

The Silverfish Dish

A Flight Plan Years In The Making

Student battles time in a quest for harmony and closure



By Emily

When Christopher was little, he loved the roar of the airplanes. They would fly overhead, and he would run to the window, looking out across Lake Hood to the international airport as the planes goaded the sound barrier and his house quivered and shook in their wrath. The airport taunted him, wagging its airplane's tails and sticking out its tongues of black smoke.

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Who Is Alayne Teton?

By Madeline

She teaches art. Her hair is brown. She skis, bikes, and practices yoga. Her favorite color is generally purple. She loves anything with sugar in it, especially chocolate.

Meet Alayne Teton, the new Steller art teacher.

Alayne was raised in Pennsylvania, and since then has lived in other regions such as Colorado, upstate New York, Vermont, and Talkeetna. All of the towns she has lived in have been very small. "I've always loved the mountains and really natural places," Alayne remarks.

Upstate New York, far from the traditional 'big city' image of New York, is actually six million acres of wilderness and home to the largest

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What Time-Zone Are You In?

By Elias

Have you ever left Philip’s room and arrived in Jennifer’s two minutes before you left? Or gone out to lunch and then been late for some classes and early for others?

You could conclude that Steller is a time-machine, or maybe that the world just hates you, but the real reason is our legendary clocks. Our ancient time-keepers are getting pretty old these days, and aren’t exactly in-sync with each other.

Tate, an eighth grader said, “I have been late [to class] because of the clocks,” but to combat this problem, he tries to get to his classes earlier than most. Another way to beat the clocks is to know where you’re headed, and what time-zone it’s in.

Kenneth Varee, one of our excellent social studies teachers, exclaimed, “I’m not working off the lounge clock; I’m working off my clock.”

Other teachers, including Bob Vandergriff, go by the same rule, but still have obnoxious kids show up late because of the clocks. “It’s not always the clocks, [because] it’s usually the same kids that are late.”

Bob said that the clocks have definitely affected his teaching. Other classes get let out at different times and force him to repeat info to the late students, “but most students know the clocks are different.”

If you didn’t know that our “stellar” clocks were different, or if you did and you just don’t know how to live with them, here are some ideas that can help with our school-wide dilemma.

Setting your watch to your first period class will allow you to get there on time, and usually you will have enough time from when you’re let out to when you’re sitting back down studying in second period. Another idea is to memorize this chart, or at least the classes you need.

Clock	Time 1	Time 2	Time 3
Lounge (control)	8:30:00	11:45:00	2:05:00
Gym	8:30:42	11:45:42	2:05:42
Danielle	8:30:43	11:45:43	2:05:43
Leigh Ann	8:30:45	11:45:45	2:05:45
Nina	8:31:37	11:46:37	2:06:37
Jennifer	8:31:05	11:46:05	2:06:05
Philip	8:31:12	11:46:12	2:06:12
Lorna	8:31:04	11:46:04	2:06:12
Gerald	8:31:50	11:46:50	2:06:50
Bob	8:30:49	11:45:49	2:05:49
Natalie	8:32:07	11:47:07	2:07:07
Ken	8:32:18	11:47:18	2:07:18
Alayne	8:30:37	11:45:37	2:05:37
Comp. Lab	8:31:27	11:46:27	2:06:27

Hopefully this chart can help you with your time keeping problems, and get you that 100% in attendance you’ve been looking for. If it doesn’t get you to class on time though, then you just lost your excuse of “it said it was the right time,” and you’ll be forced to use the “traffic was really bad” excuse instead, which doesn’t quite work in fourth period.☹

What Time Is It? Intensive Time!

By Justin

Now that finals week is wrapping up, teachers and students are looking forward to winter intensives.

Some teachers are taking advantage of the weather and are offering an intensive for the outdoors, while others are exploring subjects completely new to intensives.

Alayne decided to teach students about healing arts and wellness because “it’s something that is therapeutic at the end of the semester,” she said. She also considers it a good way to approach the winter because she can teach students methods to get rid of the winter blues.

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Adios Nina, We'll Miss You

by Cassie

We've all heard the rumors going around the school, and it is true. Our teacher Nina Bonito-Romine, is leaving Steller.

Nina says she plans on "graduating with the seniors" at the end of this school year. This is going to be a very hard move for everyone at Steller, but especially Nina's Spanish groups and her loyal advisees.

"I'm retiring, well, I'm retiring from teaching," Nina explains. "I'm going to help work with the family business." Aside from being an amazing teacher at Steller, Nina co-owns and works at the Kobuk downtown, with her sister-in-law.

