



1925

ATHENS COLLEGE

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Kindergarten • Elementary • Junior High • High

ATHENS COLLEGE • PSYCHICO COLLEGE • KINDERGARTEN J. M. CARRAS

PUNCHLINE

PSYCHICO COLLEGE HIGH SCHOOL 2022-2023



ALKMINI PANAGOPOULOU

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Front cover art and description by Alkmini Panagopoulou HS1

This portrait of a woman with a serene expression, adorned with a gentle smile, invites readers to pause and contemplate the beauty within stillness. It reminds us of the power of tranquility amidst the chaos of everyday life and welcomes readers into the vibrant pages of our school magazine.

LETTER FROM THE EDITOR

Hello! My name is Grace Skarzynski, a 2022-2023 Fulbright Fellow from Pennsylvania, USA, and this year's Punchline editor! It is my honor to present this year's edition of Punchline, a collection of works from our students.

Throughout this collection, common themes like dreams, justice, freedom, empathy, hope, and the courage to aspire for more appear. In a world that feels increasingly tumultuous and hard to make sense of, aren't these the very things we need more of? More dreams, more justice, more freedom, more empathy, more hope, more courage.

While at Psychico College, I was frequently impressed by its students. They wrestled with these difficult concepts and demonstrated an understanding of them not just on a theoretical level, but on a practical level as well. They shared their hopes, dreams, and ambitions, and displayed their determination to achieve these goals. I am excited to see how these students are able to take what they have learned in the classroom and apply it to the world - a world that desperately needs more of what these students have.

I hope you enjoy reading the students' writings and admire their artwork as much as I have while putting the magazine together.

Sincerely,

Grace Skarzynski

Fulbright Fellow 2022-2023

POETRY

Dreams have been a pervasive theme throughout this year and are the focus of Punchline's poetry section. Dreams, like poetry, open up one's mind to things previously unimaginable and can connect us better to ourselves, others, and the world around us. As you read our students' poems, I hope that you will not only be impressed with the hard work and thoughtfulness they have displayed, but that they will cause you to pause, think, and, perhaps, even dream.

-Grace Skarzynski



<https://em-1ly.artstation.com/projects/rR8eaJ>

Heroes of your own story

Screams and shouts all bring me close,
Kicks and punches mark my home,
My past life saying goodbye,
Knowing it will never die.

All my people hold me close,
Never mind they're cats and dogs,
Haven't drank pure milk in months,
Such a shame, it's what I love.

I'm the hero of my tale,
I'm not sure what that me makes

Time to face the facts and run,
Time to look at me and dance,
Time to never lie again,
Time to show what bones me make.

It's now right to weep and cry,
Maybe let performance dry,
Maybe dreams hold second place,
Maybe drama lives in space.

You will rise and you will fall,
You'll shape maps of what's below,
You say what history means,
You'll write books of what you mean.

That's a promise you yourself,
To be better than what's left,
Ancient fossils white from light,
What you see dictates your life.

By Konstantinos Marmaridis HS3

Dreams give us wings

Dreams give us wings to fly and soar,
A path to follow, a goal to adore.
They light the fire in our hearts and souls,
And make us whole, complete, uncut.

So, hold on to your dreams, never let them go,
For they are the seeds of hope that grow.
They are the light that guides you through the
dark,
And the spark that ignites your innermost
heart.

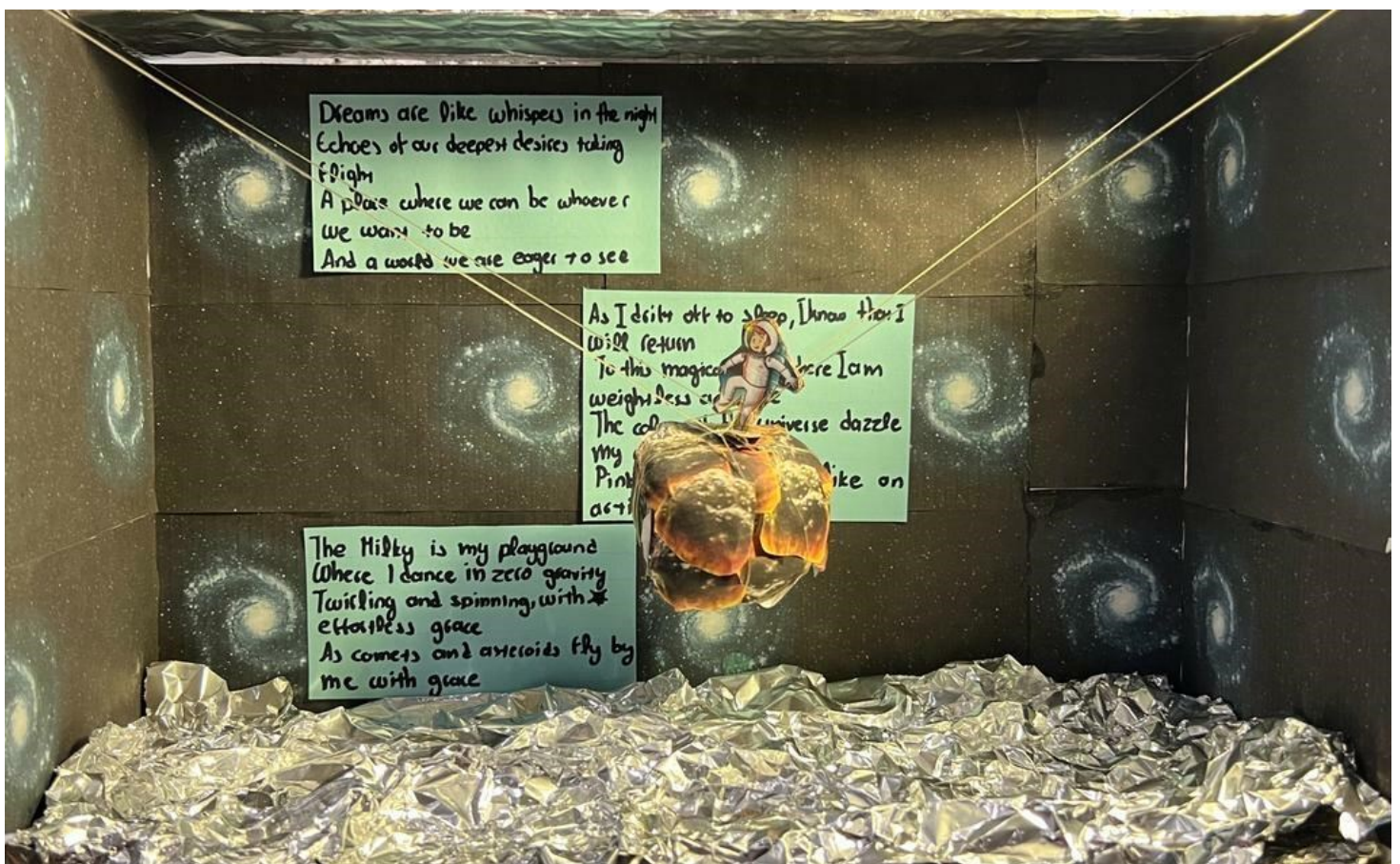
By Paul Bakoyannis HS1

STARS IN THE NIGHT

Dreams are like stars in the night,
Guiding us with their gentle light.
They show us a world beyond our reach,
And inspire us to learn and teach.

Cherish your dreams and follow their lead,
For they are the keys to the life you need.
Trust in yourself and never let go,
And your dreams will help you grow.

By Jason Panagiotakis HS1



By John Patronis

Chase of Dreams

In starting the chase
To seek and search
Colder becomes the trace
Seemingly never in reach.

Neither close nor far
Only attempts and fails
The impasse goes far
Just confusion remains.

Only through remaking oneself
Can aspirations be accomplished
Only through completing oneself
Can dreams be realized.

And even then
The chase is not over
The road of dreams
Remains with no end.

By Nick Perdikis HS1

DREAM ON

Dream on, dear one
For there is no limit to what
you can do.
With each new dawn a new
Day has begun
And your dreams will see you
Through

Dreams are what make life
Worth living
So never stop dreaming and
You will see the world is yours
If only you believe

By Cassandra Grigoriadi

STRIVE AND THRIVE

Dreams are the seeds we sow,
The path to where we want to go.
They keep us reaching for the stars,
No matter how distant or how far.

They give us hope, they give us light,
A reason to keep up the fight.
Dreams are the things that keep us alive,
The reason why we strive and thrive.

By Spyros Perpataris HS1

Interconnected Storm

I feel there's a storm,
Brewing in the fog,

Blocking all secrets that light held
once close.

That in time,
All will stretch and fit tight,
As if swimming,
As if man is one with the seas.

A storm would be red,
As if blood now condensed,
What treaties of past,
Would be justly hung down.

That then mass,
Could be spawned out of spite,
For Nature, for God,
Just as trees, all in time duly die.

A melody twisted,
A harmony broken,
A number,
Created in minds,
Accepted,
as a tool to revive.

You see I'm immortal,
As my elders before me,
An essence, indestructible while in time.
When it leaves,
Shall Gods see,
What's true might.

By Kostas Marmaridis HS3

The Top

It is lonely at the top,
the cries of the vanquished
are no longer heard.
The most immaculate thing in
the world is when you make it!
When you soar in the sky like
a phoenix risen from the dead...
An impressive noble bird.
But for now, every night you dream...
You swim in the sea of aspiration,
filled with hope, empty of life's profanity.
However, you still wake up and drown in
the filthy marshes of reality.

By Dimitris Papadakis HS1

Dreaming Dreams

By Michael Kofinakos HS1

I dream of dreaming.

It's a dream sweet and sour, and a dream ever so insatiable;

a dream born of desire, and in ways, spiteful.

It's a call for freedom; freedom that for now just blisters,

as it lays dormant under societies and whispers.

For it's a need so self evident, as the rivers flowing into seas and snowy tops of mountains.

And yet dams are built and snow just melts.

One by the hand of others, and the other on its own.

And truly, I don't know which of the two is better.

Should my dream be halted by others? Should my voice be lowered by others?

Or should the blame fall on my own shoulders, be it fear, be it sloth, be it my own laid-back disposition, that hides behind this?

Does it even make a difference?

When dreams of laurel and those of petals get tarnished,

when dreams of melodies and laughter are silenced,

when dreams of gold and dreams of silver are buried deep down

why should one care for the cause?

Can it even be fixed?

How can one man hope to defeat himself or his fellow people?

As if they haven't been the same for eons.

Eons when people have long suffered under the weight of their stifled desires.

This is not a sentiment for few, but it might not be shared by many.

Oh, what a boring, dull, harmonious, and blissful life of personal ignorance!

Truly, one's to wonder if such a life's worth living, cause when your life's horrors stay away, hope is also kept at bay

Yea this tiny little spark needs fuel, dark oil fuel to run.

When it's there, life is built around this flame, as life has always done and the fuel and predators are not kept away,

but at least they're now clear and can be overcome, though first not without new ones sprouting

It's a game of balance really, creatures of the night, light of the day.

A game like this is seldom won, when the people aren't aware of which side they're on.

And when that happens that freedom, that need, that call, are all simply gone.

Dreams seldom come true, and when they do it's never without trials.

And yet I find comfort in one, and one thing only:

At least, I've dreamt of dreaming.

The Child

You ask a child, why do birds fly?
The answer is obvious,
it's because they believe they can.
You ask it's dad, he answers science.
Nothing wrong with that,
but have we all lost the ability
to fly?
To soar above the clouds like free eagles?
Why do we all have to be scientists
when the world needs
little children in the white house,
little children dressed in lab coats...
Little children in a grown-up's world.

By Dimitris Papadakis HS1



By Mari Bozona HS2

Untitled

In dreams we find a magic land,
Where anything can come to hand.
A place where we can fly and soar,
And do the things we couldn't before.

In dreams we dance with joy and glee,
And let our hearts and souls run free.
We laugh and love and live our best,
And find the peace that we've longed for, at rest.

By Ioli Iliopoulou HS1

Untitled

Now that my eyes have been freed
And my heart has been claimed
I look outside the window
Thinking about the way I escaped
Dreams, nightmares, every night
And yet, when I open my eyes
Touched, soothed and blessed by you

In the end, dreams are like an unexpected love
They can play games with the mind
Like love does with the heart
And just like that,
His soul mirrors her own

By Nefeli Fotaki and Anna Filippa HS1

Ant life

Be like an ant,
ants are not scared to pursue happiness in life,
they do not hesitate to try,
they attain every goal they set their minds to,
they live their lives as they wish,
but most importantly they dream!

