

THE BULLDOG

Fall 2017

Issue 1

INSIDE:

News
Pages 2-3



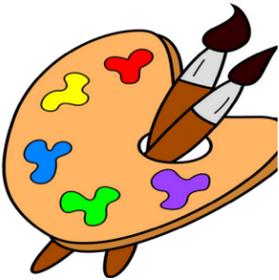
Educate Girls Globally

Features
Pages 4-5



Mr. Weisgold

Arts



New Theatre Director

Opinions
Pages 8-9



Age Limit on Trick or Treating

Sports
Pages 10-11



Team Size at Bullis

Backpage



Fall Fun!



Photo Courtesy of Bullis Capstone

Capstone Projects Build Future Success

By Ephraim Shaw ('17)
Staff Writer

Did you know that, according to the Youth Truth Student Survey, while 87% of high school students want to pursue college and a career, only 45% of students feel positive about their college and career readiness?

Bullis' rigorous curriculum, societal exposure, and emphasis of certain values seek to ensure preparedness for the chal-

lenges of life beyond Bullis, curbing surprising statistics such as these. One vital initiative in the system of reading students for adult life is the capstone program.

For those who aren't presently familiar with this initiative, the capstone program is "a senior yearlong student-directed research project, where students take a topic that they care passionately about and they investigate it [using] an experiential element," accord-

ing to Dr. Romeyn, the director of the Humanities and Global Studies capstone. The program attempts to mimic "what students might find in a lot of workplaces: where they take on a big project, have to meet deadlines, have to network, have to set goals, [and] have to think about how to use their time effectively," says Dr. Romeyn.

The capstone initiative is split into four sections or genres: Humanities and Global Studies, S.T.E.M.,
See Capstone on page 2

Meet Mr. Weisgold: New College Counselor

By Athena Skoufias ('18)
Staff Writer

With the start of a new and exciting school year, the Bullis community is thrilled to welcome Philip Weisgold to our campus. Mr. Weisgold joined the Bullis Community in the early summer of 2017 as the new Assistant Director of College Counseling and has an office in the college counseling suite on the 1st level of North Hall.

Prior to coming to Bullis, Mr. Weisgold had years of practice in the college admission scene, working at

Muhlenberg College for five years as an Assistant Director, Senior Director, and Associate Director of Admissions and Financial Aid. Although he is new to the role of being a college counselor, Mr. Weisgold is excited and enthusiastic about helping our Bullis seniors navigate through the college application experience.

As a teenager who was born and raised in Lafayette Hill, Pennsylvania, Mr. Weisgold did not know what he wanted to do for a living, but he al-

ways thought that he would attend a big name university. His interest with colleges at a young age even inspired him to pitch the idea to have his Bar Mitzvah theme to be about colleges and universities, where each table would be a specific school such as Ivy League Schools. Unfortunately, it didn't happen. But as a high school senior, Mr. Weisgold started to familiarize himself with smaller, liberal arts colleges (instead of big name schools) that would

Mr. Weisgold on page 5

Former Bullis Athletes

By Bryson Shaw ('19)
Staff Writer
Kyle Fairbanks ('18)
Opinions Editor

Bullis has a rich history in athletics. From founding in 1930 as a Naval Academy prep school, Bullis was created mostly for athletes not yet ready for the academy. Teams in recent years are known nationally for their talent helping to show huge role athletics play in who Bullis is.

Many students know classmates who are committed or are planning to play their respective sports in college, but due to the chaos of high school and college, do not know how alumni are actually doing at the collegiate level. Two former Bullis student athletes have updated the school on how their college experience has been. Aiden Brown, a former offensive lineman for Bullis and current player for the Virginia Tech Hokies, and Steven Shollenberger, former Bullis Lacrosse attackman and now a national champion at The University of Maryland.

In 2016 Bullis lacrosse won the first IAC championship in school history, then captain, Steven Shollenberger, has carried his championship ways to the collegiate level, being a part of the 2017 men's lacrosse national championship with the University of Maryland. "The last two years of lacrosse have really been awesome," says Shollenberger, "First winning the IAC with Bullis and now being a national champion, it's hard to believe all of it really happened." Though Shollenberger has been successful

See Athletes on Page 11

E-Portfolio Launched During Advisory

By Matt Kelly ('19)
News Editor

During a recent advisory session, Bullis unveiled the E-portfolio connected to Haiku. This new dimension of the long-time learning service is being used to provide students with a place to keep track of their goals for the year. Students were asked to write an about me section in the portfolio, including fun facts about themselves. Students were also asked to include academic, and non-academic goals for the year, and to include a profile picture.

The idea was created by, "a large committee of faculty and administrators came together to look at the development of Eportfolios in the private school community and to see if this might be something that we would like to pursue," said Ms. Mayer-Sattin.

Eportfolios are a way

to, "frame a student's individuality and their work in concrete terms by using

Building an Eportfolio is not a single step process, it takes time to accumulate

Students feel as if the E-portfolio is not necessary to them, specifically upper-

of the student body.

It is difficult for students to finalize their goals in September, "You create more goals as you go throughout the school year, it's unrealistic for me to be able to look towards the end of the school year to make my goals now," said Sydney Wisnosky ('19). It is hard for a student to have set goals in their minds of what they want throughout the school year because goals change. To counteract this, the E-portfolios can be edited at any time. Depending on how your year is going, you can change your goals, because of the editing tool. The portfolios will make some students more accountable, and aware of their goals, and for others, it will not affect how they set their goals.

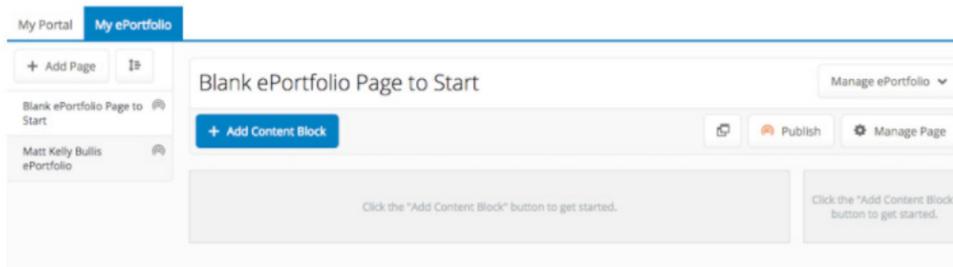


Photo Courtesy of Matt Kelly

actual student work rather than merely defining student progress through representative numbers as reflected in GPA's and standardized test results. Eportfolios are a way to move beyond number driven student assessment and engage a student in individual reflection as part of the learning process." Ms. Mayer-Sattin said.

data for it, "this is a cumulative process so it is not the kind of thing that you do in one concentrated period of time," Ms. Mayer-Sattin said, "There is no standardization of electronic platforms at this time among colleges so sometimes students have to learn several different platforms to distribute their Eportfolio materials."

classmen because they have gone through all of the upper school without one and have done fine. For students whose current methods of goal setting are not working well, this can be the answer, but for those achieving goals the change may be unnecessary for them.