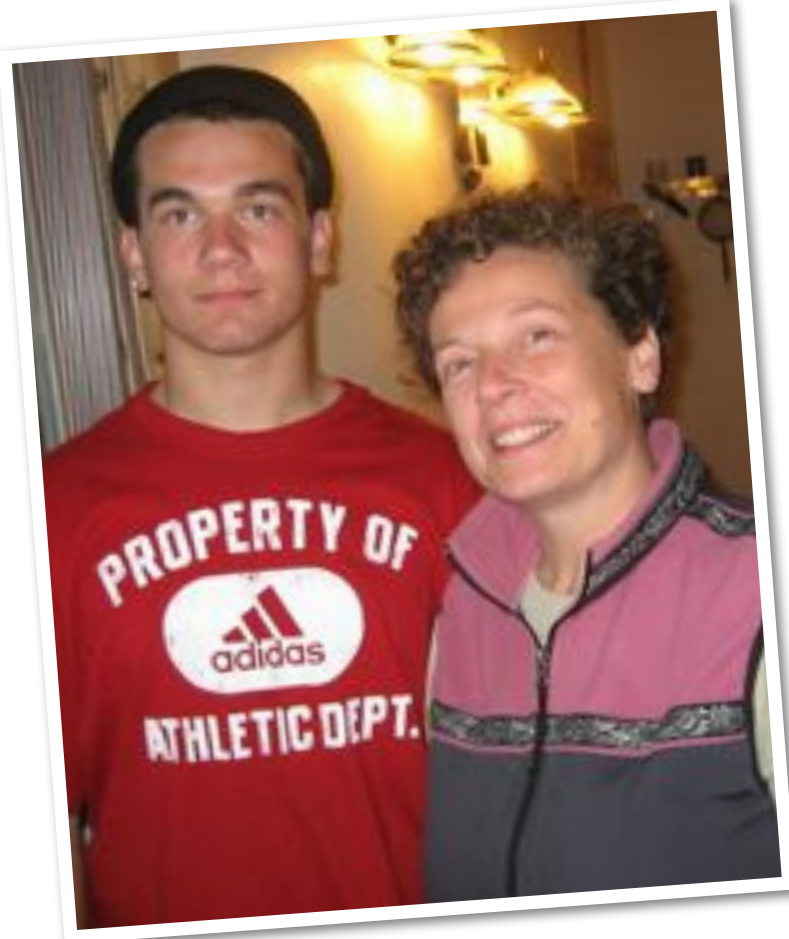
Nina has worked at Steller for about 28 years. She was waiting for her son, Beau Romine, to graduate before she retired. Then they could both move on together.

There is nothing that the student and teacher body could do to persuade her to stay. She explained she's been at Steller for a long time, and if she were to stay for one student to graduate, that it would just continue and continue.

Hana says that she, among many other students, such as Cami, are sad and upset about Nina's choice to leave, but are happy that they had the chance to meet and take classes with her. She mentioned that she's happy Nina is going on to something else she loves, working in the Kobuk and being a stay-at-home mother.

Teacher Bob Vandergriff says, "I think Nina needs to wait, and make it 30 years."

When asked how she felt about Nina's choice in leaving Chloe said, "Sad... I don't know if they are going to be able to fill her spot with someone able to live up to her achievements."



Nina and her son Beau will graduate from Steller together at the end of the year.

James Gutsch, a recent Steller graduate, says, "I think Nina is one of the few teachers who is experienced in what Steller was meant to be as a school in terms of alternative education. She always stood as a good voice of reason when issues arose and I think Steller will definitely miss her wisdom and ideas."

When I asked Nina how she thought her leaving would affect the school she laughed, "Not at all. I've been here long enough to know that it's not about the teachers, it's about the students."

Nina says she will visit, and she explains, "I might sub." But if you just can't wait, just make a trip to the Kobuk, and ask for Nina, she'll most likely be there.

Adios Nina, I know I speak for all of us when I say, "We'll miss you!"

Steller Students Find Volunteer Opportunities A Long Way From Home

By Ben

We often look at travel as being nothing more than a fun thing to do. We all love to go places, whether it is to see new things, visit friends and family, or just to get away from it all for a few days. It is a break from the repetition of our daily lives. Almost everyone enjoys going to new places and doing things they've never done before. However, that is not always someone's motivation to travel.

It is not uncommon for people to volunteer in other parts of the world, be it to help improve quality of life for people in these areas by raising money, spreading knowledge, or any number of other things. People also do it to protect the environment by cleaning up beaches, and working with animals. This may not be their primary motivation for the trip, but it is definitely the most memorable part of such a vacation.

In the past few years, several Steller students have taken such trips.

Last summer, Emily traveled for one month, to Malawi, a small country in southeast Africa. She was there with the organization World Camp, just one of many organizations which coordinates a program in

Malawi to help the local



The kalulu (rabbit) class battles the elements and goats in order to learn about HIV

people by teaching them about HIV and AIDS, which are a prevalent problem there.

Emily stated, "You know, one of the reasons I was so excited to go was because I couldn't wait to see how this experience would enrich me as a person."

Continued on back page

Steller & Kiva: A Perfect Match



Support rural education? We could.

by Max

Charity and community service are part of the Steller philosophy. Here at Steller, the individual Advisory Groups often raise money for charitable causes.

But these are expensive, as well as anonymous.

Allow me to explain what I mean by anonymous. Whenever anybody in this school, or anyone in general donates to a charitable cause, they have no idea how exactly the money they raise will be used. Even in food drives, charitable donors don't know who will eat the cans of food they've collected.

Before I continue, I would like to say that I do not mean to discourage any charities, especially local

ones. But I believe that there is an inexpensive, relatively simple way of involving students in charity that puts the givers and the receivers on a more personal level. By establishing an account on Kiva, we could save money, educate our students about basic business practices, and literally change a person's life.

