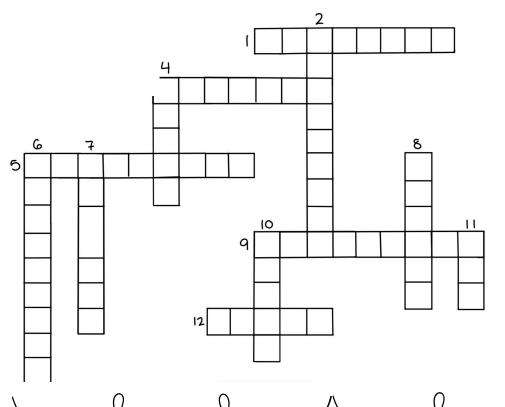
Rini Saha '25 Contributing Editor



16 HUMOR

CHRISTMAS CROSS WORD

Ava Chiappari '26 Contributing Editor



Across

- 1. You hang this by the fireplace and stuff it with gifts
- 3. "Frosty the ____ was a jolly happy soul"
- 5. "'Twas the night before _____ when all through the house..."
- 9. If you stand under this, it's tradition to kiss
- 12. "Silent Night", "Drummer Boy", and "Jingle Bells" are all one of these

Down

- 2. Typical decoration for Christmas trees
- 4. A jolly man with rosy cheeks to match his red suit
- 6. A dessert shaped like a shepherd's staff
- 7. The most famous reindeer of all
- 8. "Walking in a ____ wonderland"
- 10. First word in the popular phrase, "____ Christmas!"
- 11. The funniest Christmas movie starring Will Ferrell



HAPPY HOLIDAYS!

Geraldine Segura '27

Contributing Editor



VOLUME 73 ISSUE 5 DECEMBER 2024

EDITORS-IN-CHIEF: Shay Moriarty '25, Sierra Murphy '25, Kate Quach '25

ASSOCIATE EDITORS-IN-CHIEF:

Evelyn Conboy '26, Lucas Liang '26, Jordan Liu '26, Annika Watkins '26

MANAGING EDITORS: Sophie Barsoian '26, Evie Chen '26, Cassidy Chew '25, Sienna Cline '25, Evelyn Conboy '26, Lilly Eugster '25, Madison Dela Rama '27, Lucas Liang '26, Jordan Liu '26, Nick Luongo '25, Tai Morganson '26, Ava Murphy '25, Zoe Omar '25, Julian Ozaeta '25, Alex Salentine '26, Annika Watkins '26, Janice Yan '27, Heather Yee '27

CONTRIBUTING EDITORS: Farrah Almajdalani '27, Genevieve Arcenio '27, Marco Cerchiai '25, Ava Chiappari '26, Mike Cinco '27, Sadie Eggert '26, Leena Feeley '25, Dixon Fordyce '28, Alexander Goldberg '26, Sebastian Huerta '26, Dara Lewis '26, Luke Miller '25, Logan Mitchell '25, Bobby Mullin '26, Amanda Oberto '27, McCann O'Brien '26, Camille Pyo '26, Rini Saha '25, Nora Shaskan '27, Claire Somsouk '26, Beatrice Sopko '26, Bear Vida '27, Josie White '28, Emma Wong '25, Lauren Yu '27, Geraldine Segura '27, Mason Wong '27, Aiden Tran '27, Joram Ford '28

LAYOUT: Kate Quach '25, Sierra Murphy '25, Shay Moriarty '25, Evelyn Conboy '26, Lucas Liang '26, Jordan Liu '26, Annika Watkins '26, Nick Luongo '25

BENEVOLENT CENSORS: Ms. Carole Nickolai Ms. Jacqueline Boland Ms. Jamie Lundy

Inside H