It seems like an addition to advisory that did not need to be made according to some

Make Way For 20 Time

By Phillip Smith
Staff writer

A new program called "20 Time" has made it's way to Bullis, courtesy of Mr. Bailey and Mr. Pollicino. The goal of this program is to increase student productivity and to get them to think innovatively outside of the classroom. By using their intellect and relying on each other, "20 Time" gives students a chance to explore new topics and build new relationships "The idea is that innovation can bring a new aspect to the community. "We can learn and think together" said Mr. Bailey.

"20 Time" is currently being used at companies like Google and 3M and is now expanding to schools. Bullis is the next school to experiment with this program. "20 Time" is designed to help students work more efficiently and to encourage them to ask peers and teachers questions in order to solve problems.

This winter, "20 Time" is set to take place during club or class meeting times during the school day. The

students will be able to talk to teachers about a specific topic they are interested in and work with that subject directly. It gives students the freedom to explore ideas that are not within the bounds of the curriculum.

Students could explore subjects like marine biology and political science. The time can be used to develop new ideas and explore what could be out there beyond the typical algebra or English class. With more time to explore new topics, new ideas for the betterment of the school could come out of these sessions. New programs, new club ideas, and some innovations could be the product of 20 Time.

Google uses this program to give their employees time to think and be more productive by communicating and collaborating with one another. Services like GMail and Google News are a direct product of "20 Time". Teachers at our school would be well equipped to help students and answer questions that they may

have. Students taking the initiative and leading their own discussions changes the way we view learning. More time to think and explore outside of the classroom could lead to the next major development in our school community.

"It gives time for people to play and create... and if major companies are doing it, why can't we?" 20 Time has had its issues at the professional level, because at times employees focused on their work in this aspect than their regular work. At Bullis, this would not be an issue and it would add more than take away. The new ideas that could come out of this program could add to the new age of our school. Advances to the website and online resources could come out of the new system. 20 Time will change the way we think as a community, and will put the power of thinking and creating in the hands of students, not just teachers.

BULLIS SCHOOL'S

THE BULLDOG

The Bulldog is a student-run newspaper made to not only inform students about school information, but also to provide a forum for student expression. Many of the articles are written by the Journalism class, however we accept articles from the entire student body. The Bulldog reserves the right to edit and change submitted articles as we see fit or if they do not meet our specifications. If you have an article you wish to submit, send it to TheBullisBulldog@gmail.com. The Bulldog will not publish anonymous letters, or anything deemed libelous, obscene, or in poor taste.

Print Editor-In-Chief

Steven Landry

Co-Online Editor-In-Chief

Sloan Melnick

Harry Kaplan

Sports Editor

Jason Hersh

Staff Writers

Nendah Tarke

Quentin Brown

Bryson Shaw

Ephraim Shaw

Ryan Zaimi

Joey Miller

Sidney Eisan

Tamia Haskins

Athena Skoufias

Diego Motta

Issac Levinger

Sophia Jacobs

Phillip Smith

Bradley Kay

Advisor

Brad Kosegarten

Patricia Topliffe

Arts and Culture Editor

Katherine Liu

Opinions Editor

Kyle Fairbanks

News Editor

Matt Kelly

Features Editor

Steven Landry

Continued from page 1

Entrepreneurship, and Visual and Performing Arts. In each section, students are working diligently to develop interesting ideas and explore fascinating topics. Here is a sneak peek into some captivating capstone projects you can look forward to learning more about.

The Humanities and Global Studies capstone consists of numerous projects covering a broad range of issues and content areas. A few particularly interesting projects to look out for are the study of Diversity, Equity, and Inclusion in Independent Schools by Sydney Smith and The Decline of Youth Political Involvement and How to Re-spark It by Jocelyn Quinn. Sydney Smith, being biracial and desiring to provide a voice to those without one, has decided to investigate the roles diversity, equity, and inclusion play in independent schools. Jocelyn, studying politics and youth involvement, hopes to expand teenage political interests. Jocelyn and Sydney, though researching largely different topics, seek to bring Insight Diversity Magazine to Bullis in an effort to raise awareness for increased diversity, equity, and inclusion, and to



Photo Courtesy of Ephraim Shaw

reignite political participation among youth. The Entrepreneurship capstone focuses on the evolution of an idea for a useful product. Students are required to present a concept that solves or eases a struggle in front of a mock “Shark Tank”. Throughout the yearlong capstone course, the students will refine their ideas until they are ready to be marketed as real products. Enleve Beauty Strips and Dorms on Demand are two interesting upcoming projects to keep an eye out for. Enleve Beauty Strips by Douglas Hayes, Olan-dis Gary, Shane Clayton, Riva Wang, Sam Gutch, and Daniel Blanc seeks to solve makeup difficulties by allowing women to test the color of make-

up compared to their skin tone. Dorms on Demand by Jason Gates, Jeremy Abrams, Reilly Folsom, Rohan Popenoe, and Afam Obioha makes stressful shopping for your college dorm room easier, cheaper and more efficient.

S.T.E.M. capstone explores the bounds of science, technology, engineering, and math. S.T.E.M. students are encouraged to use their knowledge of the fields, to devise a project that utilizes information from each sector. An intriguing project that accomplishes and exceeds the expectations for a capstone is Noelle Morgan’s proposal for a robotic helper. Noelle’s capstone idea is flourishing as she is “in the process

of building a robot designed to follow students around and carry their backpacks,” she says. Noelle noticed that the manual carrying of backpacks was difficult and possibly detrimental to your health, and sought to solve this problem using her S.T.E.M. background. The development of this project from illustrations and calculations to an actual fabrication will be something to look out for.

Visual and Performing Arts capstone examines the different facets of theatre, music, and dance. The participants in the Visual and Performing Arts capstone are interested in pursuing a career in a similar field. As such, they are required to perform a number of tasks to finalize their application

to schools specializing in the Visual and Performing Arts. For this particular capstone, the fall trimester is used “to help students meet specific requirements necessary for applying to an arts school such as an audition repertoire and their artist portfolio,” says Mr. Johnson. The completion of these endeavors during the fall trimester means that the presentation of capstones, unfortunately, will not occur until the winter trimester. Ms. Terwilliger adds that though her students have not completely developed their ideas they have decided on “doing a combination of music performance, composition and arranging thus far.”