Kiva is a web based non-profit organization that specializes in micro-lending. Micro-lending is the practice of giving small loans. In this country, a hundred dollars is a

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Feel like a zombie after finals week? Come celebrate with kin at the ZOMBIE DANCE

Friday,
December 3rd
7 pm-11 pm

Continued from “Alayne”

state park besides Denali. The village Alayne lived in while staying

in New York had approximately four hundred people in it. When in Colorado, Alayne lived in a town of ninety-two people. “Anchorage is definitely different because I’m used to living rural,” Alayne comments.

Alayne has found certain aspects of Anchorage that comply with her love of natural scenery. “Anchorage is the most laid back city I’ve ever seen,” observes Alayne. “I love how no matter what I always have a view of the mountains.” Alayne also appreciates the variety of activities a city allows- “There is something for everybody.”

Immediately after moving to Anchorage, Alayne began teaching at Steller, her first job teaching art in a school setting, but not her first career in teaching.

Alayne has had many “crazy jobs” during college breaks or prior to breaks. These jobs range from working a garden center to construction. Along with teaching art in various volunteer programs, Alayne has also had jobs as a downhill ski instructor and as a yoga teacher. “I love to share my passions with people,” Alayne comments.

Besides skiing and yoga, Alayne also enjoys reading. “I’m a total bookworm,” she admits. Her favorite types of books are classic literature, books about psychology, and “anything I can get my hands on.” Although Alayne will read anything, she is not a huge fan of sci-fi or adventure stories.

One of Alayne’s main

passions is, of course, art. The art Alayne creates is based on “deep inner experiences and the natural world.”

Alayne has wanted to teach art since kindergarten. Her favorite art medium is oil paints. “I love the lustrous colors that you can get with oils,” Alayne explains. Unfortunately, the practicalities of a classroom prevent Alayne from teaching an oil painting class due to the paint fumes and ventilation as well as the expensive prices of oil paints.

While her first two quarters of classes have been broad art topics, Alayne plans to start teaching classes that focus on more specific arts, such as pop art or South American Art.

Alayne is following the same plan with intensives, beginning with a lower key healing arts intensive, inspired from her career as a yoga instructor. Her dream intensive would be traveling with

students to Austria and combining skiing with cultural learning.

When questioned on her

favorite aspects of teaching at Steller, Alayne immediately responded, “Getting to know the students is definitely the best. I feel excited



when they get excited about something.” The worst aspects of teaching at Steller are, of course, paperwork and the dreaded Zangle. As far as her previous expectations of Steller, Alayne comments, “I’ve learned that the best expectation to have is to have no expectations. I’ve never had an expectation in life that compared to the real experience. Steller has exceeded my expectations.”☺



Continued from “Kiva”

small amount of money. In another, it can be enough start a business.

On Kiva’s website, impoverished entrepreneurs can apply for small loans from people who live in far richer countries (such as us). Kiva users come from all over the world, representing diverse backgrounds and ethnicities. Here’s one prospective borrower’s online biography:

“Mercy Efua Adgeiwa Ewusi is married and has three children. She has attained a junior high level of education. She sells costume jewelry in Abura Ghana. Mercy assists her husband in the upkeep of the home. The loan will enable her to purchase more jewelry and other items which are very often requested by her customers. Mercy plans to reinvest her additional revenue back into her business.”

Mercy is just one of thousands of prospective borrowers with an account on Kiva. If Steller established an account on Kiva’s website, students could learn about the people that they’re helping. Actually knowing who they’re giving to could generate an interest in charity in the student body.

This personal quality of Kiva can also teach students about a basic business practice - lending. Which individuals we choose to lend money to could be something that students could debate and discuss. Financial information is displayed on the profiles of all borrowers, so students can

choose lenders based on financial situations and lending history.

Kiva could potentially save money for Steller as well as perhaps make some. Loans must be definitively paid back. If they were not, they would simply be donations. Any money donated to Kiva would come back, with the exception of a small \$3 fee that keeps Kiva running. This means that the amount of money that was raised for Kiva could only be increased as time went by, and would be available if

Steller ever decided it needed the money for other purposes or wanted to cancel the account.

We could use Kiva to enact Steller philosophy cheaply while introducing our students to the impoverished world. Through Kiva, Steller students can change the world themselves.☺

Jumble

cuamuv

 trieno

 cotks

 roacl

Answers on back page

**Computer Acronyms:
 How much of a geek are you?**

Find Zach P. for Solutions

Can you guess the words?

- CPU: _____
- HDD: _____
- RAM: _____
- ODD: _____
- OS: _____
- GPU: _____
- BIOS: _____
- PHP: _____
- HTML: _____
- HTTP: _____
- HTTPS: _____
- TWAIN: _____
- TCP: _____
- IP: _____

Frolf? Again?

By Olivia

Indoor/outdoor games, pyrography, frolf, backpacking, a rather expensive international trip.

This sounds like a typical line-up for May intensive offerings, until now. Recently implemented, a new policy regarding the routines of intensive offerings (and, therefore, popular-by-default intensives) will change all of that.

“Steller is about exploring as many options as possible and intensives are a great way to do that,” says math teacher, Jen Strauss.