They dream of carrying food larger than them,
and they succeed,
they aspire to travel long distances,
they go through arduous journeys every day,
and still here they are trying.

They achieve their greatest goal in life,
to be able to dream!

So,
be like an ant.

By Melina Papazacharia HS1

THE BEAUTY OF DREAMS

Dreams, how beautiful they are

A world of their own, where we travel so far
Where anything's possible, and everything's
new

And what we thought couldn't be, suddenly
comes true

Some dreams can be wild, you're in for a treat

Others are calm, like a fun trip

Some are a vision of a future so bright

While some are a memory of a past attempting
to be made right

By Niki Passa HS1



<https://science.howstuffworks.com/big-dipper.htm>

A CONSTELLATION OF DREAMS

When life seems dull
And your mind fogs up
And the coins of thought
Dry up like flowers
Dreams guide the soul
To an infinite road
A tunnel hidden before
So that destiny can roar

When you feel like a rag
Tired of life's odd way of giving up
The timing is then right
For your dreams to shine
Like a star in the night
So let them guide your soul
Like sailors did long ago
Keep your dreams close
So you don't lose your goals

By Ellie Katrakazou HS1

I DREAM

Dreams are like whispers in the night,
Whispers that fill our minds with light,
Taking us to places we've never been,
Filling our hearts with hope again.

In dreams, we can be who we want to be,
Explore new lands and set our spirits free,
Dreams are the fuel that feeds our soul,
Guiding us towards our ultimate goal.

By Markopoulos Konstantinos HS1

DREAMS HOLD MAGIC

Dreams come to us in the dead of night,
When the world is quiet and the stars are bright. They whisk us away to far-off lands,
Where anything is possible and nothing is banned.

In dreams, we can fly high above the trees,
Or swim deep in oceans as calm as can be.
We can meet old friends or make new, And
live out adventures that feel so true.

Though dreams may be fleeting, they leave
their mark, A reminder that magic exists in
the dark. So cherish your dreams, both big
and small, For they hold the power to in-
spire us all.

By Filippa Kitsineli HS1



By Isidore Jackson

DREAMS

Dreams empower us to fight
and make our lives full of light

Start to set your own goals
since your future loudly calls

Focus on making your dreams come true
you are your life's ship only crew

Don't hesitate, confront your fears
there is no place at all for tears

Never give up on your dreams
a voice inside you always screams

Start painting your dreams with color
and get rid of all the horror

Take your life into your hands
that's what happiness demands

By Danae Kontovazainiti

An ode to Dreamers

Dreamers and visionaries,
Bravely charging ahead
Living life with ambition
Though the path may be rocky and lead.

Their courage is true,
To take on the unknown,
Pushing for new ideas
Wherever their minds may roam.

But this journey is hard,
It has its highs and lows,
Sacrifice is a given,
And the stakes are so high, that nobody knows.

Still these brave souls persevere,
Laying foundations for a brighter future,
A world filled with progress and hope,
A world that they nurture.

By George Parthenis

Dreaming

How big would you dream
if you knew you wouldn't fail?

Dream like a child.
Dream like it is your last day on earth.
Don't let your dreams die.
Work as hard as you can
even if it seems impossible
and become the best version of yourself.

By Konstantinos Meidanis HS1

And it was all a dream

And it was all a dream...
He feels fulfilled, redeemed.
And it was all a dream...
He feels like he owns the world.
And it was all a dream...
He looks back, again and again...
He remembers, he remembers his desires,
his feelings beforehand.
And he falls into deep dejection.
Why? Because it was all a dream.
A dream that he cherished and loves but is
now gone.
Now you have to dream even bigger, be even
more ambitious,

he thinks.

And he drowns and shivers in fear.
But, in the air, a little star falls from the horizon.
A little star called hope, that warms his heart.
He is HUMAN. And his life is all a dream...

By Dimitris Papadakis HS1

Cycles

How naïve can one be, to think that he can
dream?
In a world where every possible
circumstance is eerily dark and bleak.
We stand powerless next to the titans,
They make decision after decision and they
only sit and stare, following their steps with
absolute precision.
If you die, if you survive, the world will
keep spinning, so what is the point if you keep
living?
The answer my friend is
that you can break that cycle only by dreaming.

By Dimitris Papadakis HS1

WHAT ARE DREAMS?

Dreams, dreams
They are your thoughts
They are images
That talk

Listen to them
And move on
For in the end, you will find home
Come home

To a warm bed you shall sleep
Dream and see then world within
For when the times are bad
You will find warmth inside your heart

Dream, be free, find yourself
Dream you are strong you rule the world
Your dreams will come true

By Mark Madias HS1

The Umbrella

There is no such thing
As a definition to a dream.

Never could the narrow human mind
Grasp a concept so elusive and so vague.

We hold onto them tightly,
Just like an umbrella in a rainy day.

They act as shields
That keep the harsh reality away.

It only takes a wind blow
For the umbrella to break.

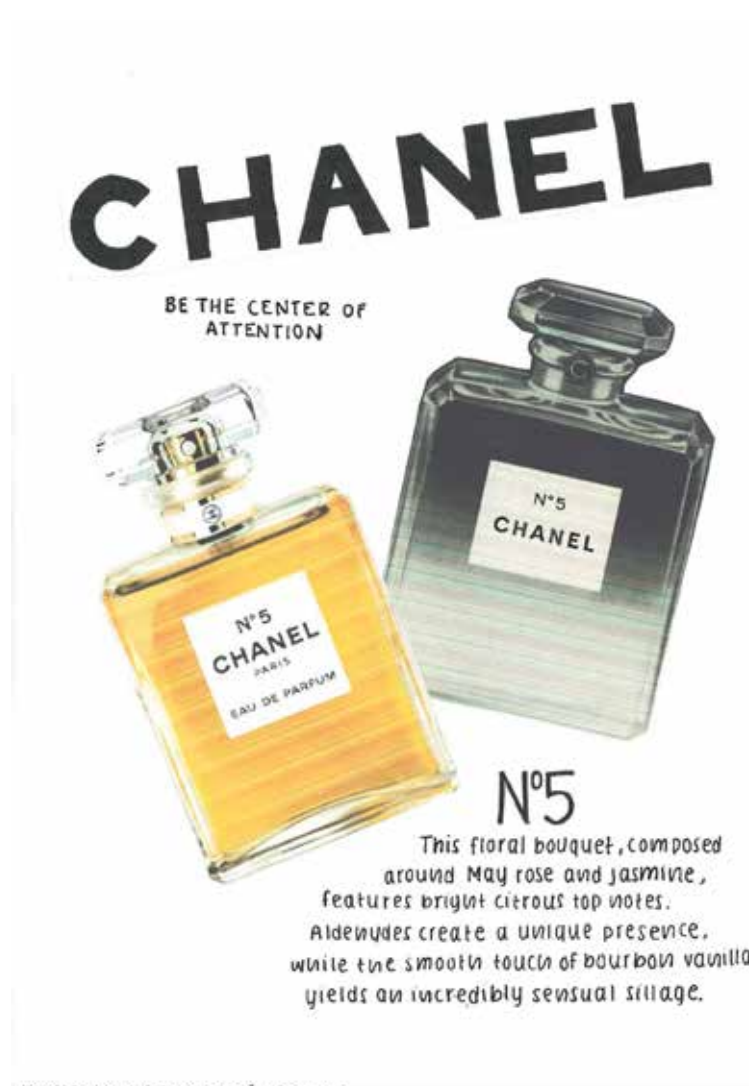
It is up to you whether you'll fix it
Or defer it instead.

By Electra Vovou HS1

DECLARATIONS

It is often said that adolescence is a time of remarkable turmoil and turbulence, a time of rebellion. This rebellion, against all authority, conventions, traditions and the status quo, is the topic of the students' "Declarations of Independence" that follow. After studying and analyzing in class the original Declaration of Independence, High School 1 Phase 5 students were asked to "declare their independence" from an oppressive institution of their choice, adopting the structure and register of the original document. Their responses are not only funny but also thought-provoking!

-Ms. Evi Kavroulaki



Declaration

By Orestis Papadimitropoulos HS1

Preamble:

When in the course of human events, it becomes necessary for individuals of all genders to dissolve the political bands which have connected them to a society that oppresses and discriminates based on gender, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to this separation.

Declaration of Gender Equality:

We hold these truths to be self-evident, that all individuals are created equal, regardless of their gender, and that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, societies are instituted among individuals, deriving their just powers from the consent of the governed. That whenever any form of society becomes destructive of these ends, it is the right of the individuals to alter or abolish it, and to institute new forms of governance, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

List of Complaints/Grievances:

We, the individuals of all genders, address our complaints to the society in which we live. We complain of the lack of representation and equal opportunities for individuals of all genders in leadership roles, the persistence of gender-based violence and discrimination, the lack of access to resources and opportunities that promote gender equality, and the societal expectations and stereotypes that limit the potential of individuals based on their gender. These issues have a detrimental effect on the lives of individuals of all genders and perpetuate a culture of oppression and discrimination.

We, the individuals of all genders, have attempted to address these issues through various means such as activism, advocacy, and education. However, our efforts have been met with resistance and a lack of meaningful change.

Declaration of Independence:

We, the individuals of all genders, therefore, declare our independence from a society that oppresses and discriminates based on gender. We pledge to work towards a new form of governance that prioritizes gender equality, representation, and inclusivity. We will strive to create a society where all individuals can reach their full potential, free from discrimination and oppression based on their gender.



<https://www.provide-education.co.uk/10-ways-to-promote-gender-equality-in-the-classroom/>

Declaration

By John Karadontis HS1

When in the course of human events it becomes necessary for a group of students to dissolve the bands which have connected them with teachers, they must explain why it is their right to declare their independence and why they made this decision so that they are understood and not judged by their actions.

We hold these truths to be self-evident that all students and teachers are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are freedom and the right to not be overwhelmed. That to secure these rights, the liabilities of the pupils are decided by the teachers, deriving their just powers from the consent of the students. That whenever these demands become excessive, it is the right of the people to respond to these requests or not to comply at all. Prudence, indeed, will dictate that students should not expostulate for light, transient, and insignificant causes; and accordingly all experience hath shewn that students are more disposed to suffer, while injustices are sufferable, than to right themselves by abolishing the forms to which they are accustomed. The history of the teachers of this school is a history of repeated, overdemanding requests, all having the establishment of an absolute tyrannical administration over the students. To prove this, let facts be submitted to a candid world:

They have refused their assent to give less homework assignments.

They have ordered us to wear uniforms that are uncomfortable and unattractive.

They are responsible for the fact that we do not get enough sleep, because we are obligated to come to school so early and are forced to rest very late due to the large amount of homework.

They have ignored our repeated and peaceful requests for recreational and educational excursions which we are entitled to.

They are accountable for the fact that we must spend the weekends indoors, instead of outdoors, focusing on our personal interests because of the numerous tasks that we are assigned to complete.

We have been forced to write multiple tests very often under their command.


In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury.

We have kindly requested to have less homework, especially on the weekends. We have approached teachers for a peaceful negotiation over the revision of the school rules. We have appealed to their justice and magnanimity, and we have asked them to disavow these abuses which would inevitably interrupt our correspondence. They too have been deaf to the voice of justice. We must, therefore, acquiesce in the necessity which denounces our noncompliance with the rules.


We, therefore, the students of the Athens College, in general congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by authority of the good people of this school, solemnly publish and declare that we students are, and of Right ought to be, free and independent; that we are absolved from all allegiance to the teachers, and that any connection between us and our teachers is and ought to be totally dissolved; and that as free and independent people, we have the full power to wear whatever we want, complete as much homework as we want, if we want to, and organize excursion and do all other acts and things which independent students may of right do. And for the support of this declaration, with a firm reliance on the protection of divine providence, we mutually pledge to each other our lives and our sacred honor.

Apple Juice


Never miss the fun



From this



To this



...with just one sip!

THE BEST CURE FOR YOUR WORST HANGOVERS
DOCTOR RECOMMENDED

Nicola Pappachristopoulos HS26LN12

Declaration

By Maria Dalakoura HS1

When in the course of human events it becomes necessary for one adolescent to have the needed amount of sleep for their body to function correctly, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitles them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the demand.