Capstone program permits students to feel prepared for life in the real world. The capstone initiative allows students to actively express themselves creatively using a shapeable framework. There are a number of fascinating projects to be on the lookout for that seamlessly combine Humanities and Global Studies, Entrepreneurship, S.T.E.M, and Visual and Performing Arts with the talents of the diverse class of Bullis Seniors.

E.G.G. Club Supports Girls Globally

By Issac Levinger ('20)

Staff writer

Educate Girls Globally, EGG for short, is an organization that targets impoverished countries with education systems in need of reform. Founded in 2013, they’ve had resounding success thus far and a promising future awaits. Just last year, the club was introduced to the Bullis community by the current president, Alexandra Jones ('18), who originally co-founded it at the American School of Dubai during her freshman year. Why should you join EGG? One new member, Aniella Delafosse ('19), had this to say: “Girls don’t get enough attention around the world, and I just wanted to help people.” And helping peo-

ple it has: over her entire high school leadership, Alexandra has raised over \$1,000 for EGG, enough to supply over 250 Indian elementary schoolers with proper educations, in proper facilities, for one year. Before their intervention, the problems these girls faced were nearly insurmountable. Not only would there be tremendous economic and cultural stress in sending your daughter to school, but the schools themselves wouldn’t be equipped with chairs, tables, books or even toilets. Additionally, students faced abhorrent sanitation conditions (no plumbing, holes in the ground instead of bathrooms) so much so that bacterial diseases had sig-

nificantly impacted their attendance and health.

For most EGG schools, all that is fixed. Now, the true challenge presents itself: figuring out how to defy the cultural norms and convincing families to allow their girls to go attend school, “EGG is trying to figure out how to change the cultural norms so families see the benefits in allowing their girls to go to school,” comments Jones ('18). One method of intervention EGG has used is the Girl’s Parliament, a gathering of girl’s across all EGG schools in Uttarakhand, India to solve pressing issues in their lives like early marriage, poor sanitation, etc. According to the EGG website, this has resulted

in “schools becoming more “girl-friendly” and EGG schools showing higher enrollment, attendance and graduation rates. The local communities become safer, healthier and more equitable for girls. Girls report enormous gains in confidence, skills, commitment to their education and higher self-esteem.”

Clubs of EGG are assigned one specific school to support; for Bullis, our school is located in Pantnagar, India. And, for that specific school, the club runs fundraisers and gathers care packages that include sanitary napkins and other scholastic supplies. Jones stresses the closeness of the relationship between Bullis and Pantnagar as this year they plan to open a blog to

better connect the students of each school and possibly, in the future, a group trip there.

For now, at least, the club is trying to plan for a busy year: “Last year was mostly about getting members, spreading the word and raising awareness, and this year we’re going to focus more on activities.” Jones ('18) expressed. Alexandra is planning to do a movie night on the turf and a hot chocolate on the balcony among other things. “Hopefully this year we’ll have more events. I’m hoping to involve more clubs as well, and it could be a whole gathering of clubs. -- a carnival fair.”

Aquatic Life on Campus

By Steven Landry ('17)
Print Editor-in-Chief
Features Editor

Besides being a great aesthetic addition to almost any environment, the aquariums in the library and discovery center are a supplement to the marine biology program as well as other science programs dealing with aquatic life.

Despite hundreds of students walking by it everyday, few are cognizant of what lurks in the depths of the library fish tank. At first glance, a casual observer will notice a few nemo-like fish wandering the tank along with fish reminiscent of Dory pacing side to side. These two fish make constant appearances, but are hardly the only two present. "The tank has an entire ecosystem", librarian Ms. Clarke stated. This ecosystem includes snails that act as janitors, responsible for cleaning the glass. Along with an invasive species, and other complex fea-



Photo Courtesy of Bullis

tures that would not be expected from a seemingly basic fish tank.

These aquariums are truly a valuable scholastic resource for students of all ages, but they also bring a pleasant feel to a learning space. The tanks can illuminate any environment with a cool blue light as well as the active fish inside the tanks. Kindergarteners as well

as staff can be seen marveling and observing the tanks during their daily endeavors. "It's something for the whole community, K-12", Ms. Clarke stated.

With the addition of the discovery center, students have been exposed to many new avenues of learning. One of these paths is the field of marine biology. Before the

addition of the discovery center, the marine biology class was mainly focused on the aquarium in the library. However with the new building, there are new opportunities for Bullis students to uncover and explore marine life.

In the upstairs of the discovery center, lies two massive, complex systems of saltwater and freshwater organisms as well as

coral tanks where extensive research can be conducted. Ms. Nutter, who is responsible for the systems, is excited about this new addition to the science program: "we can control pretty much any environmental condition in those tanks". She goes on to explain that these tanks are "intended for a truly controlled experiment".

Although ideal for observation, Ms. Nutter plans on making the saltwater portion an interactive "touch tank". "I'm planning to get some pencil urchins and some starfish", for those who are unfamiliar with pencil urchins, they are "sea urchins that don't kill you", Ms. Nutter states. She plans to include organisms that "We can take out, observe and study".

Those with even the slightest interest in the field of marine biology will surely not be let down by the resources Bullis has to offer for this exciting new field of study.

What's it Like To Be President? Quick Q & A

By Sloan Melnick ('18)
Staff Writer

Ever wonder what it's like to lead an assembly in front of over 500 of your peers? Upper school co-president Sydney Smith does this each thursday during upper school assembly. Leading assemblies are only a fraction of what goes into being a co-president at Bullis. It is a massive time commitment that extends far beyond SGA meetings and assemblies. To get a better idea of what life is actually like as a co-president, here is a question and answer session with Sydney Smith.

Sloan: Do you have to attend all activities such as sports games and theatre perfor-



Courtesy of Facebook

mances?

Sydney: We don't have to attend, but Johnny and I try to attend as much as we can. A lot of them we participate in, Johnny manages soccer and plays lacrosse. I'm in every

theatre production so I feel like we're always out.

Sloan: Do you have to do all your homework, or are you excused from some because of your role?

Sydney: We definitely have to do all of our homework. In fact, we have to be more on top of our game because everyone looks at you as a leader.

Sloan: Is there going to be a winter dance?

Sydney: We are working on it. We want a pep rally, and to make a spirit week around it".

Sloan: Did you make any campaign promises that you haven't gotten a chance to fulfill yet?

Sydney: I was careful not to make too many promises because I know some things are out of my control but I vowed to

try to talk to more people and go outside my comfort zone, which I think I have accomplished.

Sloan: How do you feel speaking in front of the school?

Sydney: It's not a problem for me since I've done theatre and like to talk.

This co-president surely has her head on her shoulders and is in the right state of mind to be a leader in the community. Sydney will be visible at a number of sporting events as well as performances in the arts throughout the year. Feel free to approach her and ask about anything relating to being a co-president.