Strauss says that she decided to bring this issue to light when she and a fellow teacher noticed that only outdoor intensives were filling. For instance, science teacher, Lorna Boter, was pulled from a culinary arts/science intensive that she was going to offer last year in order to help chaperone frolf.

The intensive proposal is designed to put caps on the number of students allowed into each intensive, in the hopes that teachers will be able to offer a wider variety of intensive options.

Eliza, sophomore and current Op Group Chair, says that she is “really excited about the part about limiting numbers.”

Many students worry about this aspect of the new intensive policy. They wonder if they will be able to get into the intensive that they want, particularly because of another new concern that came with the proposal: Students cannot repeat an intensive within

two school years.

For instance, if you take ski/snowboard your freshman year, you cannot take it again until you are a junior. Many older students worry that if they don’t get to take an intensive that they want this year, they may never get to take it.

Senior Evan “strongly disapproves,” of the new policy because he believes that the current system works just fine the way it is.

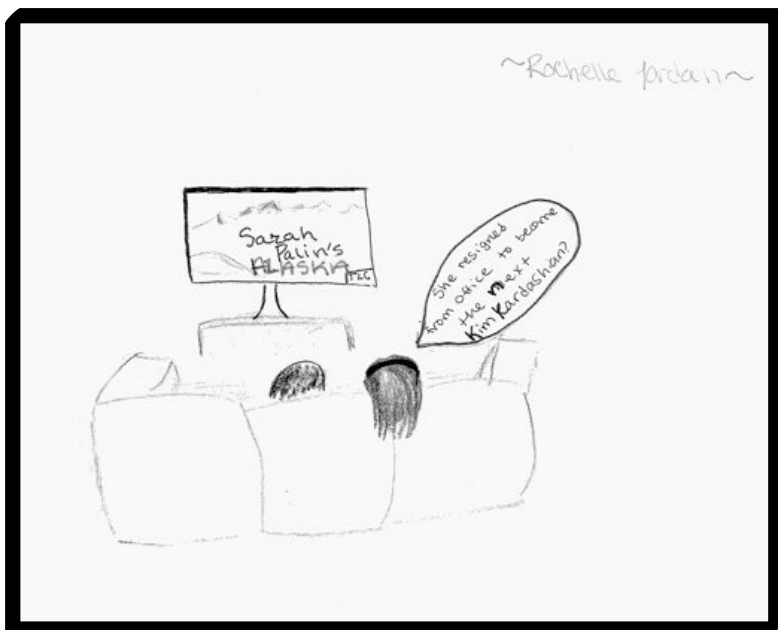
“The proposal is targeting a problem that might not even exist,” he said. A common concern amongst staff is students who take the same intensives over and over. Most teachers think that students are slacking off, whereas the students themselves say that they just want a break from the busy school year.

“Intensives often take the place of elective classes,” says Nina Bonito-Romine, who has been teaching here for 28 years. “The schedule is already full of required, core classes and intensives are a great way for students to take a less rigorous class in something that they are interested in,” she says. This idea worries many parents, who often voice concerns that there are not enough academic intensives being offered. “I think that [this proposal] will stretch the school to offer more academic intensives,” says Eliza in response to this concern.

While many agree that more diversity amongst staff and students in regard to intensives is important, many students think that the changes are being implemented incorrectly. “I support the reasoning behind the proposal, and the ideals of it,” says Senior Christopher , “but I don’t feel that the proposal itself is the best option.” Fellow senior, Stacey agrees. “I’m all for not letting [students] repeat [an intensive] in one year, but not being able to do [an intensive] for two years is stupid.”

The staff seems to have a different view. They reacted “very positively,” to the proposal, according to Philip Fleckenstein, who was integral in making this proposal a reality.

It would appear that there is going to be a lot of conflict over this new proposal, but keep in mind, that, according to Eliza, “if this proposal doesn’t work, it can always be changed,” reminding the Steller community that, if the policy can be changed once, it can be changed again.☺



I Wanna Talk About Me

By Lindsay

Taptaptap...

Your advisor is staring at you, pencil tapping against the tabletop; your parents look on in anticipation, you wonder absently if they are waiting for you to break into song and dance or something. But no, they're eagerly awaiting you to open that innocuous folder in front of you and begin this strange thing called student-led conferences.

You've heard of this exotic thing of course, but it never seemed quite a reality until the day your advisor handed you a piece of paper and told you to schedule a conference.

Where did this come from? Is it going to

happen again? What are other people thinking about this?

Little do you suspect, there are students who feel just as lost as you.

In the words of ninth grader Sarah, "I'm so confused, what does this mean?"

A little background on the strange enigma that is student-led conferences is in order. Last year Leigh Anne put a proposal before the staff that conferences be changed to twice a year, and that they be student led. She had taught at other schools that had done conferences this way and believed that it would be, Useful for opening up communication between parents, students, and teachers.

She says that most of the feedback she has heard from students

has been positive.

Seventh grader Jonas certainly agrees that they are a force for good. Jonas says; "I enjoyed the time I had, and wish it could have been longer." He claims he would definitely do conferences like this again. However, there were several angry comments on Facebook from older students concerning the new format.