We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are sleep, relaxation, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the Ministry of Education, that whenever any form of administration becomes destructive of these ends, it is the right of the students to demand alteration, laying its foundations on such principles and organizing its powers in such form as to them shall seem most likely to affect their safety and happiness. Prudence, indeed, will dictate that the long established curriculum should not be changed for light and transient causes; and accordingly, all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by adjusting the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce these rights under absolute despotism, it is their right, it is their duty, to throw off such laws and to provide new hours for their future schedules. Such has been the patient sufferance of these adolescent students, and such is now the necessity which constrains them to alter their former Systems of School Time Scheduling. The history of the present Ministry of Education, is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute despotism over these students. To prove this, let facts be submitted to a desperate world.

They have refused our 8-hour repose, most wholesome and necessary for the individual good.

They have forbidden the School Board to pass laws of immediate and pressing importance related to the change of the school commencement.

Bringing in students at the crack of dawn, when the brain is not awake to receive information, for the sole purpose of fatiguing them into compliance with the measures, is tyranny. The early awakening method for the teenage brain leads to circumstances of cruelty and unhappiness paralleled in the most barbarous ages, and totally unworthy of the Head of a civilized nation. They have refused for a long time, after such dissolutions, to cause new hours to be determined; whereby, the Ministry of Education, incapable of change, has obstructed the administration of justice by punishing students who are repeatedly sleepy or not paying attention during the first periods of the day. In every stage of these time oppressions, we have petitioned for time schedule remodeling in the most humble terms; our repeated complaints have been answered only by repeated indifference. A brain whose understanding and comprehensive skills is thus marked by its natural awakening time may define the academic performance of the student. Forcing the mind to retain information when it is not fully awake every morning, is a sad ruling of a free people.



Declaration

By Thanos Kopellaris HS1

Preamble

When in the course of human events it becomes necessary for us students to separate ourselves from our school, and because we, by the powers of the earth and the rights God has endowed us with, are all equal, we must declare the reasons for which we find our dissolution to our school necessary.

Statement of Beliefs

We hold these truths to be self-evident that all students are created equal, that they are endowed by God with certain unalienable rights, that among these are free time, no homework, and films at school. Consequently, whenever any form of education becomes restrictive of these ends, it is the right of the students to destroy or change it, and to institute a new system which will appease students' needs, as the students know it will allow them happiness and freedom. Solicitousness and patience will indeed determine whether schools should be changed; and all evidence has shown that while students are exposed to homework, even if such ailments are tolerable, students prefer to remain in ambience and not abolish such ordeals. But, when a long train of unjustified absences and detentions evinces a tendency to place students under absolute control, it is their right and duty to throw off such a system and to provide new guards for their future security. Such has been the patient sufferation of students, and such is now the necessity to alter their former system. The history of this educational system is a history of repeated injuries and injustices. Is the establishment of an absolute authority over the students objective? To prove this, let facts be displayed:

List of Complaints

We have been refused our request to go to the bathroom.

We have been shamed for not bringing our work to class while being charged with a multitude of other projects.

We have been treated unfairly and been given unjust detentions and punishments.

We have been blamed for things we are not responsible for.

Statement of Prior Attempts

In every stage of these oppressions, we have petitioned for redress in the most humble terms; our requests have only met deaf ears. We students have decided that a system that endorses absolute despotism over its students is unfit to lead free students. We have warned the teachers of their attempts to extend an unsolicited jurisdiction over us. We have reminded them of the repeated injustices. We have appealed to them with magnanimity and have implored them to cease these crimes. But they too have denounced the voice of justice and of consanguinity. We must, therefore, announce our separation.

Declaration of Independence

We therefore, the students of our school and representatives of all schools, assemble and solemnly publish and declare that students are, and of right, ought to be free and independent; that we should be absolved from all allegiance to the education system; and that as free and independent students, we have the right to do anything a free student would like to do. And that to support this declaration, we students' will unequivocally support each other and pledge our allegiance to support and protect our freedom.



Declaration

By Ioanna Kontaxi HS1

When in the course of human events it becomes necessary for adolescents to be responsible and show parents how they can, and will, develop into becoming a more independent individual, they ought to declare and show everyone why they deserve to be independent. This is why I will speak out for all adolescents and write a Declaration of Independence – to explain that teenagers deserve to be more independent in their everyday lives.

We hold these rights to be self-evident, that all adolescents are created equal, and that their Creator has endowed them with certain unalienable rights, including the right of life, liberty, and the pursuit of fulfillment. In order to establish these rights, parents must enable teenagers to feel capable of managing their own lives as we, citizens of today, were born with the same undeniable rights. However, we have consistently witnessed the withdrawal of these rights and the beginnings of mistreatment from our own parents. This demonstrates the cruelty of the parents wanting to dominate every aspect of our lives, and it is our right as adolescents to fight back and reclaim the control that has been taken from us. To prove this, let facts be submitted to a candid world:

They have set their expectations way too high for us to achieve.

They have stolen the control of our lives from us, controlling our every move.

They have affected our choices for our own future lives, not letting us decide for ourselves what we truly desire.

After all these mistreatments, we have talked to our parents about how they ought to change their ways. We have reminded them of the effects of their actions on our lifestyles. We have reminded them of the effects of their actions on our lifestyles. We have appealed to their justice and magnanimity. We have appealed to them by the ties of our common kindred to disavow these usurpations, which would inevitably affect our connections and correspondence. They have been deaf to the voice of justice and of consanguinity. All the expectations and control over our lives from our parents have had a great impact on our everyday lives that must be ended effectively. We must, therefore, acquiesce in the necessity which announces our independence.

We, the teenagers, therefore present and introduce the truths stated to the world, hoping for a new beginning and a new way of treatment from our parents. On behalf of all adolescents, I solemnly publish this declaration and announce that all teenagers ought to be forever free and independent and have self-control over their own lives, while securing the rights that have been taken from us and which every free and independent individual has. As free and independent individuals, we have full power to control our own lives and make responsible decisions for ourselves and do all the other acts and things which independent individuals may of right do. And for the support of this declaration, with a firm reliance on the protection of sacred rights, we mutually pledge to each other our lives, honor, and our dignity.

VOTING RIGHTS SPEECHES

The International Baccalaureate (IB) Middle Years Programme (MYP) curriculum requires IB World Schools to engage students in at least one collaboratively planned interdisciplinary unit (IDU) per MYP year. Students weave together the content of two different subject courses in a manner that integrates the disciplinary knowledge in new and creative ways. IDU Year 5 MYP Interdisciplinary Unit was planned by the Civics and English department respectively. Students were asked to create a Product that synthesizes knowledge from both disciplines to communicate effectively purposeful interdisciplinary understanding. The Statement of Inquiry of this Unit was: *Civic responsibility means voicing your opinion in order to raise awareness, protect civil rights and promote an inclusive society.* All MYP Year 5 students wrote a speech on the Right to Vote that would be delivered to their school community and might be even published in their school magazine where it would showcase the importance of voicing their civic opinion and raise awareness to protect and preserve civil rights. Some speeches were published.

-Ms. Elizabeth Laskari



<https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=presentation+speech+clipart>

Dear fellow students,

Every human being should be able to have access to some vital rights that are crucial for our survival and well-being. Despite that fact, some of our fellow citizens are still discriminated against and their rights are still not fully protected, even by the law. Is this the society we want to live in? If every human was treated as an equal by others, society would finally come to peace.

Humans should not be segregated from one another. Everyone, both white and black, both Americans and Asians, both old and young, shouldn't be treated differently. Approximately 100 years ago the Emancipation Proclamation was signed by Abraham Lincoln in order to abolish slavery. Even though the African Americans are not slaves anymore, they are still discriminated by society's norms. The right to vote should be given to every living creature that is called "human." Voting is one of the most vital but necessary responsibilities that every citizen should have. With the right to vote, citizens elect the representatives that they find responsible to be in charge of their future. The politicians elected should represent their citizens' respective voice, support their citizens' respective beliefs, and of course, protect every single one of them.

African Americans are still not free, they are discriminated. They might be free physically, but not mentally. Their beliefs are not heard, their voices are not represented, and their souls are not at peace yet. We will not be satisfied, we cannot be satisfied, we should not be satisfied as Martin Luther King Jr. envisioned his dream, I am going to tell you my own dream. I have a dream today that every human on this planet will be able to support his or her beliefs without being ashamed of it. I have a dream that every African American should be able to vote without facing obstacles while doing so. I have a dream that every single African Americans will be granted his/her rights and will not be held captive by the chains of segregation and discrimination.

Concluding, my fellow students, Jesus taught humans to live like brothers and sisters with no hate separating them. If we want a brighter future, we must put aside our racial and religious differences and live like a family. Then, and only then, will we be free, free at last, like God wants us to be.

By Nikolas Christopoulos HS1



<https://calmatters.org/politics/votebeat/2020/10/california-may-shatter-total-vote-record/>

Dear respected teachers and fellow students,

We are here today to talk about one of the most essential rights that everyone should possess: the right to vote. Voting is a fundamental human right that every citizen should be able to exercise freely and without hindrance. It is not just a civic obligation; people have fought and given their lives since the founding of our wonderful nation in order to guarantee that we the people have a say in how our nation must be governed. But, in practice, many people all around the world continue to be denied this freedom. Several nations still practice discrimination on the basis of race, gender, religion, and socioeconomic standing, which frequently results in people being excluded from the political system.

We must also not undervalue the significance of voting. From healthcare and education to the economy and foreign policy, our elected leaders are in charge of making decisions that have an impact on our daily lives. Because of this, it is crucial that we, as citizens, have a say in who represents us and how our country is run. We must acknowledge that each and every one of us possesses the ability to effect change, as Lincoln famously stated: “A government from the people, by the people, and for the people.”

Voting is not only a right, it is a responsibility that we owe to ourselves and to the generations that follow. We must vote wisely because our ballot is our voice. Our ballot brings about change and by exercising our right to vote, we choose representatives that will defend our rights and work to ensure that we all have a better future.

Unfortunately, numerous groups of people didn't have the opportunity to vote throughout history. The inclusion of women, people of color, and anyone who didn't meet particular financial and educational criteria from the democratic process experienced hardship. The beauty of democracy is that it gives us the ability to change all these preconceived ideas, and this change will benefit us all.

So, let's make a commitment today to cast our ballots. Let's remove the obstacles that prevent people from defending their rights. Let us be the change we want to see in our society. Let's make our voices heard and use our power of the ballot to push for a better and more promising future for everyone. Thank you!

By Kallia Tsipourlianou HS1

Dear classmates,

As we all know, a topic that is often brought up for discussion all over the world is the right to vote. Voting is considered something of vital importance for everyone. "But why?" someone may ask.

First of all, voting is a right and privilege for everyone regardless of race, color, beliefs, or the place where they come from. We need this right to vote. We need people to represent us as a community and as a country - to fulfill our requests and needs. We need someone who can take action when times are difficult and persuade us to have hope for a better future. We need to vote in order to make our world a better place for everyone. For instance, the Willow Project that was recently approved by the President of the United States, Joe Biden, should be voted against as all these chemicals and toxic elements that will be released will create a lot of problems to our health and the environment that surrounds us. So we need to act and our ballot will make a change.

Voting is important because we guarantee our rights and our equality. Via voting we ensure that everyone acquires good education, health care, and good infrastructure. Our fellow citizens are also guaranteed better salaries and numerous job opportunities. Voting reduces unemployment.

All these reasons mentioned above pinpoint the significance of voting. We should voice ourselves and elect worthy people to represent us and protect our inalienable rights.

Thank you all for your attention.

By Electra Georgopoulou HS1



Dear classmates,

As we all know, our generation is eligible to vote at the age of 17!

But it wasn't always like this. In the past, many people were discriminated against and were not allowed to use their right to vote. These groups were mostly women and African Americans. That's why we should appreciate the opportunity we have and use our voting rights to make a change in the world and express ourselves.

By voting, we can make decisions for ourselves and our society. We can choose our quality of life and the life of future generations. Also, we can stand up for issues we care about. For example, how specific societal groups are treated, like people with disabilities, people with low income, people of color and women.

Isn't it great to know that your voice is heard and that you help solve problems in a peaceful way? Another thing you can decide by voting is how tax and country money is spent. Maybe that is something you usually don't care for if you're under 25, but isn't it cool to learn to care? Without voting, you wouldn't be able to decide on something like that.

All things considered, I believe I showed you voting is pretty cool! Participating in the elections is one of our key freedoms. Many people in countries around the world do not have the same freedom, nor did many Americans in the past centuries. No matter what you believe or whom you support, it is important to exercise your rights and especially your right to vote!

Thank you for your attention.