Continued from page 1

and not restrict, his undecided major. Out of the 15 schools that Mr. Weisgold visited while searching for schools, he ended up applying early decision to the school he first visited: Muhlenberg College in Pennsylvania, where he attended college for four years. After graduating from Muhlenberg, Mr. Weisgold worked in several positions at the Muhlenberg Admissions and Financial Aid desk for five years.

While working in admissions for Muhlenberg College, Mr. Weisgold's job required him to visit high schools in certain areas to recruit perspective students. "Travel season", as Mr. Weisgold explained it to be, is a 6 to 8 week trip in the Fall where colleges send the admissions representatives to high schools in their designated "territory" of interests, in hopes to promote the school to prospective students. While working for Muhlenberg, Mr. Weisgold's territory included the DC area, Virginia, and Maryland. During

his five travel seasons, Mr. Weisgold visited Bullis every year and became a familiar face to the college counselors, including Ms. Kittel. Mr. Weisgold said that every time he visited Bullis "everybody was so friendly and welcoming".

Around his fifth year of working for Muhlenberg, he decided that he wanted to start a new employment direction, but one that still involved an interaction with students and the college process.

By becoming a college counselor, Mr. Weisgold says he is no longer confined to "wanting kids to pick Muhlenberg, but instead helping kids decide where they want to go" and helping them travel through their changing lists of schools until they reach the perfect fit. Mr. Weisgold was attracted to Bullis for a number of reasons, said Weisgold, "its proximity to Washington, DC, it is a coed school, no religious affiliations, its independent school vibe, and its strong emphasis on academics, athletics, and arts".

Th o u g h Mr. Weisgold isn't new to the college application process, this is his first

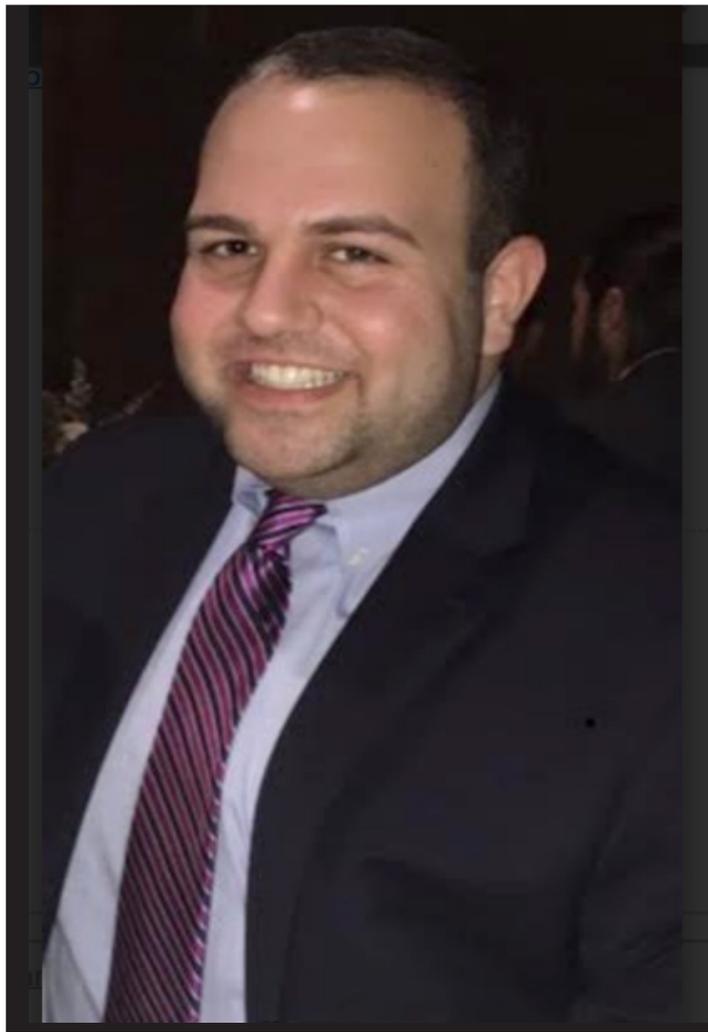


Photo Courtesy of Mr. Weisgold

year working on the high school side, and can understand why some students would be apprehensive about having a first-year college counselor. His advice: "Give me the chance to get to know you and I'll do the same you. If we get the chance to get to know each other, the more prepared I am to advocate for the student to their colleges." Mr. Weisgold has

an open door policy and is always ready to listen to students about their days, concerns, struggles, and anything else. He wants students to be comfortable and trusting around him and his work instead of adding more stress and anxiety onto their college application experience.

When Mr. Weisgold isn't working on students' essays or send-

ing transcripts, he is usually on the hunt for cool, trendy restaurants. "If anyone reading this article has any good sushi, Chinese, and American diner restaurant recommendations please let me know," said Mr. Weisgold. He can also be found texting, Snapchatting, face timing, or hanging out with friends, cooking, and, like all reasonable humans, watching reality TV shows. His favorite shows include Big Brother, The Challenge, and all of the Real Housewives shows. In the future, Mr. Weisgold believes that he might go back to school to receive his graduate degree in counseling, but for now he is determined to help Bullis students find their home for the next four years.

"I want students to know that I am here to help and not make you feel bad about yourself. I really want to empower students and make them feel good about what they're doing. I also want the Bullis community to be proud of our seniors and where they go," said Mr. Weisgold.

The Future of Homework

By Steven Landry('17)
Print Editor in Chief
Features Editor

It has been one of the main sources of stress for students since middle school. Countless hours of sleep have been lost and time that could have been spent elsewhere, has been spent on homework. Students also know that there a variety of different types of homework that require varying degrees of time and effort. Whether it is a lengthy packet that seems to be endless, the sleep inducing textbook, or the math homework that is seemingly incomprehensible. Homework can cause stress and make students feel over-

whelmed. Fortunately, for those feeling they are oppressed by homework, the focus could be shifting in the students' favor.

Sadly for pupils, eliminating homework altogether is, and will continue to be a distant fantasy. However, removing graded homework from the curriculum is not too unrealistic. Over the last few years, debate has been sparked among students as well as staff about the use of homework. Recently, teachers have been self-checking to ensure that the assignments students

take home are meaningful, as well as purposeful. English teacher Ms. Heninger stated "I'm thinking about it differently". She has been noticing that "Students have too many hours and we must find ways of being more efficient.

One reason teachers grade homework for accuracy is so that students' don't reduce their effort like they could on a completion assignment. However there is a solution that could act as a happy medium between the two sides. Daniel Blanc ('18) states "I think homework should be graded for effort, not accuracy"

Homework graded for effort would ensure that students spend adequate time and effort in trying to comprehend the material, rather than simply do it for completion. It also relieves the stress of struggling late at night to complete a graded homework assignment that is graded for accuracy.