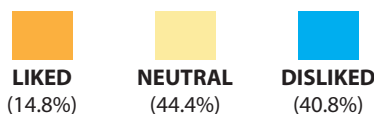
Are these older students simply biased against change? Or are there deeper reasons for the malcontented attitude they display? Many high school students complain that the new style, according to tenth grader Mackenzie, "felt like elementary school again." Mackenzie added that the time change was excellent; but she considered the

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Student's Opinions on Student-led Conferences

By Madeline Miller

Proportion of students that either liked, disliked or did not have an opinion regarding student-led conferences.*



*Based on a survey of 27 Steller Students

"The meeting went relatively well, but I just didn't see the point of it."

- Tristan Sammons, 9th grader

"I don't see the difference."

- Anna Miller, 11th grader

"I've never had anything but student-led conferences since I was at elementary school, so I feel really good about them personally."

- Adrienne Fox, 9th grader

"They're a waste of time, people who are honest with their parents will answer those questions at home."

- Jaisa Anderson, 9th grader

"I'll do it, I guess, because it's required."

- Jordan Martin, 9th grader

"They're just kind of 'ish'."

- Allison Brooking, 8th grader

Justice for Youth by Youth

By Bobby

Every day, teenagers in Alaska fight, vandalize, break property, steal, and do drugs, and every day, teenagers are arrested and charged with misdemeanor and felony class crimes.

These teens are required to talk with a probation officer at McLaughlin Youth Center to discuss their options, one of which is a referral to Anchorage Youth Court.

Anchorage Youth Court (AYC) is a non-profit organization that uses student volunteers to prosecute, defend, and judge teenaged criminals. These criminals are given a generous opportunity to rehabilitate themselves with heavily reduced consequence, but that is not where the benefits from AYC end. AYC also provides many opportunities for the students that volunteer their time to helping those who go through the program.

Many students from many schools are involved in the process of scheduling and running a sentencing hearing, but some of those students are right here in our own school.

One of the Steller volunteers for AYC is Taran, who has been there for only a year and can already look back on the many opportunities that AYC has offered him.

“I think AYC as an opportunity for volunteers is very beneficial by providing opportunities with financial support and letters of recommendation and you get the chance to peer through the

looking glass into a very interesting and cool world,” said Taran.

Every year, one or two students from each school are selected to attend the Annual Bar Association Luncheon. There, students can learn about important policies involved with the law and have the chance to meet with prominent local attorneys.

Lawyers often go to AYC in search of students who can preform some of the less important roles required to run a law firm. These roles can be anything from a filing clerk to an office assistant, and these jobs offer extra insight into the legal world as well as some physical experience in operating a small business.

AYC also presents the opportunity to teach important skills that follow the volunteers through their lives. Volunteers learn how to search a document very quickly for specific information, assimilate the information that was not clearly given, write that information down in understandable notes, and then give a presentable and flowing speech, often with such little practice, it borders on impromptu speaking.

Public speaking isn’t the only skill that is taught through AYC. It also teaches a skill that is sometimes rarely seen in society but is always needed: the ability to talk to and support people who some may consider undesirable or different.

“I believe that as an AYC volunteer, I am gaining valuable insight to the troubled sector of the Anchorage teenaged

population,” states Brennan president of the United Youth Courts and Steller senior.

Taran explained that he has received plenty of experience dealing with “interesting” characters, not only with the defendants, but also their parents.

Other than that, AYC also offers a small scholarship program for students who consistently log over 100 hours per year, worth \$100 for each year. Every year the United Youth Courts meet with all of the Youth Courts of Alaska and discuss policies and exchange courtroom procedures.

AYC hosts many fundraising events where students can meet people who share the same interests with the law and can possibly provide even more opportunities in the future, but all of these opportunities start with volunteering for Anchorage Youth Court.☺

For more information about Anchorage Youth Court

Talk to:
Bobby
Taran
Brennan
Kari
Lindsay

Visit the website at:
[http://
www.anchorageyouthcourt.org/](http://www.anchorageyouthcourt.org/)

Visit the office at:
838 W 4th Ave Anchorage

Call the office at:
(907) 274-5986

Oh the Places You'll Go...

By Lindsay Lates

So many travel intensives, so many embarrassing, awkward, and hilarious stories to tell. Several traveling teachers were asked what was the funniest thing that happened to them and their students abroad. Here are their answers...

Bob- "A cab dropped off a group of students and parents two blocks away from where they were supposed to be. (This was) in the middle of London. Luckily some of the other students spotted them."



Philip- "I was almost eaten by a sea lion! (This was) in the Galapagos. I was in a place I shouldn't have been and a large male sea lion tried to eat me."



Natalie- "I've never done my own travel intensive, but I went with Nina to Spain one year. The funniest thing to us was when the kids first met their host families. In Spain they greet each other with a kiss on each cheek, even guy-to-guy, so it was really funny seeing the guys in our group meeting their foster brothers. By the end of the stay they were like brothers and doing it too, no problem!"



Meet Our New Registrar!



From the desk of Jamie Michaud...

Hi, my name is Jamie Michaud (me-show). I am fairly new to the Anchorage area. I moved here in May 2009 with my husband, who is in the US Air Force, and my dog, Guinney, who is the cutest Boston Terrier in the world.