By Melina Angelidi HS1

Dear fellow students,

Fifty years ago, Martin Luther King was standing in front of the Lincoln Memorial in Washington, D.C., and delivered a speech that gave to African Americans the hope to believe in equality. Today, we are here because after all these years, there are countries in which people from the lower social classes do not have the right to vote. The fact that after all these years and fighting there are still countries that neglect these people makes me feel sick, don't you feel the same? Everyone, regardless of their skin color, origin, and other factors, must have the right to vote.

First of all, the right to vote gives us the freedom to choose under what circumstances we want to live. Taking that right away means that you are taking away their freedom in a sense, like when animals are captivated in the zoo instead of being in their natural habitats. We must feel free to decide which politician we want to represent us and not let others decide for us! This is what happened in 1963, this is what is happening now in these countries, and this is what will continue to happen if we don't take action and protect these people.

One day, a dear friend said to me, "You can't undo what you did in the past, but you can change the future." So, as I was thinking about it over and over again, I connected it by accident to the right to vote. I said to myself, "Maybe if we, all the people that live on this planet, start to take action and insist on our values day by day, week by week, we can accomplish something, even if it is small. It will be a step forward." That is why I am standing here in front of you. To tell you that you, you, even you, are going to take action and be the ones that will be remembered as the three politicians, for example, that changed humanity and gave the right to vote to all people across the entire world.

The last thing I'd like to tell you is that it is important that we start taking action to defend the right to vote because that right is connected to freedom. We can do it, and it will be done as long as we stay motivated and insist on our values. Nothing can stop this, and eventually, everything will be perfect like the way we imagine every night.

Thank you!

By Labis Tsoukalas HS1



<https://www.adl.org/resources/tools-and-strategies/lets-talk-about-voting>

Dear classmates and peers,

I thank you all for gathering here for this grand convention. The time you spend here, knowing full well of the existence of your other responsibilities, is greatly appreciated and respected. Today, here in the great halls of our prodigious school, I stand before you, with the sole purpose of enlightenment regarding the right to vote. Though an arduous mission, I will try to do my best and explain the importance of such an undeniable right.

For hundreds of years, the right to vote has been a fundamental aspect of democratic societies. Almost like an eternal flame guiding people through the dark, the right to vote allows people to have a say in how they want to be governed. In times of despair, it has acted as a beacon of light that bolsters the expression of opinions, as well as the election of representatives that brought prosperity and shouldered the responsibility of so many lives.

The right to vote, then, is irrefutably a powerful tool that revitalizes the lives of millions. However, even a strong political apparatus, such as the right to vote, continues to face challenges. People with disabilities, the elderly, and those ailed by poverty don't all have the same access to the ballot box. In many cases, such systemic barriers are intentional, leaving these people crippled by the chains of the suppression tactics.

To aid the people in escaping the cage of political isolation, we must address such ordeals. We must embrace early voting. We must use different methods of voting such as mail-in voting and same-day registration. We must embrace education and provide accurate information about these issues. We must engage in democratic processes and participate in debates and discussion. We must promote civic engagement and responsibility.

Hundreds of years ago, the rejuvenating Declaration of Independence was written by its great founders. As Martin Luther King, Jr. once said, the Declaration of Independence was "a promissory note to which every American was to fall heir." A note that promised that rights of life, liberty, and the pursuit of happiness to all. If we are all free, then how are being confined by the manacles of suppression? How are we being held back by the people that promised salvation?

To be a citizen means to participate in one's own state. We must therefore rise up and fight for our rights. We must stand up not only for ourselves, but for the elderly woman next door, and the disabled man that is being suppressed by the very people who swore to help him.

After all, being a citizen doesn't just involve political participation, it also involves being human, caring for one another and revolting when one is discontent with the current state of the government. So, let's all get together and take what belonged to us from the moment we were born. Let's all work together for a better now...and a better tomorrow. Thank you!

By Thanos Kapellaris HS1

Dear teachers and dear classmates,

Thank you for being here today. A week ago, a friend told me that she strongly believed that nothing would go wrong if she didn't vote. I wholeheartedly disagreed with her, and I will tell you what I told her: not voting means giving up on your voice. However, by voting you can gain many things and influence your society.

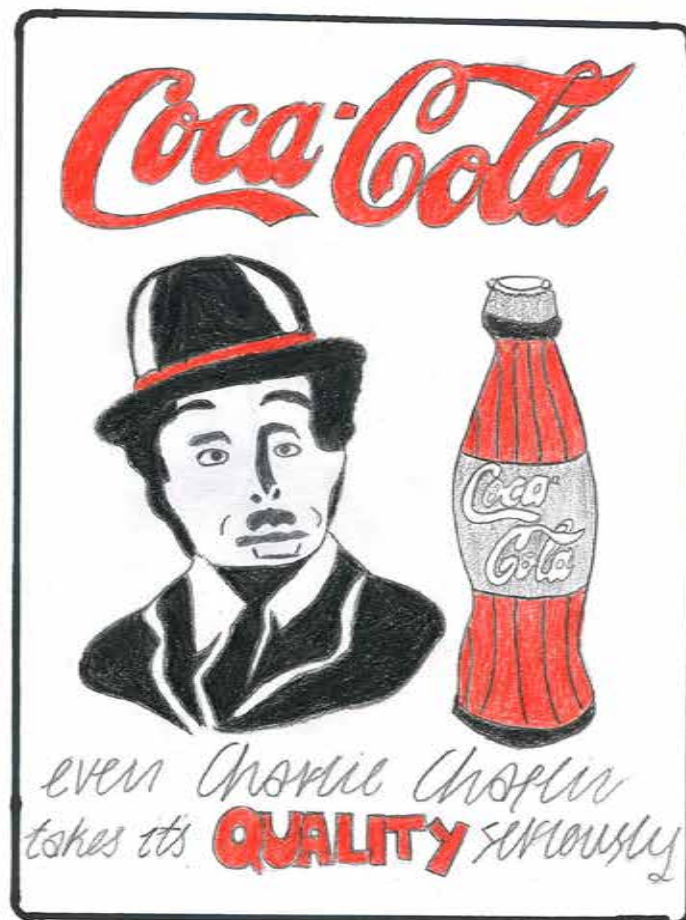
Firstly, when you vote you have the power to decide on the quality of life you want for you and for the future generations. By voting, you choose the future of your society, and you choose where your tax money will go to. It is our inalienable right to vote so why, dear classmates, shouldn't we use it to our benefit?

Additionally, when we vote we have the chance to stand up for issues we care about, for example, local schools' funding, taxation, minimum wages. With voting, we choose our government officials, the decisions and alterations that will be made to our community and the new laws that will have an impact on our everyday lives.

To conclude, if you do not vote, somebody else will have to make a decision for you, which could lead to corruption in your community. So, you should be excited to vote, because when you do, you take part in the decision making.

Thank you for your attention,

By Daniella Vrentzou HS1



HS2 ELAI 3
CHRISTINA POLITOU

Dear classmates,

I am standing before you today to share with you my thoughts about the importance of voting.

First of all, I strongly believe that, by voting, you determine your country's future. More specifically, the government that you choose to support and vote for will have a great impact, if elected, on your life quality but also on that of future generations. The party that wins the elections should make some difference, maybe it will pass some new laws or even create new projects that need funding. But whatever the government that you choose does, it will definitely have an impact on your country's future.

Another great advantage of voting is that you can be involved in solving serious issues, even global issues. For example, you can participate in solving global issues such as recycling, climate change, and marriage inequality. So, by voting you can participate in something bigger that can influence your everyday life and change it for the better.

Lastly, another advantage of great significance is that by voting you can stand up for various social issues that concern you such as public transport, funding of schools, minimum wages, and taxation. You can choose one issue that you want to fight for and try to make a difference by voting the people that you want to represent you and think are able to effectively solve this issue.

So, we all understand that using your right to vote is extremely important because voting is the democratic procedure you use to choose the people that are going to be in power and who you believe can provide for society and you as an individual.

By Joanna Arseniou HS1



<https://www.pbs.org/wgbh/americanexperience/collections/vote-rights-us/>

Honorable Teachers,

Fellow Classmates,

Ladies and Gentlemen,

Young people shouldn't vote. Young people do not have a holistic view of the world and its problems, so they should not be burdened with making decisions that affect an entire nation. This seems to be a common view not only among older generations, but also for people of our age. To be perfectly candid, I find this belief almost repulsive. I find the belief that those who one day will reign over our world, who are blessed with fresh ideas and open minds, should be silenced when it comes to voting. Ladies and gentlemen, if we want to become a better nation, one with a government that cares about our issues, if we want to honor the sacrifices of our ancestors which were made just for us to have the right to vote, and if we want our country to not be stuck in the past, we must accept that the youngster is a vital part of the voting procedure.

The only way for us to be heard is to use our voice. In a political context. Our voice is our vote. It is a fact that different generations have a different understanding of the world. The problems that plague a twenty-year old woman seem irrelevant to a seventy-year-old man. But that does not mean that they're any less valid or any less important. That does not mean that her government should not address them. That does not mean that she is any less of a citizen with the right to be represented by the people that she chooses. Each generation has different values, different world views. One is not necessarily better than the other, but both should be taken into account when governing a nation. A government that is voted entirely by older citizens will systematically fail to address the problems of the youth. That means they will fail in completing their responsibility of serving the people's benefit. Fellow classmates, a world where we don't vote is a world where we're silenced, ignored, and our own government is not functioning the way that it should be.

It is also important to highlight the unmeasurable sacrifices that were made for us to be able to vote. Fifty years ago, our parents and grandparents, as young people themselves, stood against an oppressive government and risked their lives for their voices to be heard. One hundred years ago, our ancestors began a revolutionary war with no guarantee of their freedom, but driven by the hope that Greece would one day be democratic. Over two thousand years ago, on the very land that we call home, ancient Greeks laid the foundation of democracy. The first thoughts of citizens, of civic responsibility, and of voting were formed here. Democracy runs through our blood. Voting is our birth right. We mustn't let the aforementioned sacrifices be in vain. We must keep the spirit of democracy, that was born within our country, alive by voting.

Ladies and gentlemen, there is another very important parameter to the topic of the youth's right to vote. Young people equal fresh minds. Young people are synonymous to new ideas, creative perspectives, open-minded spirits and thoughts. Although we appreciate the experience of older people, it is evident that they are stuck in their "good-old ways". Oftentimes, that line of thinking clashes with the needs of the ever-evolving world. That is why it is essential for young people to vote.

Continued on next page

They understand the needs of the modern world. They are more versatile in their ways. That, combined with their creative spirits and eagerness to learn makes them perfect candidates for voters who will lead their country into the new world. Fellow classmates, our vote is more important that you can imagine. Our vote is a symbol of a new era. We must live up to the standards set by those who came before us, and lead our country into the future.

Ladies and gentlemen, fellow classmates, no one can underestimate the importance of your vote. As young people, as the voters of tomorrow, as future citizens, the well-being of the world is in our hands. And although there are many ways to be actively involved in our country, the most powerful weapon in our arsenal is our vote. We must never forget that.

Thank you for your attention.

Artemis Papastavrou HS1



Written from the POV of an African American woman during the Civil Rights Movement:

“We would be equals,” they said. “We would vote,” they said. “We would be accepted and tolerated,” they said. But I say differently! I stand here before you to tell you, my dear sisters, we have been lied to, we have been deceived, we have been led astray! We are being denied our undeniable rights by the pale evil, the white wolf constantly looking for opportunities to crush us even more! But together, united as one, we can shatter the manacles of oppression and tyranny and overcome that which is white on the outside but dark within! We are both black and women, and our voice will be heard! Our vote will be heard! Our cries for help be heard! Some of you will say that we have been through enough and that it isn’t worth fighting more for our right to vote. But we mustn’t lose hope, we must persevere! Stay determined and remain true to our cause because voting isn’t meaningless, it is representation, it is our responsibility, and it is our voice!

Our vote is our means of representation, because with it we can choose who we want to represent us. We will at last have a say on who lords over us with an iron fist or who accepts us, takes our lives into consideration, comprehends how we feel and acts in our best interest. My sisters! We have been through enough torture and oppression at the hands of the white majority. We are being pulled in two directions and we have suffered enough for both. We are not black men battling racial discrimination and prejudice, nor are we white women attempting to change the inferior status of women in today’s society. We are parts of both worlds, yet at the same time, we are on our own. We are both black and women, and our cries for help will be heard! We deserve our own representation because we deserve the right to choose who we want to fight for us and stand for us. We have earned it; we have bled for it, and we have sacrificed our lives for it! We are human, meaning that regardless of our gender or color, we should get the right to vote for who we want to represent us. It is time we escape the crushing heel of injustice and prejudice because together we can succeed! United we can do anything!