Instructors have also been trying to better their assignments so that they have purpose and are connected to in class material. One reasonable purpose for an assignment is to prepare the student to participate in class discussion the following day. . "A lot of my

homework is related to in class discussions" stated Blanc. The homework to prepare for the discussion is not graded, but "If you can't participate, the teacher will know" observed Blanc.

Could it be the end of homework as we know it? Probably not, but over the next few years students could witness a vast change from the conventional format pf homework assignments.

Bullis Theatre Sees A Shift in Leadership

By Tamia Haskins ('19)
Staff Writer
and Katherine Liu ('19)
Arts and Culture Editor

Mr. Johnson's new position this year is the Upper and Middle School Choir Director. Mrs. Franklin, who once was the middle school theater teacher, is now taking on the role as the Upper School theatre teacher and the Director of the Theatre Program. Given this new change in leadership positions, and perhaps a change in leadership styles, there will still be continuity throughout the Bullis theater program. According to Hindu teachers, "There are hundreds of paths up the mountain, all leading in the same direction, so it doesn't matter which path you take." Applying this saying to the Theater Department, no matter the change of teaching style the outcome will still be positive.

Students often describe Mr. Johnson as inspiring and encouraging. "Rehearsal with Mr. Johnson as director was a freer flowing process with greater individual creativity," said William Evans ('18). "I felt like he taught me to learn about who I was as a character and to then channel that passion into a performance."

Mr. Johnson's teaching style allows students the maximum freedom to explore and develop upon their characters. Under his leadership, students are feeling motivated to push their limits and grow into mature and professional actors. "Something about his attitude makes you want to aspire to go beyond the basic, to stop reading and start acting," remarked Evans.

Children's growth is at the center of Mrs. Franklin's approach to theatre. Her enlighten-



Photo Courtesy of Bullis

ing directorial style has made a lasting impact on the students. "[She] is a creative powerhouse and she has great expertise in tech, costuming, and directing," said Evans. This passion dedicated to all aspects of theater are prevalent when working with her. "Her passion for the theater helps to motivate the people around her and it gets the students more excited about theater," Maddie Mancuso ('19) remarked, when recalling her experiences working with Mrs. Franklin. She is a well-rounded individual who aspires to have a program focused on the student's progress and growth.

Mr. Johnson calls his eight years of being the

Theater Director memorable. "I will miss drama," said Mr. Johnson with nostalgia. He noted that three of his favorite Bullis productions include, "She Kills Monsters", "The 39 Steps", and "Gwen and Gwen." "I guess that's what I'll miss the most about our theatre program - not being a part of the non-musical," said Mr. Johnson.

But at the same time, Mr. Johnson sees this shift in position as a great opportunity. He will continue to be the music director for both the Upper and Middle school musicals; he will be coaching the vocals for the actors as well. As the Chorus Director, he will be focused on the

middle school choir program this year. "I am upping the difficulty level of the music the middle school choir performs," stated Mr. Johnson. He says that even though he is not sure if he is able to have much success with this approach, he is willing to give it a try.

In the future, Mrs. Franklin also aspires to build a larger program with more opportunities for students. With the programs available at Bullis, there are opportunities that were not offered at her previous school. "I am grateful to be able to have the sets that we do, lighting equipment, costumes and it is really close to being at a professional level," stated Mrs.

Franklin. She hopes to utilize her classes and activities to work at different levels and adapt a one-to-one teaching style.

Mrs. Franklin strives to improve not only the program but herself. "I think it is the same thing as every year. I am striving to make myself a better teacher by continuing my education when it comes to this art form," she said. It is evident she will go above and beyond for this art form while developing actors and giving students a safe and fun artistic outlet. The biggest reward is, "[they'll] make a memory that will last a lifetime," Mrs. Franklin emphasized.

No matter the change in director, Bullis Theater will still be an environment home to young artistic minds, where the program focuses on students as a people and not just actors. The program is geared to culture people with the plays, musicals, and one-acts, elevating students knowledge of the world and themselves through theater.



Photo Courtesy of Bullis



Photo Courtesy of Bullis

Mr. Lee Creates “The World’s Strongest”

By Ashley Seymour ('18)
Staff Writer

Mr. Lee always contributes to the annual teacher art show. Besides the artwork shown, Mr. Lee has been working on another painting that will be sold for \$3,000 or more!

Before Mr. Lee's position at Bullis, he was first and foremost a freelance artist, exhibiting his paintings and working murals depending on the season. His studio is currently in Adams Morgan where he still sells, although not as frequently as he used to.

He wanted to produce a space for introverts to explore themselves through art. As Aristotle put it “the

ideal man has a balance of both the athletic and aesthetic. So he had two options.” One business owner wanted to sell him a multi roomed studio and his other offer was to teach at Bullis. “This position allowed me to produce my own work and was a lot less of a headache logistically, simple is good in my book.” said Mr. Lee.

The painting is titled “The World’s Strongest” and pays homage to Goku from the Dragonball series. “To East Asian Americans, he was our Superman growing up and he exem-

plified a meta hero.” This is Mr. Lee's first year teaching 6th graders, so they enjoyed this painting. “A lot of them talk about Naruto or Avatar the Last Airbender without realizing the original influence of the two series was Dragonball.” He went on to say, “I decided to paint this archetypal figure and show the middle schoolers.” says Lee.



Photo Courtesy of Ashley Seymour

Twenty-first Century Class: Intro to Digital Media

By Katherine Liu ('19)
Arts and Culture Editor

If you look at the curriculum guide for the 2017-18 school year, your attention might be immediately caught by the class named “Intro to Digital Media”. This novel, one-semester class was created this year with the advent of the new building.

If you have ever wondered about the behind-scenes story of any film or documentary, you probably want to read on to find out how this class is offering Bullis students a great opportunity to explore.

The class is taught by Mr. Riffée. Even though Mr. Riffée has been a member of our Bullis community for six years. Mr. Riffée used to be solely responsible for making videos for marketing, admission, and fundraising purposes of the school. This is his first year teaching a course however. “I’m excited

to work with students in a classroom setting. It’s something that I wanted to do for a long time,” said Mr. Riffée.

The primary goal of this class is to introduce visual media to students. Before they work on productions that are more complex, students first have to have sufficient knowledge about essential tools, like using still photography for example. Students learned to tell a story through five images. The class also incorporates framing and composition.

But for most part, it focuses on video pro-

duction - from pitching a story, to planning that series of shots and interviews, to recording the footage, to editing the footage, finally to distributing the footage to make sure that the video reaches out to a wide audience.

All of the major assignments given to students enhance creativity and expand different skills. Students have already completed their first project successfully - to make a silent movie. “[I] give them [prompts] really

open-ended that they could run with and do something creative,” Mr. Riffée remarked.