I enjoy reading, shopping, and reality TV shows. I have been involved in clerical type work for the past 10 years, and I hope to use my skills to support the staff, students, and parents of Steller Secondary.

Horoscopes

As foreseen by Madeline

Aries

Aries is a fire sign. Who doesn't like fire? There is nothing more entertaining than burning things! However, your fiery disposition sometimes causes you to lose your temper. So when your house is robbed, your money is stolen, and the entire structure is burned to the ground, try to contain your anger. Instead of being angry at those responsible, try and think of how pretty the light from the fire is, what an interesting story this will be, how exciting this day turned out to be, and what a novel experience it is to be able to roast marshmallows over the charred remains of your house! You will be a much happier and relaxed person when you can learn to accept these kind of minor annoyances peacefully.

Taurus

(April 20-May 20)

The symbol for Taurus is the Bull. As you are probably aware, a bull is a male bovine, and the same species as the cow. Therefore, in order to appease the heavens and prevent the wrath of the stars, you must sacrifice a hamburger at midnight. If you do not do this you will be cursed.

Gemini

(May 21-June 20)

As a Gemini, you tend have a lot of energy. Try focusing that energy on something productive; for example, you could try and help a friend clean their house. Not with the actual cleaning, of course, but by keeping your friend focused on the task. Keep them entertained by dressing up as a ninja and attacking them violently when they aren't expecting it. Your friend will no doubt find this very amusing, and the work will seem less tedious.

Cancer

(June 21-22)

Today, you should work on your leadership skills. Tell everyone exactly what you think they should be doing to be more productive. You can also make personal comments on their

appearance and social lives. They will find it endearing. Be very frank, and don't worry about politeness. They will eventually appreciate your advice and look up to you as a role model

Leo

(July 23 - August 22)

Leos like to be the center of attention. Today, however, all eyes may not be focused on you. So for today, the only advice given by the heavens is this: Violence is not the answer.

Virgo

(August 23 - September 22)

Nothing at all interesting will happen to you today. The stars refuse to comment on any of the dull activities you will partake in. If you want to make your life more dangerous and exciting, go find the house of an Aries. See the above Aries horoscope for details on what to do.

Libra

(September 23 - October 22)

Annoying commercials will drive you to a fit of insanity. The only reasonable solution will be to find the nearest hammer and use it to disable your radio. The destruction of the radio will bring balance to your life.

Scorpio

(October 23 - November 21)

Scorpios lead fateful lives that tend to be intense and dramatic. So if your actions today incite anger in others, remember- it was fate. Just tell them that the stars made you do it. This is a perfectly reasonable explanation for any of your actions, and it should be accepted as the source for any trouble you caused. If some unreasonable person tries to tell you otherwise, try and find it in your heart to forgive their irrational comments. The stars cannot smile upon everyone when it comes to the ability to see the truth.

Sagittarius

(November 22 - December 21)

Like Aries, your symbol is also fire. You also long to make a difference in the world. Make a difference today by redecorating your house with a blowtorch. The stars foresee that charred edges will be the new word in style, so help all your friends get ahead in their home décor as well. You wouldn't want to be selfish with your foreknowledge. If you wish to up the excitement factor, try learning how to shoot flaming arrows at the same time!

Capricorn

(December 22 - January 19)

You will need a break from the daily tedium. Take that vacation to Antarctica that you've always wanted to go on. Take only the bare necessities with you and do not go with a tour group. Nothing is more refreshing than a nice peaceful trek across Antarctica. Try to challenge yourself by not bringing any navigational tools with you.

Aquarius

(January 20 - February 18)

The stars foresee a possible chance that you will be disappointed with this horoscope. If this happens, the stars advise you to read through the other horoscopes and then either gracefully accept your fate of having this entirely unhelpful and unrevealing horoscope or wallow in your self pity for the rest of the day. If this doesn't improve your outlook, hit your head repeatedly against a wall. This is a stress reducing technique.

Pisces

(February 19 - March 20)

The stars regret to inform you that your imaginary friends have all immigrated to Russia. Not only that, but your pet fish has developed a phobia of water and will need some very expensive therapy sessions to recover.

Look for the following peer-taughts in next semester's schedule:

Like coffee? Check out the **Temple of the Bean** class being held *third and fourth quarter*.

For those interested in film, a crash course in **iMovie** will be offered *third quarter*.

Come and join the fruits of that confusing all-student meeting we had a long time ago and everybody forgot about in **Stellerites**, *fourth quarter*. See David Devlin at his finest (and maybe even discover a passion) during *fourth quarter* in **Percussion Agueronetics**? huh? Learn more *fourth quarter* in **Intro to Genetics**.

Continued From “Chris”



Top: Flight training

Bottom: Chris bugs an airplane

And since his first encounter, Chris has wanted to fly. Perhaps it was the proximity, perhaps it was glamour of the orange vests and dancing cones, or perhaps it was the fact that his father had always harbored a similar love.

When Chris’s father was young, he too wanted to fly airplanes. He even passed the written portion of the FAA flight test, an extremely difficult exam, with a 100 percent. However, due to a lack of funds, he was never able to continue the passion, and became a photojournalist instead.

So Chris, since freshman year, has been taking flying lessons. He would go once a month, just to keep the dream alive, and this past June he took his first solo flight. And though he hopes to become a pilot,

Chris has other motives propelling this ambition.