We need to vote, not only because it is the only means of choosing who we wish to represent us, it is also our responsibility and our duty to our children and our children’s children! Also, we deserve to have a say in the issues that affect us! Every single citizen of this nation is affected by what those in power decide, so it is only fair that every single citizen participates in the election process. If we don’t vote, if the ferocious white race steals our vote again, if we can’t fulfill our right granted to us by God himself, we will fail. We will be at fault for allowing this one great nation to fall at the hands of the pale evil, because only through our vote, through our voice, will we be able to tell the world what we think and how we feel. Every person’s voice must be heard and therefore every vote matters! If we don’t vote, then the world will change for the worse and we will have to watch as the floor falls beneath us time and time again, before we ever get the chance to get back on our feet again.

So, my dear sisters, it is time we escape the tight leash of discrimination. We are like birds with our wings bound and our beaks sealed.

But we will change this. We will do everything it takes to unfold our wings of golden equality and shining justice and demand that we gain a say on the changes being made in our world. We will fly high and with might, and rain down black hail and dark thunder to all that is pure white below. We will make them feel our pain! We will make them feel our suffering! We will make them feel our wrath! We will put an end to the horrid abuse happening daily, as they hide behind their laws, twisting them, and using them against us, whether through impossible literacy tests, grandfather clauses, poll taxes or threats and intimidation. Our vote is our right to choose who represents us. It is our responsibility, our only hope of getting a say in what affects us, and we will not give it up! We must not give it up! So, I say, fight! I say fight for what is rightfully yours, I say fight for what has been unlawfully robbed of you! I say fight against the tyranny and oppression, and fight against the corruption! Alone, we stand no chance. Alone, we will fail. But together, united as one, we can fight back. Together, we can overcome the white wolf. Together, we can fight for our rights and reclaim them! So, farewell for now, my sisters, and don't lose hope, for without each other, we have nothing and no one.

Thank you deeply for listening to me.

By Harry Valsamis HS1



<https://www.history.com/news/voting-rights-timeline>

DELTA SPEECHES

SPEECH WRITING II: DELTA SPEECH CONTEST

The Delta Oratory Competition is an annual event open to senior class (3rd Lyceum) members. Students are invited to write a speech in English on a specific topic. Finalists deliver their speeches at a special event that takes place in the Theater and the winner is announced by a panel of judges, none of whom belongs to the College faculty association. The Delta Oratory Competition was instituted in 1933 in memory of our School's founder, Stephanos Delta.

This year, the annual College theme is: Athens College—The Greek Diaspora: a long-lasting, mutual connection.

WORDS: BEACON, EXILE, IDEALS, MOSAIC, QUEST

Finalists:

Christodoulou Eftychia	IB2
Geroulanou Alexandra	IB2
Kokali Christina	IB2
Voudouri Sonia	IB2
Yfantis Ioannis	HS3

Semifinalists:

Benou Beatrice	HS3
Kappellari Dimitra	HS3
Kotsovilis Dimitris	IB2
Refene Pavlina	IB2
Vekri Konstantina	IB2



Delta Speech Winner 2023

Christina Kokkali IB2

“The Hellenic diaspora and Athens College: a series of shared and important ideals”



Good Morning ladies and gentlemen and class of 2023,

Walking into campus everyday, we breathe the air of innovation, integrity and values; an air with great history which is not restricted within the physical boundaries of “Athens College”. It is rather shared on a cosmopolitan level just like the values of Hellenism. Our nation is not restricted within the borders of the country, it has traveled to and influenced every corner of our world. What Hellenism and Athens College have in common is the Hellenic Diaspora.

Diasporas are very important for the nations they come from because they promote the ideals and values of a culture to other civilisations, but also because their transnational engagement can effect profound change in their homeland. In our country, the diaspora was fundamental for the Hellenic independence and the vision of a new Hellas. Hellenes and Philhellenes living abroad projected roots and cultural ideals in a world of industrialisation and later globalisation, reminding the world of the value and contribution our ancient civilisation has had in philosophy, politics and science. However, apart from raising awareness to the outside world, the diaspora raised Hellas out of a dark period, and paved the right path to development. The diaspora brought values introduced during the enlightenment back home, motivating Hellenes to adopt a liberal European philosophy, especially the education of individuals with integrity of character.

This idea connects the diaspora of our ethnos, to the creation and the successful continuous function of today’s Athens College. The most important benefactor of our school, Stefanos Delta, was himself part of the Greek diaspora and he dedicated his life to create an educational institution that would reflect the American and European values of the enlightenment. He is a prime example of a Hellene who reunited with his roots during crisis, but then stayed and effected profound change in our country. Born in Constantinople, lived in Alexandria, came to Greece during the Greek-Turkish war in 1897 and fundamentally altered the Greek economy and educational system. It is this man who is responsible for the values we are raised with today, for the liberal thought we have acquired.

Both Hellenism and “Athens College” promote ideals deeply rooted in philosophy. That an individual must build a healthy body and character, that a society must be active. Plato said that to build a “perfect” or “ideal” state, one must build perfect individuals first. Even though the notion of perfection is unreachable, the journey towards it is what our nation’s eternal values, history and the pillars of Athens College are working for. Despite living in times where philosophy and history do not matter as much, despite living in a period of vanity and pessimism, “Athens College” should aim for the formation of a fruitful new generation, and not reward them with fruitless crowns or urge the students to endeavour in meaningless competitions and thus motivate them to engage in such unfair means. Our school should focus on the ideals Stefanos Delta built our campus on, these ideals which surround us when we enter the campus.

In essence, what should stay with each and everyone of us today is that our school, the history of the walls surrounding us, share values set by people who were influenced by the Hellenic culture and the enlightenment. Therefore, we should strive to act upon these values, to keep them intact like a newborn’s pure soul, because these will guide us to a bright future. These values are the intellectual elements of the air we breathe walking into campus. As it turns out, that air has much more essence than what we realise and maybe we don’t appreciate it as much.

Thank you all very much for your attention.

Finalist

Yfantis Ioannis HS3

“The Diaspora: Greek Beacons around the World!”



The traffic was insufferable. The hustle and bustle of everyday life did not pause with me as I took a moment to ponder... Across the street, she stood. Austere and wise, reminding me and everyone else there what it meant to be Greek. The statue of Athena in Astoria has been a beacon of Greek culture and its ideals for every New Yorker to reflect upon.

Ladies and gentlemen,

Dear classmates and friends,

From Astoria to the Danforth and from the crowded beaches of Rio de Janeiro to the busy streets in Melbourne, Greeks scattered all around the globe have not forgotten their heritage in the slightest. Instead, to this day, they continue to treasure our homeland in their hearts. Maintaining the authenticity of their identity, Greeks settling overseas have always represented the ideal, the mentality, and chiefly, the spirit of what our nation represents.

Despite popular belief, the Greek Diaspora dates all the way back to Antiquity. The second organised settlement of Greeks around the 7th century BC paved the pathway that millennia later, we would still pursue in search of a brighter future. Following the overpopulation in the Balkan peninsula, our ships sailed to every shore of the Mediterranean and the Black Sea, where the Greek element has still not faded away. Alexandria, Calabria, and Odessa all count their Greek populations since that time. A little less than two millennia afterwards, the Fall of Constantinople marks our history and inaugurates the modern Diaspora. Irredentism and the movement of the 'Great Idea' could never encompass the Greeks of Asia Minor. From then on, massive outflows to the four corners of the map will constitute the "Omogeneia".

The life of our compatriots abroad has not always been easy – if it ever was. What started as a journey, as a pursuit of happiness, many a time would feel like an exile, a torment, a tear-away. Leaving your country on a vast trans-Atlantic ship, not knowing when or where exactly you will arrive, must have been an excruciating experience. The racism and xenophobia encountered in the novel settlements led Greeks to establish communities, found schools, and keep their spirit alive. They had to take a little piece of Greece with them, and two hundred years later, as the World Council of Hellenes Abroad estimates, seven million little parts of Greece are to be found everywhere in the world. Picturesque boats tied to the piers full of sponges and equipment can and will be found in Kalymnos. However, the same exact picture exists 6000 miles away from the island, in Tarpon Springs, Florida. The migrants needed to carry Greece inside them – in their hearts and minds – and thus emerged the saying all Greeks can recount: "Wherever there is land, it is a homeland" («Όπου γης και πατρίς»)

Interestingly, a nation is not defined by its geographical space but rather by the common history, language, religion, and ideals its members share. Those are the guiding pillars that have kept our nation together. Saturday schools, cultural foundations, and newly founded churches have accompanied the migration and preserved our people's traditions and identity.

Greeks abroad capitalized on the opportunities they were presented with in their new lands and on what our culture conveyed to them. And thus, they were able to transform what had constituted stagnant beliefs and practices into constantly evolving mindsets and habits. Against the flow of globalization, they never cut ties to Greece and have always contributed to its growth and development. Successful compatriots abroad, such as Stavros Niarchos and Aristotle Onassis, inspired by the mingling of mentalities and the mosaic of cultures they came by in their host countries, contributed back to Greece. The members of the Diaspora did not just preserve a fond memory of their past in Greece; they always played a crucial role in its future.

In the same spirit of giving to the homeland, a handful of alumni of Robert College of Constantinople in 1918 suggested the foundation of a school that would merge the educational systems of Greece and the United States with the aim of "providing Greek society with patriotic men, humanists of straightforward character, young men endowed with bodily strength and the intellect required to overcome discouraging obstacles", as Stephanos Delta once wrote. Actually, he was a member of the Greek Diaspora. Being born in Constantinople, studying in Paris, and living in Alexandria all contributed to the unique mentality that citizens of the world have. The establishment of our school precisely verifies this long-lasting, mutual connection as it marries Greek ideals and American standards. Its link to the Diaspora is not restricted to the past, but it continues to the present. How many of us, dear audience, envision exploring and studying overseas? This is an opportunity our school has gifted us with. From now on, it is our responsibility to utilize it and to evolve.

At the end of the day, my fellow classmates, we must always keep that statue of Athena in mind. It is not only a minuscule island of our culture in a huge and chaotic city. It is also a symbol of the stability of our nation's ideals. Its static presence, profound austerity, and underlying wit all represent how we, as a nation, move forward in the same direction those owl-like eyes gaze at.

Thank you all for your attention!

CREATIVE WRITING

Engaging in creative writing, no matter the genre or style, helps us explore the human experience, share new ideas, and advocate for a better society. Whether you write your stories for yourself or share them with a wide audience, creative writing makes the world a better place.

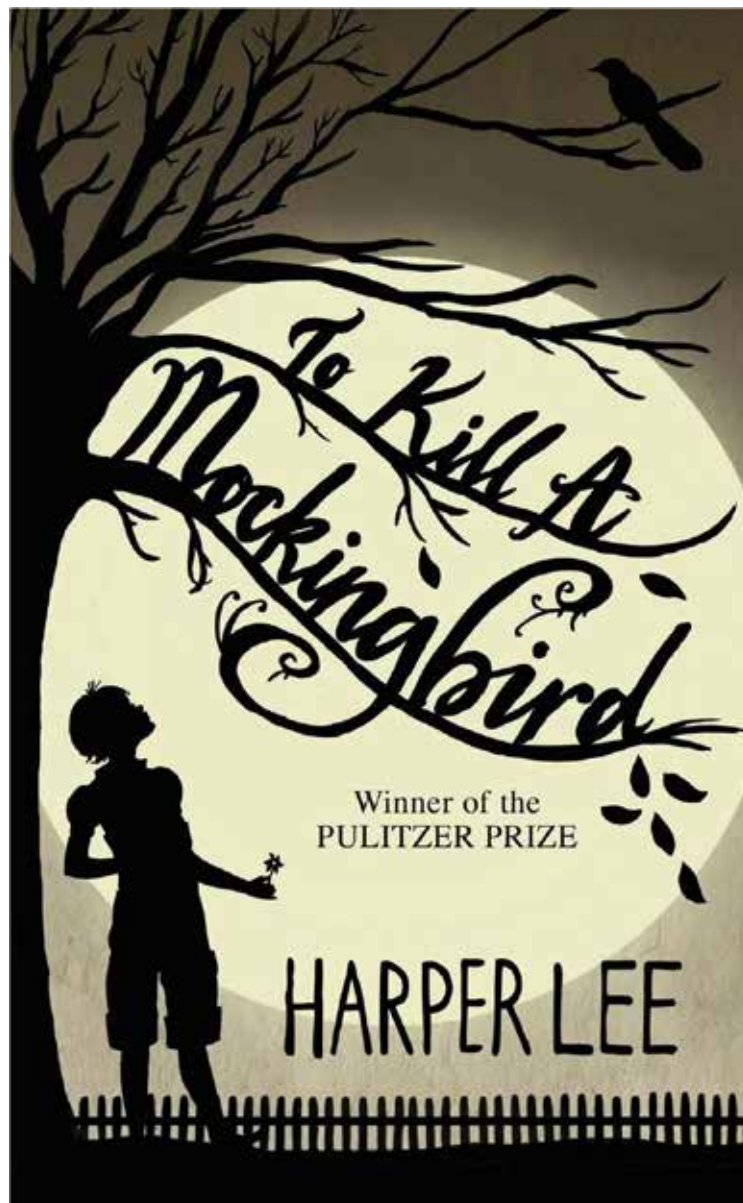
-Ms. Elizabeth Laskari



<https://www.theguardian.com/books/2023/apr/24/the-big-idea-can-writing-make-you-healthier>

Highschool 1 Language and Literature students study the novel *To Kill A Mockingbird* by Harper Lee. The respective Unit's Statement of Inquiry is "Narrative techniques are used to depict character identities and individual perspectives in a given society." Students were asked to retell a scene from the novel from a different perspective using at least three narrative techniques.