The project helped students develop a variety of skills since students had to take up multiple roles - actors, directors, and producers during the process of making such a film. If anyone is interested, these movies could be found on the YouTube channel ‘Bullis Digital Media’.

The final project of the class is a mini-documentary, which is going to take the

last six weeks of the trimester. Students are given tremendous freedom in determining the theme of their documentary.

Another highlight of the class is the well-equipped production studio located in the Discovery Center. “[We have] basically everything that we need to record some high-quality interviews as well as other footages on the field,” Mr. Riffée said proudly. There are four climatic LED lights with Hollywood quality. With these lights and other support equipment, such as, the C-stands and the diffuser, lights with any quality could be created, including outdoor daylight, indoor light, hard light, and soft light. The Mirrorless Sony A6300 cameras, shotgun microphones, and laptops loaded up with the best video-editing software guarantee every student film-maker a professional experience.



Photo Courtesy of Bullis

INTRO TO
DIGITAL MEDIA

Photo Courtesy of Bullis

A Closer Look: Passing Time and Sports Apparel

By Quentin Brown ('19)
and Diego Motta ('19)
Staff Writers

Bullis' policy on tardiness has been a controversial topic since I started here last year. Some complaints, in particular, are about the limited time students have to get to each class.

In a recent survey sent to all Bullis Upper School students, more than 75% believe that more time in between classes would be beneficial. I agree that it would benefit Bullis students because our campus has grown and has many different buildings. For example, Clarksburg High School, a school with one building, receives the same amount of time between classes as Bullis. Despite Bullis having multiple academic buildings that stretch out across campus. Another disagreement that students have with the tardiness is having bells at school to give stu-

dents reminders to get to class. In the survey over half of the Upper School believe that bells would benefit our students. "It depends on the culture you want to build at this school," says Assistant Principal Mr. Bailey. "Here we have a culture of trust and not being institutional." Although I do agree with Mr. Bailey's perspective on this topic, we believe that having bells would be beneficial to our school.

Class of 2020 SGA Representative, Mark Williams replied to my online survey via email stating, "Lots of teachers also teach classes with Lower or Middle School, and changing the time between classes from 5 to 7 minutes might mess a few things up. But to be honest, I'd love more time between classes."

Another controversial issue is Bullis' policy when it comes to uniform. Bullis has a uni-



Photo Courtesy Of Bullis School

form, which, means yes there are rules to follow, and guidelines to abide by, but when do rules become unreasonable? Bullis wants us as students to look unified, presentable, and civilized. With this in mind certain rules make sense, wearing a belt, tucking in your shirt, wearing a tie. However, other uniform-related policies need clarification. Bullis requires students to complete two activity credits per year and for most students that means sports, yet gear students acquire from sports are general-

ly not part of the school uniform. We took a survey via Google forms of 193 students and out of those students, 62% of them said they did just sports to fulfill their credit, 26% of them said they did one sport and one club, and the rest did just clubs or some other mixture of activities. In the survey we also asked if they receive 'gear' from their activities, meaning fleeces, sweatshirts, pants, or really anything you can wear in day-to-day life. Out of those 193 people 82% of them said they did indeed receive gear,

and only 18% of them said that they did not. However, when asked if they would like to be able to wear their gear during the school day 98% of the students said yes; they would like to wear athletic/club gear during the school day. For a school that requires you complete two activities wouldn't it make sense to let people wear what they gain from those clubs/sports? Allowing students to wear fleeces and sweaters representing their team/activity would not infringe upon the schools uniformity. Not allowing this, however, makes it hard for one to show their school pride, and receive recognition for activities they participate in on behalf of Bullis.

An Age Limit on Trick or Treating? A Country Divided

By Kyle Fairbanks ('18)
Opinion Editor

Should older Teens be Allowed to Trick or Treat?

For almost all of our childhoods, the most exciting day of the year was October 31st, Halloween. We would dress up in our best costumes, go out with our friends and parents, and ask our neighbors for candy while avoiding that one house that everyone knew gave packets of carrots. Now, this classic tradition is being confined to a certain age group, is this the route our country is going?

New Brunswick, New Jersey is paving the way for setting new age limits on Trick or Treating. In a recent



Photo Courtesy Of Mary Fairbanks

article, the city broke the news that they will fine any person over 16 that is caught Trick or treating in a costume. The city will also increase the fine if they catch anybody over 16 in a costume after 8 o'clock. When asked why the city is saying that safety is their number one concern. They believe that if they limit the amount of older kids

in costumes then in turn that will cut down on the crime during Halloween.

Although safety may be an issue for some cities due to some teens dressing up and vandalizing houses, I do not think it is a threat that needs such irrational action from a city. This is a tradition that almost all of us have grown up with and I do not believe the government has the right to

take it away. If the government takes away trick or treating then what is next? Some may say this is an overreaction, but this is an age-old tradition that has built some of our best memories of childhood.

Now I ask myself the question how do we stop other cities from taking up this new law. First, I believe that we must show we don't agree with actions. Come Oc-

tober 31st dress up in your most outlandish costume, get together with your friends, and go out to each house in your neighborhood and even venture to other neighborhoods. Ask all the houses for as much candy as you can get and show the city that you are having an awesome, and safe, time.

Finally, for the people in New Brunswick, you all are the first to come across this issue and because of this the people of New Brunswick are on the frontline of fighting against the ban of our sacred trick or treating. If you are a parent, load up on candy and tell teenagers to come, in costumes to your house, and to the city of New Brunswick, relax, there is no age limit on loving free candy.

In a World of STEM, Don't Forget About Art

By **Tamia Haskins ('19)**
Staff Writer

Every person who pursues a career in the arts suffers from ridicule at some point. I myself have been questioned by adults on my future and it is always the same commentary.

"What job could you get with a degree in theater?"

"As long as you're financially stable."

"I hope you have a backup plan."

"Maybe you should be a little bit more practical."

In a world that is constantly racing to be the most technologically advanced, it is hard for the Arts and Humanities to thrive. STEM has become the center of our society and education system; an area that once lacked funding is now in full force.

President Trump has directed "the Education Department to spend \$200 million a year on grants that promote science, technology, engineering and math education," and "particularly computer science." Funding for Arts and Humanities is predicted in 2018 to be \$29 million, cut down significantly from a previous \$150 million.

This disproportional funding has created stigmas associated with STEM and the Arts. STEM is associated with success and the Arts as a hobby. The combination of lack of funding and Arts awareness makes the Arts seem inferior. Forming an impression that a career in the Arts is not a stable profes-

sion. Students instead are influenced to have jobs such as doctors, engineers, and accountants.