In 2002, when Chris was 9 years old, his father was diagnosed with Parkinson’s disease, a degenerative condition that affects the central nervous system.

But Chris is a resilient type of fellow, and instead of succumbing to self pity and grief, he grew up, and, at the age of nine while sitting in front of the Christmas tree listening to music, decided he was going to take his father flying before he died.

Life went on, but he was never the same. “If you asked me to remember a time when my dad didn’t have Parkinson’s disease, I couldn’t do it,” Chris mused. “He has always had it, in my brain.”

“I don’t remember myself from before. I don’t remember what I used to be like. I had to take on a lot of extra responsibility and grow up faster than lots of people my age, a lot of my character and outlook is the result of this.”

Middle school was particularly hard, as his father’s disease progressed and his peers concerns turned inward.

“In 7th and 8th grade, I really judged kids my age for the way they acted and the things they said and the clothes they wore. I wrote everyone off. I [had] no desire to be with people my age. I still have a different outlook than other people my age. I’m not interested in Miley Cyrus and other things. My father’s diagnosis was not a good thing by

any stretch, but it forced me to be a better person.”

So here Chris stands, closer than ever to the death of his father and the achievement of a goal that is all he can remember.

Though, in case his desire ever does falter, upon Chris’s door is a slip of paper, which reads “Go to flight school,” because, according to Leslie, Chris’s mother, “It’s never a goal until you write it down.”

He’s on his way. Chris has already passed his medical testing, and, despite the fact that he is legally blind in one eye, is now capable of become a certified private pilot.

He plans to resume flight school in January of 2011, and finish three months later in March. After this he will take the same test his father took, and become an FAA certified pilot.

“He can’t get out of bed, can’t feed himself; everything, everything is a struggle. If my dad [were] well, I would have my entire life to do this, but I don’t. My father’s prognosis is not good. That’s why I’m pushing this as aggressively as I am.”

And Chris is pushing as hard as anyone could hope to push. He’s hosting a fundraiser November 20th, from 5:30 to 7:30 pm at the home of Pamela Tesche, with the hope of raising \$6,000 for the continuation of his training, and the chance to fly his father over the Chugach Range.

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Troy, along with one of the parents from his intensive, will be teaching students everything a dog musher encounters during long journey. This is the first time Troy has ever taught an intensive like this one, but he thinks that it will be a good learning experience for those who find interest in mushing. Troy states, “I have never dog mushed before so it will also be a learning experience for me.”

Sophomore, Tore, is one of the students taking Troy’s winter intensive. He thinks it is very interesting intensive that just stood out more than the others. Tore states, “I have a dog capable of mushing and I think that this intensive will help me teach him how to do things similar to dog mushing so I am really looking forward to Troy’s intensive.”

Ken is also teaching a winter intensive this semester. He will be teaching his students about winter camping. He thinks that students will find interest in his intensive because most kids don’t go winter camping, so they can definitely learn a lot of new stuff.

Sophomore Brian Spees says, “Snowboarding is a good experience especially for who have never tried it.” He is hoping to improve his skills with snowboarding.

While some students will be learning how to survive the cold winter, other students will be sitting in a warm classroom in front of flat screen enjoying horror films, which is what Jen’s intensive is offering. “Three years ago, when I first taught horror films, I had to watch a ton of horror films to get

ready for it and I ended up being really interested in the subject so I’m teaching it again to kind of one-up what I did years ago.” Jen states. She thinks it will also be neat to compare and contrast newer movies to older ones.

The Steller espresso cafe is back and will be better than ever, at least that’s what Nina’s Temple of the Bean intensive is trying to accomplish.

The idea of this intensive came from the kids because they missed the espresso café Steller had before. During this intensive students will start up the new espresso café and come up with a name and make graphic designs for the new café.

The students will also learn how to operate the espresso machine properly and will get their food handler license. According to Nina, “Eliza is the really the driving force of this intensive. She has been talking to Kaladi University and she has been fundraising for the espresso machine so really I feel like I am co teaching with her.” I just can’t wait for a delicious cup of coffee early in the morning.

Throughout this intensive Eliza is hoping to receive a food handler license, learn how to make different types of coffee, and experience what running a business might feel like. “I thought many times about getting a job at Kaladi,” Eliza says, “which would definitely be easier with a Kaladi training program.”

Watch out for those avalanches for those skiing and

snowboarding with Philip, Natalie, and Danielle. In this intensive students will go to Alyeska every day, in the morning they will be taking lessons from instructor and in the afternoon they will have the opportunity to roam the mountain with friends.

From winter activities to starting up a espresso café business, intensives are covering it all. ☺

Continued From “Chris”

Everyone deserves the chance to be young, naïve, and carefree. But sometimes people don’t get that. And rarely do people, especially young people, take the time to look around and realize they can’t ever know anything about people they don’t talk to. Sometimes people are bigger than they seem.

“There are things I’m sure that I don’t recognize or don’t realize that have changed who I am and what I realize. When the healthcare law was being passed, I took a huge interest in that. People complain about national debt, and ‘ObamaCare,’ but I’d be more than happy to take that price ten years down the road if it helped. I care more about issues affecting our world. [It’s] the idea that I’m not here to take up space, I’m here to do things. [My father] stopped working at 54, and I have a desire to make up for the things that he didn’t get to do. This entire situation has changed the way I view life.”