-Ms. Elizabeth Laskari



<https://www.britannica.com/topic/To-Kill-a-Mockingbird>

Chapter 15: Dill's Point of View

By Phaedra Valetta HS1

For this creative writing assignment, I chose to narrate the "To Kill a Mockingbird" lynching scene from Dill Harris' perspective. I chose Dill because I would love to delve into his personality, since he is a minor character without a strong presence in the novel. The book's great success is partly due to the usage of point of view, so utilizing this assignment to shed a light upon an underrated yet entertaining sidekick would only be fitting. In this text, I wanted to point out Dill's innocent and, occasionally, naïve perception of the world. His priorities at his young age are marrying his childhood sweetheart, Scout, coming off as a strong man and going to sleep, rather than saving Tom Robinson or Atticus Finch. This childish behavior is what makes him, in the end, a funny and adorable character that lightens up difficult situations such as the lynching scene.



[https://www.jackmontgomeryphotography.com/blog/2014/3/26/
the-making-of-a-book-cover-to-kill-a-mockingbird](https://www.jackmontgomeryphotography.com/blog/2014/3/26/the-making-of-a-book-cover-to-kill-a-mockingbird)

We were watching Atticus from Tyndal's Hardware when, suddenly, Scout jumped out into the light. What was she thinking? The big, bad men can all see her! She promised to marry me when we both grow up, so she shouldn't go off sacrificing herself for her daddy and getting herself killed! I wasn't ready to be a widowed man! I had to do something; I had to protect my dear Scout. If she dies, we both die. It was about time I manned up and showed m' lady how brave her future husband is.

And so, I stepped into the light along with Jem. When Atticus saw us, he looked like he aged about thirty years. Poor Mr. Finch didn't know what to do! Of course, he couldn't let that show because of the people around him, but I'm a smart fella and understood his feelings. He told us to go home. If Atticus ever tells us anything, he must have a reason, and so I looked around and gave a good look at the older men. Well... On second thought, Mr. Finch didn't need no kids protecting him, he could do jolly well on his own. Suddenly, Jem decided to act a hero and stood his ground. Oh, Jem, that was not the time to act like a fool! Let's just go home! Of course, I wasn't scared, it was just getting late and I was getting kinda sleepy... Then, a crazy thing happened. Scout started talking to the mean fellas! I remember that I thought she had lost her marbles, but other than that, I don't remember what she was talking about. I think it was about an entailment or something, though I have no idea what that is. Must be something Atticus taught her – I never got a second of what he meant when he talked like a lawyer! Besides, my eyes were getting heavier so I couldn't really focus... I must've drifted off while I was standing by, 'cause I remember the stomps of the evil men waking me up. Scout's rambling made all the mean men go. Now, we could just go home and sleep in peace. My hero! I have never loved anyone so much in my life! She's gonna be the best wife in the country!

Then there was a new problem. Jem acted like a man, Atticus handled the bad people like a man, even Scout was acting all manly! It was my turn to prove myself. I panicked, and so I just went and asked Mr. Finch if I could carry his chair. "Why, thank you, son," he said, so I lifted the chair and started walking. I was too tired; my hands were not prepared for this weight. Man, being a man is mighty hard sometimes! It was jolly worth it, though, 'cause I was helping Mr. Atticus. That way, I was one step closer to him giving me Scout's hand in marriage. Jean-Louise Harris – it does have a nice ring to it, don't it fellas?

Chapter 9

By Eygenia Antonopoulou HS1

When I was assigned to re-write a scene from chapter nine of “To Kill a Mockingbird” from another Point of View (POV), my thoughts immediately went to the final scene. In that final scene of the chapter, the reader follows Scout as she eavesdrops on her father, Atticus, having a late-night conversation with his brother. Undoubtedly, this scene functions as a hymn to the power of perspective. From young Scout’s POV, it is she that overhears Atticus talking about the struggles of the case. However, the book implies that Atticus knew all along that Scout was present in the conversation, and that what he said was destined to reach his daughter’s ears. Thus, I decided to delve into Atticus’ POV and explore the motives behind this choice. After all, the main message of the book that Atticus conveys is that “you never really understand a person until you consider things from his point of view... until you climb in his skin and walk around in it.” What makes the specific scene so important is that it is being narrated through Scout’s filtered-with-innocence eyes, and the perspective that is used to express it is a catalyst in the scene. Narrating it from the POV of Atticus completely changes one’s perception of the chapter, as it showcases how Atticus is a paragon of a parent, but also a master in terms of utilizing perspective to impart his wisdom. He is a man who understands the power of perspective, so what better way to understand it myself, than by climbing in his skin and walking around in it?



<https://www.jackmontgomeryphotography.com/blog/2014/3/26/the-making-of-a-book-cover-to-kill-a-mockingbird>

"I shall never marry, Atticus." Jack said, and I asked him why, though I was not so much interested in the answer he would give me, but rather to the sound of another person in the room, whose presence I had just been made aware of.

It wasn't the weight of the footsteps I recognized, but the curiosity and innocence with which our late-night visitor had fidgeted and stirred when Scout's name was mentioned by Jack. He was going on about her, how she had taught him a lesson. I'll tell you- that girl isn't a piece of cake. She's one troublesome young lady-you mark my words. But her heart is as pure as they come, and she's a sharp one too, I'll give her that. It is no coincidence that she startled the whole family when she punched that excuse of a boy, Cecil Jacobs, his name is. It's not her job to do that, she knows it. And I will not allow any trouble to be caused by anyone else than me for affairs that I deal with.

Anyway, Jack was going on about romping on Scout; she deserved what she got. No matter what everybody does, we must keep doing right. No racial slur or provocative action is an excuse for violence, and she ought to learn that, be it the easy or the hard way. Jack does not know how to handle her, but I'll tell you she is the one who does the handling. Yeah, she handles him all right. I can only imagine his face when she asked him what a whore-lady was. Poor Jack must not have seen it coming! And as expected, he didn't tell her. When a child asks you for knowledge, you deliver. No subject is taboo. No issue is out of bounds. Children are not stupid. They are innocent. And it is our duty to wipe that innocence away, to prepare them for the rough life. Don't get me wrong-a child's views are precious and unparalleled. But no one will be saved, no one will survive thanks to a child's innocence. It only adds to the tragedy of our world.

It is not in the shadows that a plant grows, but in the bright sunlight of the day. Likewise, it is not the obscured truth that will help a child, but the roughness of the harsh truth. Lies not only confuse them but give them the wrong assistance to cope with the world, and it's a hard world we live in, I don't say this lightly. These months that are coming will challenge us all. Thank God Jem is coming about. Scout is following too.

I can see the black and white of her innocence transform into mature colors. I can also hear her creeping around the corner. But I won't say anything. Let her find out the truth herself. Let her empower herself into awareness and unveil the truth of this Maycomb County that we live in. There is one more thing I want her to know.

"It couldn't be worse," I continue discussing the case with Jack, "The only thing we've got is a black man's word against the Ewells'." And as I speak, as I talk to my brother about this man who's as good as dead, as my daughter lingers in the corner listening to the horrid nature of the situation, unaware of the abysmal world she's about to dive into, I can only hope to imagine what it would be like to win the case for the poor man. The poor, young, black man who is right now sleeping, dreaming of a world that is entirely his own, dwelling in the hope that he might live, a reality that we all know can never be.

Jack knows it. I do. "I just hope and pray I can get Jem and Scout through it without bitterness, and most of all, without catching Maycomb's usual disease." I say, trembling with the thought of any one of my kids becoming another in the line to stand against people just because of the color of their skin. I would be the first one to walk in shame around town, my dignity lost, and my faith for humanity utterly destroyed. "Why reasonable people go stark raving mad when anything involving a negro comes up, is something I don't pretend to understand..." I pause. It is a good thing that Scout is here. The ugliness of the truth can hurt. She must learn to cope with it. "I just hope that Jem and Scout come to me for their answers instead of listening to the town. I hope they trust me enough..." I say, and it is now obvious that the conversation is not between me and Jack.

My job here has ended. For now, she must go to bed. "Jean Louise?" I reach out to her, and see her peering around the corner, huddled on the floor, just like I thought she would have been. I tell her to go to bed. Despite her growing maturity, her innocence still prevails, unaware that I can always listen to her breath, her light steps, and her attempts to walk soundlessly. I am her father, and I very well know when a child of mine is out and about, whether it is for late night strolling in the house, or for pants-hunting in schoolyard fences.

Chapter 12

By Panagiotaki Faidra HS1

For this writing assignment, the student chose to write about the scene from “To Kill a Mockingbird” where Calpurnia, an African American woman, takes Scout and Jem to her church. Even though these children are white, they are mostly welcomed into the church, except by Lula, the protagonist of this assignment.

-Grace Skarzynski



<https://schoolworkhelper.net/to-kill-a-mockingbird-important-scenes-and-symbols/>

It was a nice Sunday morning. After a long, tiring week, I was definitely in need of a walk. So, I persuaded Mr. Smith, that filthy man I'm workin' for, to allow me to go to church. It's the only place he'll let me go, really, since he believes in God himself and goes to the white church every week.

Oh Lord, give me strength with this man. He keeps saying those are some dark times we're livin', even though he's not as affected by the problems of our days. I want to go right up to his face and shout "Oh hush you petty man! I'm the one that should be complainin'! I do all the work in this household and I'm not even gettin' paid enough! I demand a raise! (that's what they call it, ain't it?)". But I hold back. I hold back for the sake of my husband. I hold back for the sake of my children. Lord, I hold back for my own good. God knows what Mr Smith is capable of. Well, to be honest, I do too. I've seen it happen far too many times: little Lizzy doesn't do well in school? After a good 10 minutes with him, I have to deal with her bruises. Little Jack won't help out with the carryin' wood for the fire? I have to deal with his teary eyes that look up at me with horror.

He's done it to me too. Once, he figured I had not cleaned well enough. He said the fireplace was all dusty. I argued 'cause I had spent an hour to get those ashes to go. I was tellin' him I had done it, cause, may the good Lord be my witness, I had! Besides, shouldn't one lower expectations when a pregnant woman is cleanin' your house? No one believed me. Who would ever believe the black woman sayin' she was beaten up by the rich white Mr. Smith? They just looked away and said my baby would have died no matter what. But I knew. I knew that that monster was the reason for it all. It was like part of me had died that night. And that's cause it really had.

Oh Lord. I'm getting off topic here. Anyway, there I was, walking down the street, seeing the First Purchase appear in the horizon. I thought to myself: "Ah, what a wonderful day to go to church". As I entered, I felt free. I was untouchable. Well, as untouchable as a black woman can be in a world that white monsters rule. I breathed in and out. I greeted my friends and glared at some that weren't mindin' their own business. I'm feelin' relaxed for the first time in this exhausting week of serving the Smith Household, I'm feelin' peaceful, I'm feelin' like nothin' can ruin this moment-

Is that- No, it can't be. Oh Lord have mercy. A white child in my church?! Wait... There's two of 'em?!? I went through the crowd to investigate further. No, no, no. They're with Cal?! I always knew that woman was too close to those darn chilluns. How dare she bring those kids to my church! I can't let that happen. This is my safe space; this is the place where all I see is my people. Not those monsters. My people.