At Bullis, we have a countdown on our Art requirements as well. Only one year is required to graduate. Workshop, which is the highest acting level class, is only one student this year. Although we have a decent amount of Visual and Performing Arts capstone students, what will the future hold? I am concerned, but I hope in the years to come we have an increase in the Arts.

These negative connotations influence our youth towards a world that lacks creativity in

an artistic form. The arts have been proven to help students confidence, public speaking, focus, perseverance, non-verbal communication, dedication, and collaboration.

The Arts are aspects of life, "Every society, every culture has music, art, dance it is an important human expression," emphasizes Ms. Terwilliger. Through the Art, we are able to discuss hard topics such as sexism, racism, and politics in a way that is acceptable in society without even knowing it.

Arts also connects to every subject. It can help you to better understand topics, cultures, and people. The overall benefit of the Arts and Humanities

is that it cultures people. That is why it is essential to be integrated into schools. Cross-discipline and integrate other subjects together with the Arts is, "an opportunity to build community and collaborate students engage in teamwork and self-expression," expresses Ms. Terwilliger.

The next step is for "all students [to] be exposed and have experiences in both and then see where their paths leave," explains Ms. Terwilliger. I think a balance is what is needed. Arts bringing in creativity and STEM helps develop the world around us. I strive to incorporate both in my life and you should too. Our community will be enriched and improved.

More time for Clubs

By **Sidney Eisen ('19)**
Staff Writer

Usually, either clubs or class meetings occur on Wednesdays. This year, the administration has made an effort to even out the time spent on both clubs and class meetings.

Most club meetings are run by students and include important topics such as diversity, school spirit, and sustainability. Some students do choose to just hang out in the library, however; that is their choice.

Class meetings are held by individual grades. Class reps usually talk about upcoming events and engage in class bonding activities. The benefits of class meetings are to make sure everyone is clear about upcoming events and to and talk about what we can do better as a whole.

In my view and what

seemed to be the view of many I interviewed, club meetings should have even more time because they are more fun, interactive and engaging. In addition, it is a way for every student to get involved in some way. It also provides more leadership oppor-

tunities for students.

With that said, some believe that class meetings are productive and inclusive. "Class meetings are important because it is a fun way to interact with people you do not normally talk or interact with," said

Michael Friedlander ('19). "During class meetings, we play fun interactive games that get the grade coming together as a whole for a short period of time, once a week".

Others however, view club meetings as more beneficial than

class meetings. During club meetings, you get to talk about topics or help causes that interest you. Plus, clubs are fun and interactive. "I get to chose something I like and have a passion for," said Ike Simon ('19). Clubs also brings kids from all different grades together to talk about certain topics that interest everyone.

There can be too much down time in class meetings also. "Clubs are something I look forward to. Class meetings are boring, uneventful and sometimes it seems like they don't have a plan," said Junior Alex Caldeira ('19). Community bonding already takes place in all-school assembly. In club meetings, the leaders are prepared and excited to talk about fun and interesting topics.



Photo Courtesy Of Bullis School

Team Size Creates Issues for Coaches

By Jason Hersh ('18)
Sports Editor

New students join the Bullis community every year. With the influx of new students, come new ideas and talent that can change Bullis for the better. However, with all of this talent that is entering Bullis, some people will inevitably feel left out of activities, especially sports. There are issues with coaches balancing winning with play time and allowing everyone who would like to play the opportunity to participate.

This is a double edged sword for most student-athletes. There are instances where they are not played as much as they or their parents feel they should. At the high school level, coaches must determine whether it is more critical to allow their players to experience the game, or to dominate the opposition.

The issue is important to many students and parents. One problem for student athletes is the time commitment necessary for a varsity sport. "Yeah, it takes up too much of my time because I live far and just want to do my homework," Umer Ehsan ('18) said. Student athletes may



Photo courtesy of Bullis

feel that their time commitment to the sport, is not being rewarded with playing time. This, not only creates a negative relationship between player and coach, it can create harsh feelings for the school as well as sports in general. This problem stems from too many athletes filling too few teams. At Bullis it is required to do two activity credits per year and freshmen have to do one of those credits in the fall. This requirement is meant to ensure kids

stay active and try new sports and activities. But for many sports there are too many players on the team to get adequate playing time. "For a long time we did not have enough student athletes to fill our teams," Coach Kelley said. "So now it's growing; we still have the two sport or two activity credit requirement. So coaches sometimes have to have a larger team to give more

kids a chance. It's a delicate balance that coaches have to walk." Parents also may get involved in a situation where they feel that their child is not receiving adequate playing time. "I didn't play when I was a freshman," said Tucker Strachan ('18) when recalling back to his freshman year.

Almost every parent has suffered through long games where their kid does not see the field, followed by the long awkward car ride home. Although parents are asked to refrain from intruding on the chemistry of the team and the

relationships between coaches and players, it is understandable when a frustrated parent demands more playing time. Doing so usually only worsens the situation and puts more stress on the student athlete.

This is a real problem for coaches because their first priority should be doing anything and everything they can to win, especially with the winning tradition that Bullis has. But they must also think of the feelings of athletes and parents in the Bullis community. It teaches a valuable life lesson to adolescents that everything is not served on a silver platter, playing time must be earned. But when playing time is worked for and not given, the psyche of the athlete can be negatively affected. This conundrum along with the Bullis sport policy puts coaches and students in a position where a student is participating in a sport they do not enjoy anymore and coaches have to deal with a dissatisfied player.

Sports Specialization: Proceed With Caution

By Phillip Smith ('19)
Staff Writer

In high school, sports become more serious and require more time and commitment than at previous levels.

Because of the demand for high school athletics, many student-athletes choose to specialize and focus on the sport they believe they excel at and/or can receive a college scholarship for. But, there are still those who have chosen and continue to play multiple sports throughout high school. They may choose to do this to play with friends and teammates of other sports or because they

love playing multiple sports and believe that will make their high school experience rewarding.

Sports specialization early on seems like the right choice at a time where intense training and workout regimens for a single sport are common. As the level of competition increases, athletes have to keep pace with the rising intensity of their sports. Specializing and focusing on one sport keeps some student-athletes more focused on achieving their goal.

According to Joel S. Brenner, council of sports medicine and fitness, specialization does not always

lead to better performance. Although they may dedicate more time than a multiple sport athlete, performance may not directly link to specialization on a single sport. High school specialization does not create a disadvantage for a student athlete, but it cannot be said to give a considerable advantage over a multi-sport athlete.

Although it is a choice that is becoming more popular in today's sports world, specialization is not always the right choice for all high school athletes. As the

workload increases, the athlete may realize that the sport that they chose to pursue is not worth the time and effort. Committing to the wrong sport may lead to a tough decision down the road. As they specialize, athletes may lose skills in other sports and be forced to specialize in a sport they may not enjoy.