“Since starting this process I’ve met a lot of people and made a lot of friends; particularly people working in legislature. I’ve met a lot of people who I normally

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would not have met if I hadn’t been trying to do this, trying to be a pilot.”

Chris is thankful to all of those people for their work and support. He values the friendships he’s forged, and all the help he’s received.

And he’s looking forward to all that lies ahead, because after he gets the money, after he finishes training, and after he becomes certified, then, Chris says, then he can contact everyone who helped him

along the way, and he can “take every single one of them flying.”☺

* As of the publication of this article, Chris has raised \$7,000. His fundraiser was a success, and the money will go towards training, licensing, and continuing credits.

Continued from “Conferences”

method redundant. When asked if the conferences fulfilled their purpose, she replied “I don’t think they did because you’re just looking over work. If it was more focused on how classes are going and what changes need to be made it would work better.”

Bob believes that the conferences’ purpose is to plan ahead. “It’s not just to look over old work,” Bob explains, “The students should be looking at what their work is telling them about their place in their education.”

Others students disagreed with the supposed need for better parental communication, “I already discuss those things with my parents, I don’t know how to make (the conferences) so that you’re not talking about the same things” says eleventh grader Meghan Caves. She did mention the she believes the new conference style to be more “Steller-centric” since the student

is leading the conference.

Perhaps the student body simply needs a better explanation of what the conferences are all about, and a few changes to the formatting.

Eighth grader Natalie asks the question that seems to be on some students’ minds, “What was their intended purpose?”

Bob says that this is one of the inherent problems of the advisory system, “Like any information we try to disseminate, there [are] people who are clear on what is expected and people who are fuzzy.” He does think that the information could have been distributed in a clearer way throughout the advisory groups.

The new conference system’s intent was to assist students in planning for the rest of the year and correcting any existing problems. Teachers also hoped for increased parent-

student communication as a result.

This may or may not have happened, and Bob claims that the new conference schedule is very much a work in progress and will continue to grow and change.

Leigh Anne believes the conferences are here to stay and looks forward to their continued presence in the Steller calendar. Staff has stated that they desire student feedback on the subject of conferences, and a comment form is available in the office and from most student advisors.

Any student interested can turn in their comments in to the office.☺

Modified Registration Schedule

Due to a staff training in the afternoon, the registration schedule for Monday, January 3rd, is a bit funky:

8th/12th grade: Meet with advisers from 8am to 8:20/ register from 8:20 to 9:00am

7th/11th grade: Meet with advisers from 9am to 9:20/ register from 9:20 to 10:00 am

9th/10th grade: Meet with advisers from 10am to 10:20/ register from 10:20 to 11:00am

Continued from "Volunteer travel" survival.

She said that there are many organizations which work to help people in developing countries, but a large number of them just give food and money. These things keep people alive while they last, but once they run out, the people are back where they started. She wanted to teach because knowledge lasts, and its benefits would remain much longer than her stay in Malawi.

"I think maybe the thing that I took away from this is that I've become more cynical," Emily said. Many of the social problems she was there to help with were rooted in corruption, crime and the most horrible aspects of human indifference and even cruelty. Despite this, she was very glad to have really gotten something out of her experience. It offered her a new perspective of the world, society, and humanity, and its flaws.

She thoroughly enjoyed her trip, both the volunteering and the normal vacation activities, and stated, "We were pretty busy. When we weren't volunteering we were climbing mountains or visiting refugee camps or driving to Zambia for Safari. The whole entire trip was awesome. Not a single moment was bad."

Kayla, a senior here at Steller, and her sister Kenzie, in tenth grade, went to Costa Rica for a two week trip. Half of their trip was devoted to learning about and protecting sea turtles. They would look for sea turtles and tag any they found, and report any nests they located so they could be better protected and the eggs given a higher chance of

Kayla said, "We wanted to go some place fun, and the volunteering seemed like an interesting thing to do." She has volunteered at the pound and the zoo in the past, and cares a lot about animals, which influenced her choice to go there, but she really did it because she could and it would be a new experience.

In the end, she said, her favorite part was just being somewhere new, but was very glad to have had the experience of volunteering for an important cause. She would gladly go again if offered the chance.☺



Morning games at Chowo FPS, in rural Malawi



The place where they put the turtle eggs to hatch in Costa Rica, on Kayla and Kenzie Carey's trip.



The bungalow where the Careys stayed.

2011 Calendar

January 3rd - Registration

February 5 - Winter Prom

February 11 - Valentine's Dance

February 10 - 6th Grade Fair

February 16 & 17 - Student-led Conferences

February 24 - All-Community Meeting

March 7-11 - Spring Break

March 18 - Dance

March 25 - Auction

April 15 - Sophomore Day

April 15 - Activity Night

May 4 - 17 - Spring Intensives

May 7 - Spring Prom

May 18 - Graduation, with presentations in the morning

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JUMBLE ANSWERS

1. vaccum
2. orient
3. stock (or troad)
4. coral

Jumble: Morrocco