If you know anythin' about me, it's that I've got quite severe anger issues. And, being me, I decided to go up to them and kick 'em outta my church.

"What you up to, Miss Cal?" I shouted from behind them. All eyes were on us. Miss Cal and her kids turned, the look on their faces signalling that were caught red handed!

Clearly annoyed, our "beloved" Cal responded:

"What you want, Lula?" What do I want?! I want them OUT!"

"I wants to know why you bringin' white chillun to our church" I responded menacingly. She wanna bring white chillun to my church? She gonna pay for it.

"They's my comp'ny." Oh, can this woman be less aggravatin'?

"Yeah, an' I reckon you's comp'ny at the Finch house durin' the week."

Calpurnia whispered something to that white little girl she was holdin'. "Don't you fret" I think she said. Don't you fret? Oh, I'll make you fret alright!

Furious, I went to take a few steps towards them, but Calpurnia said, "Stop right there." Fair enough. I obeyed, but I was as mad as one can be. "You ain't got no business bringin' white chillun here- they got their church, we got our'n. It is our church, ain't it, Miss Cal?"

"It's the same God, ain't it?"

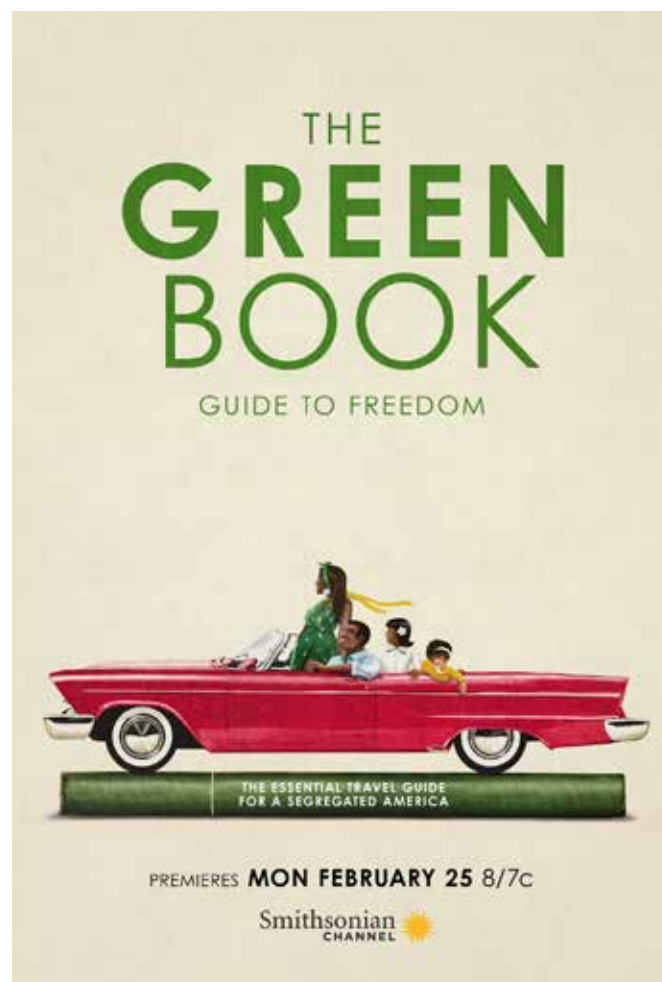
Before I could respond, I was pulled back by the Reverend. He scolded me for my actions, he said that they were just kids, that I should apologize. But I think not. Those little creatures are just the undeveloped form of Mr Smith: little monsters. They are exclusively taught how to treat us like garbage and make our lives even worse than they already are. And then they harm us and they hurt us again and again and again, as they have done with me.

Knowing I lost the fight, I ran out the back door, sittin' at the closest bench. The anger was making my head burn. After a few minutes of stabilizing my breathin', I found myself again. The hymns had already started. Good Lord, excuse me, but ain't no way I'm goin' back in there! My legs were shaking, probably because of my rage. Cursin' under my breath, I let my feet lead me home. What was this I was feelin'? Anger? No, it was stronger. Fear? Sadness? For what? Had I regretted my actions? I did what had to be done. Still, they were kids. But Little Lizzy and Little Jack shout at me for just existing, before running to my arms when their dad is done with them.

Before I could further analyse my thoughts, I saw the familiar door of my home. Through the small window in front of me were three grinnin' faces waitin' for me, as they have been every Sunday afternoon. I smiled back at them. And with that, all negative emotions disappeared.

For this creative writing assignment, the students wrote journal entries from the points of view of Don Shirley and Tony Lip from “The Green Book”. Students wrote about the same scene for both journal entries to compare how each character experienced the same situation differently. By doing these Point of View creative writing assignments, students are able to put themselves in the shoes of the characters and practice their perspective-taking abilities.

-Grace Skarzynski



https://www.imdb.com/title/tt9758270/mediaviewer/rm2116120064/?ref_=tt_ov_i

(Perspective of Don Shirley)

Dear diary,

I have just returned to my home as my concert tour to the deep south has ended. I was discriminated against a lot more there than up here in the north. The people there have yet to change their ways. Thankfully, I had hired a wonderful driver, by the name Tony Vallelonga, who kept trouble away from me as well as he could. I have never seen such an intriguing person in my life. I also helped him write letters to his wife. He did seem to have a narrow assessment of my character and, at first, he seemed a little racist. However, we ended up being great friends, and as the tour continued our friendship evolved even more, as did his view of me. He showed me this great food called fried chicken that apparently is enjoyed by many black folks, and I showed him that violence does not solve problems and only dignity prevails. At the end of our tour, I had a disagreement with one of the servers at the place the final concert was going to be. Even though Tony accepted the job for the money and was being bribed with a lot of money to make me play, he refused unless they complied with my request to simply dine with the rest of my trio at the restaurant. After that, we went to a bar where I played with some other musicians who were already there. Following that, we began the long drive back to New York. I left Tony at his house, then went home. I told my butler, Amir, to go join his family for Christmas. I am now getting ready to visit Tony and possibly join him and his family with a bottle of wine as a gift.

By Christoforidis Marios



<https://www.bbc.co.uk/programmes/m000yxc4>

(Perspective of Tony Lip)

Dear diary,

It's so good to be back home, but I feel like a different man from the one who left here some weeks ago. This trip has completely changed the way that I think of other people.

As you already know, I went on a trip with Don Shirley, the famous pianist, to help with the practicalities of his concert tour and act as his chauffeur. I've already told you that at first, I hated working for this man and was only doing it because of the money. But then the more I got to know him, the more I liked him. You see, I thought that he had everything a man could wish for: money, fame, admiration. Still, as I was talking to him, I discovered that he was a very lonely man that was only valued for the music he plays and wasn't even loved by his family. I would die if I felt that my family didn't love me!

Do you know what else? Can you see the difference in my writing style? Well, it's because while I was on the trip Don told me how to put my feelings into words. So, you see, I was worried that Dolores would forget about me and wanted to send her letters telling her all about my trip. But I couldn't write! My letters were horrible! And that's where Don came to my rescue! He patiently sat down with me and helped me get way better at this. That's when I started seeing him as a friend rather than an arrogant stranger that was always criticizing me.

Now that we are back, Don and I see each other regularly because we've realized that you can be very different from someone and still be their friend. Anyway, I must go now because Dolores is yelling that dinner is ready.

Talk to you
soon,

Tony Lip

By Pepanidi
Anastasia



<https://eu.usatoday.com/story/life/movies/academy-awards/2019/02/25/oscars-2019-green-book-wasnt-best-choice-best-picture/2977060002/>

A short story by Shirley Jackson, “The Lottery” is possibly Jackson’s most famous work. In a fictional town in America, residents participate in an annual tradition—a lottery that ends in a public stoning. Students wrote about this morbid event from three different perspectives, demonstrating their creativity and ability to engage with their readings.

-Grace Skarzynski



<https://www.literaryladiesguide.com/book-reviews/lottery-adventures-james-harris-shirley-jackson-1949/>

June 27th

Dear diary,

If anyone reads what I'm about to confess, I'll be gone the same way my Momma went. Because from here on, June 27th will be a cursed day and I will despise the Lottery till the day I die. Yes, m'dear diary, m'worst fear came true. Today, we lost Tessie Hutchinson. And in what a cruel manner we lost her, too! She almost saved herself and didn't show up! Oh Lord, what I would give for her to stay home! She hadn't realized the little ones had left and when she did, as a caring mother and an honorable citizen, she came and found us. She came a-running, dear diary!

"Wouldn't have me leave m'dishes in the sink, now, would you, Joe?" Well, nor would I, Momma! I would want you to stay home, take care of it. Take care of the little ones. Take care of Daddy. Take care of me, Momma, and everyone who cares about you! But, of course, you wouldn't miss the Lottery for the world, now, would you, Momma? And she was so happy to be there, dear diary, m'poor little heart shattered in pieces! She cheered on Daddy to go and draw a paper out. If only she knew what paper Daddy was gonna pick. 'Cause she was right, it wasn't right!

She tried to tell people, but they wouldn't listen! It wasn't the right paper. Daddy wasn't supposed to take that paper! It wasn't fair for us to lose one of the people we loved most! They didn't give us time enough to say goodbye! They didn't give her time enough to grant her final wish. She wanted me to draw a paper too! And what about me? Don't I have a say in whose family I get to draw with? What a fool I was to marry m'Don! I should have stayed to protect m'family! "There's Bill, Jr., and Nancy, and little Dave. And Tessie and me." Whatever happened to your eldest, Daddy? What about Eva? Aren't I your daughter anymore?

But, of course, it ain't Daddy's fault. It's the goddamn Lottery. "Lottery in June, corn be heavy soon," what a bunch of crap! Tell you what, I'd rather never eat corn again than have Momma die, and I bet everyone except that Old Man Warner thinks so. What a horrible tradition. Giving even poor little Davy pebbles to kill his own Momma. Poor kid probably thought that it was for fun, that Momma would be home for dinner! Oh, dear diary, maybe I am a young fool like Old Man Warner says, 'cause I do wish that I was born in the north village. But more than anything, I wish I had brought with me to the Lottery a pencil and some rubber. That way, I could erase that deadly black dot on Momma's paper and make one on mine. I'd rather die a thousand times than live without Momma.

I oughta go; Don's steps are coming closer. Wouldn't have me leave m'dishes in the sink, now, would you, dear diary? Goodbye, Momma, till we meet again.

Love,

Eva Johnson (former Hutchinson)

By Phaedra Valetta HS1

POV: TESS HUTCHINSON

Yesterday was the morning of the 27th. Everyone was excited and nervous at the same time, because in around two hours the annual lottery would take place. I was never fond of the lottery, but I could not do anything about that. By nine, everyone was gathered at the village center. This entire process would take only approximately an hour and a half, for the village only had around three hundred people. The pile of rocks was already set in the corner and was being guarded in order for them not to be taken by the children. When it was time to begin, everyone suddenly went silent. Even though all of this only took an hour, it felt like ages. Each person slowly walked up, drew a slip of paper, and sat and waited for everyone to draw one as well. When this procedure was over, it was time to open up the slips. Person after person would open them to reveal nothing, obviously to their relief. When it was my turn, I hesitated. At that instant Bill came over and forced me to do it, exposing the black dot in the center that Mr. Summers had drawn the day before. I was devastated. I froze and I was in shock. Before I could even begin to say anything, everyone had rushed to the pile of rocks and grabbed one. I saw my life flash before my eyes, as I was looking at around three hundred people with rocks rushing over to me in order to stone me to death. When that first stone hit, I let out a huge grunt. But then there was another, and another, until the thirteenth stone hit my head, and I fell down. But they did not stop. It was only after a minute that the last stone hit me, which was also the lethal blow. I managed to keep myself alive for another 10 seconds, in which I saw everyone run over to my body. Nobody even thought anything of it. It was like just another day. Everyone's face was blank. Emotionless. And that was it.