Specialization is a good choice for any student athlete who envisions seeing a college future for their sport and wants to focus on their craft to be the best athlete they can be. But before choosing specialization, athletes should be sure that they're willing to sacrifice the time it will take. It should only

be chosen by one who has a passion for and can take to the next level and beyond. Commitment and passion are the main reasons for choosing one sport over the other. Specialization is becoming a more common decision for student athletes, but should not be taken lightly. Specialization is a choice any student athlete could make, but comes with sacrifices and conditions that are not for everyone.

Continued from Page 1

, he admits that it was a major adjustment moving from high school to college. “The pace, not just in games but in practices is really different, everything is timed and we keep score even in practice. But once you get used to it, it’s fun.” Shollenberger continues to work hard and is expected to take on much bigger role for the team in the upcoming season.

Aiden Brown transferred to Bullis in 2015 as a junior and played for Bullis before graduating in 2017. As a Bulldog, Aiden was a two year varsity football player. In 2015, Aiden played an important role in helping the Bulldogs win their third straight IAC championship. As a senior, Brown played both sides of the ball. He dominated opponents, pancaking defenders on the offensive side

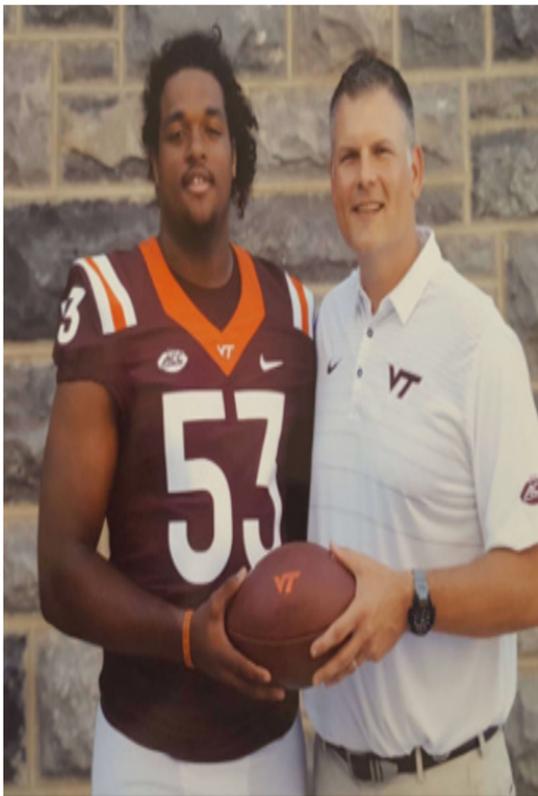


Photo Courtesy of Aiden Brown

of the ball, and burying ball carriers on defense. Aiden’s play lead him to commit to play college football at Virginia Tech. Aiden today is redshirt-

ing in his freshman year at V-Tech. Aiden has found the transformation into a college athlete fun, but also very challenging. “The tran-

sition was and still is pretty difficult. Leaving friends and family behind was probably the most difficult part,” says Brown. Aiden has



Photo Courtesy of Bullis Athletics

also been surprised to find how the game changes, going from highschool to college, “The workload is way different in that high school football was a choice while college football is a business and a lifestyle,” Brown states.

Although high school athletes look forward to a fun collegiate experience, the reality is that college means a heavier work load along with new, more challenging responsibilities. Although Bullis prepares students well for the coursework that college brings, high school can never prepare a student athlete for leaving friends and family. Both athletes explained that college does have time for fun, but they also made clear how difficult the transition is.

Student-Athlete Transfers Enjoying Bullis

By Matt Kelly ('19)
News Editor

The 2017-2018 school year begins, student focus turns from the summer activities to schoolwork, and upcoming athletic seasons. The school has a rich history of excelling in sports, and the school has the benefit of gaining transfers that are also athletes to attend school here.

Bullis athletics have been thriving for many years. Athletics are a big part of the school’s culture and continue to enthrall students, teachers, and many college scouts. A big reason kids come to Bullis is for the connections and experience that coaches have in terms of colleges.

The school attracts many transfers for all sports due to the academic and athletic opportunities available. The impressive state of the buildings, and experienced coaching are just a few of the reasons why athletes decide to enroll here. The opportunity to play with, and against top competition in athletics also entice athletes to



Photo Courtesy of Inside Lacrosse

transfer.

Many coaches have played at the college level and even the professional level. They are smart, have experience in what they do, and understand what colleges look for in an athlete. Connor Shellenberger ('19), the number one overall recruit for the 2019 graduating class for lacrosse made the decision to transfer into Bullis this year. Shellenberger couldn’t resist becoming a Bulldog, “I wanted to get the most of my academic,

and athletic experience during high school,” said Shellenberger.

The school has a reputation of better preparing students for college life, with, or without athletics. The teachers and block schedules help make the transition to college easier, “I transferred to help me be my best prepared for college,” Shellenberger said. The school is a very tight-knit community; everyone cares about the environment of the school. The family like

society at school attracts athletes here, “I fell in love with the campus, the teachers, security, and the students, everyone here cares about the school,” said junior football transfer Sevin Beasley ('19). Beasley is part of the very successful football team that has started the year strong, and look to carry this success throughout the rest of the season. The ability to recruit players in aspirations of competing with the best draws athletes to this

school. Jesiah Matthews('19) transferred into the school his freshman year, repeating a grade. He joined the team because it held promise for great success in the years to come.

The basketball team won the IAC championship last year. “The basketball program is up and coming. The facilities are great, the weight room is always open and coach Al is a good trainer,” said Matthews.

It can be a stressful time for students to move schools, and even homes. The community, and family at Bullis is ready to welcome them with open arms, and provide any assistance that’s needed.

The transfers are ready to add their skills to already successful teams, continually building the school community into a tighter family. The community has gained many new members this year, and are looking forward to seeing them shine in all platforms.

Fall Fun!

M C C E L E B R A T E J
 S O S N O I T I D A R T
 E R F A T U R K E Y F I
 I N M C H L E Z C Y R B
 R Z I I W K I Y X K T V
 R S R R M E P H X F J J
 E R G E L H A R V E S T
 B W L M A Y F L O W E R
 N W I A Y E L F H E C L
 A J P E V A L I E S A N
 R V L V A K N B M A L I
 C X A I R F T A B A S M
 X S G T G W Y D V O F T
 S T H A N K F U L Z G I
 T H A N K S G I V I N G
 P F F G R A T E F U L Z

PILGRIM MAYFLOWER THANKSGIVING
 TURKEY FEAST NATIVE AMERICAN
 PIE CRANBERRIES CORN
 THANKFUL FAMILY GRAVY
 HARVEST GRATEFUL YAMS
 GOBBLE TRADITION CELEBRATE