By Emanuel Zacharakis HS1

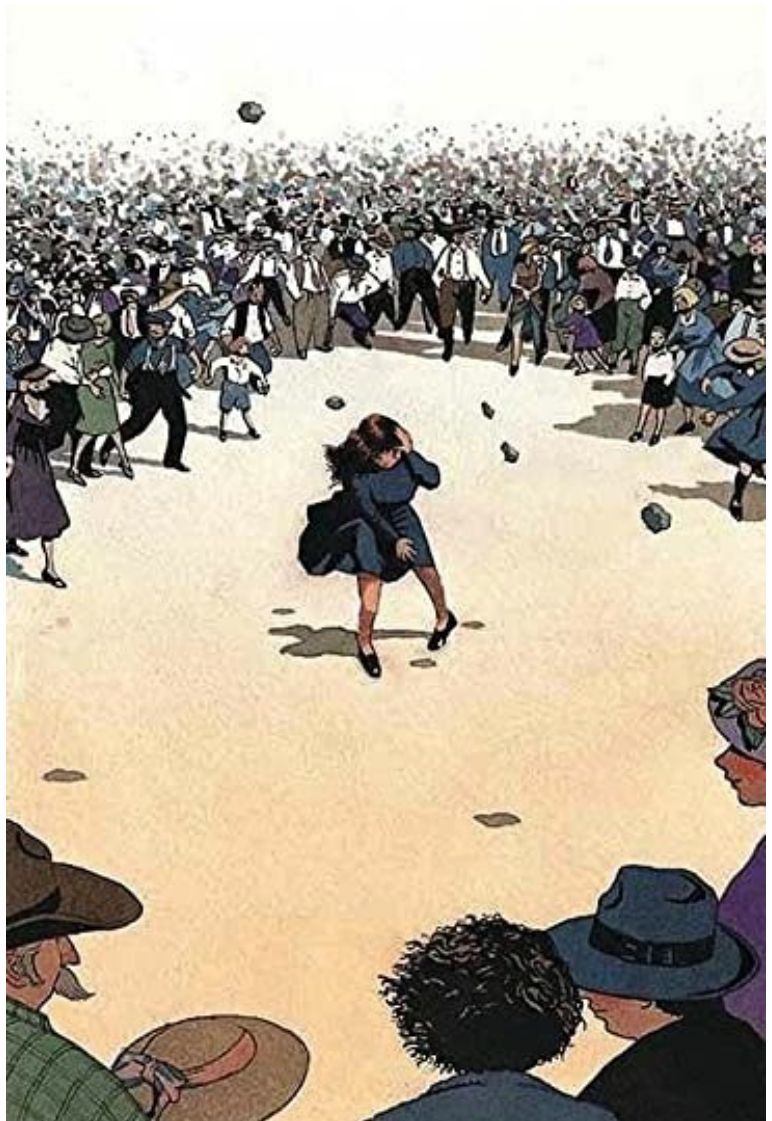


https://medium.com/@jason.carter_27739/scifi-friday-the-lottery-by-shirley-jackson-17c90b105d8c

POV: Mr. Summers

Ahh... Another year, another major civic event! Oh, how I love when we all get together! There's nothing quite like some good old fun with the folks. When all the families gather together... And Marla finally gets to be quiet! Ha-ha! Oh, I crack myself up! Now, let's see.. What do I gotta do... Oh that's right. The papers. Here, my 4b pencil, my ruler, my scissors... Oh! I'm so tidy! These things get me so excited. But hold on a second. Where have I left my good ol' sharpener? Dang it! There's no way I'm finding it if I've dropped it. With that filled belly of mine, I can barely see a thing beneath my chin! And Marla is always whining that I should stop with the casseroles. And you know what I say to that? Never! Ha-ha! Anyways back to business. I suppose I can do this with a dull pencil. It's just a dot anyway. But the magic is ruined. I'll cut the papers first. But while I do so, let me think... 300 divided by 9...So I'll fold the paper this way, and then I'll cut here... I have to make sure the papers are even! Can't risk having any complaints that the draw wasn't fair... Okay. Done. Now, for the names. I have my list here. Okay, done. And the best part... the dot. I'm going to make it nice and bulbous. A thick, dark dot. I am even going to use my compass. The dot has to be small, but sharp! Oh, this reminds me of making Christmas cards in elementary! How neat! Okay, I'm done with that as well. Now let's put them in the box. And what an ugly box that is! I have said numerous times the box should look neat. This old piece of tree looks like a darn cutting board. Next year, I shall provide my own box out of cardstock and hot glue. I'll get a chance to use my glue gun, oh, how fun! I will be careful with the hot glue of course, when I assemble the new box, because I don't want Marla complaining about me being careless. I'll have to purchase special protective gloves so that my chubby fingers don't get burned. I surely do live my life on the edge...

By Alkmini Panagopoulou HS1



<https://www.goodreads.com/book/show/6219656-the-lottery>

Another short story, published in *The New Yorker*, by Shirley Jackson, “After you, my dear Alphonse” examines the more covert manifestations of racism and prejudice. In this story, a white woman, Mrs. Wilson, immediately believes that an African American boy, Boyd, must come from a lower social class family and is surprised and indignant when she finds out that the boy’s family is actually not in need of her “generosity”. Students were asked to write what they think would happen if Boyd’s mother and Mrs. Wilson had a discussion about her behavior.

-Grace Skarzynski

AFTER YOU, MY DEAR ALPHONSE

Mrs. Wilson was just taking the doghouse out of the oven when the small Johnny came into the kitchen.

"Johnny," she called, "you're late. Come to tell your father."

"I'm a minute, Ma," Johnny said. "After you, my dear Alphonse."

"After you, my dear Alphonse," another voice said.

"Yes, after you, my dear Alphonse," Johnny said.

Mrs. Wilson opened the door. "Johnny," she said, "you came in this minute and got your lunch. You can play when you're hungry."

Johnny came to after his thirty. "Johnny," he said, "I thought Boyd took his lunch with him."

"Boyd?" Mrs. Wilson thought for a moment. "That's before I've met him. Bring him in, dear, when you're hungry. Lunch is ready."

"Boyd?" Johnny asked. "My Boyd, come on in!"

"I'm coming. Just got to a suit of clothes."

"What, honey, is my husband's he says."

"Johnny, that's not very polite to either your father or your mother," Mrs. Wilson said. "Come in now, Boyd."

As she turned to close the door, there to sit, she saw he was a Negro boy, smaller than Johnny but about the same age. His arms were loaded with suit hangers. "Where'd I put this suit, Johnny?" he asked.

Mrs. Wilson turned to Johnny. "Johnny," she said, "what did you make Boyd do?" When this was said.

"Boyd, Johnny,"

Johnny said again.

"We made them in the ground and ran out from under the hills."

"How do you do, Mrs. Wilson?" Boyd said.

"How do you do, Boyd? You shouldn't be Johnny until you come all that way. He doesn't come out here, both of you."

"Who shouldn't be away the money, Ma?" It's his word. We got it in his place."

"Johnny," Mrs. Wilson said, "you can see your lunch."

"Sure," Johnny said. He held out the dish of scrambled eggs to Boyd.

"After you, my dear Alphonse."

"After you, my dear Alphonse," Boyd said.

"After you, my dear Alphonse," Johnny said. They began to cough.

"After you, my dear Alphonse," Boyd said.

"After you, my dear Alphonse," Boyd said.

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"After you, my dear Alphonse," Boyd said.

"After you, my dear Alphonse," Boyd said.

Parisian Room

CAROL BRUCE
International City of 1936

JOHN HOYBRANT
The Comedy King

COLUMBUS & CARROLL
Comedy and Song

BOB GRANT
And His Orchestra
and Vocalists

WILSON HAW
and His Orchestra
and Vocalists

the PLAZA
1000 Ave. of the Stars

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Try this in a lot of restaurants and see you start with Crusse & Blackwell's Orange Marmalade! It's genuine's gold! Flavored with natural Alphonse's in orange to start your day bright! Better get some now for breakfast tomorrow!

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Orange MARMALADE
Since 1878

Boyd's mom: Hello ma'am, would you happen to be Mrs. Wilson?

Mrs. Wilson: (clutching her pearls) Yes, that would be me. Who's asking?

Boyd's mom: (offering her hand for a handshake) I'm Boyd's mother, it's a pleasure to meet you.

Mrs. Wilson: (without shaking her hand) Ah! Boyd's your boy. I was wonderin' when you'd come by. I would invite you in, it's improper to have such a serious conversation on the threshold, but my husband would simply go into a frenzy. You know not everyone's as open-minded as me these days.

Boyd's mom: Hm... so you know why I'm here?

Mrs. Wilson: Oh of course! Now, I imagine you've met my Johnny, such a sweet boy, he is, and I have to tell you, I was very strict with manners while he was growin' up. I love my boy, but there are some places where his little pout cannot get him out of trouble.

Boyd's mom: I'm-

Mrs. Wilson: (interrupting) I believe that's how you get kids to be little gentlemen. You have to be over their heads! Remind them again and again and again to accept hospitality, and be gracious to their host, and eat their food and all that. Of course, some parents that work a lot are not able to be by their kids side a lot, and I respect that, but they must figure out their priorities!

Boyd's mom: I don't understand-

Mrs. Wilson: (interrupting) Now dearest, don't you worry! I am not judgin' anyone, only the Lord can be a judge, but as a mother, I can see what is wrong and what is right. I reckon that you could be a good mother, not that you're not, and with a tad of pressure, your little Boyd could grow up to be a gentleman.

Boyd's mom: Pardon me, I-

Mrs. Wilson: (interrupting) You know, it is mighty impressive that you have the maturity to be havin' this conversation. Not many people of, you know... not many of your people would be open to constructive criticism but seeing your faults as a mother is a huge leap to the right direction. If you're askin' me-

Boyd's mom: (interrupting) I am not asking you, with all due respect. I understand that you think I am here to be lectured by you on my parenting, but I am actually here to discuss your racist behavior towards my son.

Mrs. Wilson: I beg your pardon, I am not racist! Please lower your voice, I do not want the whole neighborhood to listen to your accusations!

Boyd's mom: I am sure you believe that you're very progressive, but it's simply unacceptable in our time and age to be discriminating against a little boy!

Mrs. Wilson: Discriminating?! I'll have you know that I have read Dr. Martin Luther King's speech.

Boyd's mom: And I congratulate you, but I urge you to get out of your little suburban bubble and stop forcing your ideology onto my kid. I am trying to be very civil, but if I hear that you're being aggressive to my kid again, I will have to change my approach. I am a dedicated mother and Boyd's a darn good kid.

Mrs. Wilson: In my thirty-five years of living, I have never once been accused to being racist to an African American! I opened my house to your kid and I was treated with the utmost disrespect, and when I tried to give you my opinion on it, you immediately shut it down. If you're askin' me, I am the victim of racism in this situation.

Boyd's mom: Jesus, Mary and Joseph...

Mrs. Wilson: Do not use the Lord's name in vain! I try to be open-minded, but you people continue to prove your worthlessness.

Boyd's mom: This conversation is over! I will not stand here and be disrespected by a racist, passive aggressive, bland, middle-aged mother!

Mrs. Wilson: Middle aged?!

Boyd's mom: I don't understand how Jimmy is a wonderful boy when he was raised by the likes of you. (she leaves)

Mrs. Wilson: Those darn Africans and their attitude!

By Artemis Papastavrou HS1



https://en.wikipedia.org/wiki/Shirley_Jackson

After the third knock on the door, Mrs. Wilson finally got up from the sofa and opened the door, only to be greeted by a tall African-American woman.

"Hello there! Oh, I'm not interested in purchasing anything you have to offer. Try the house across the street please." Remarked Mrs. Wilson upon seeing the colored female.

"Oh, that's quite alright, I'm not selling anything, I'm merely here for a simple chat. I am Boyd's mother, the kid who your son Jonny brought over for a while". Stated Mrs. Boyd, with a chastising tone.

"Ah, yes, of course, your son mentioned you. Do come in, and please leave your shoes and coat outside, I can't have the floor getting dirty, can I?" Replied Mrs. Wilson, a smirk plastered on her face.

"I assure you, my coat is quite clean, as are my shoes. I do prefer designer brands as you can tell, with my husband being a foreman and all." Said Mrs. Boyd with an innocent smile that didn't quite reach her eyes.

"What a surprise you don't know how to sew, seeing as you... well, let's leave that issue for later, hmm?"

"I never did learn how to sew, I never had the need since I've lived with luxuries all my life, as my family was always economically privileged. But, do indulge me Mrs. Wilson, what was that issue you mentioned earlier?" Inquired Mrs. Boyd, her earlier smile nowhere to be seen anymore.

"Ah yes, luxuries, clean water and a roof over one's head are indeed difficult to have these days especially for a person of a.. lower station."

As Mrs. Boyd attempted to sit on the sofa, Mrs. Wilson interjected,

"Oh no, you may sit on the floor, as I said before, I'd rather not have to clean the whole house after your abrupt visit, although seeing as you are already inside I suppose I can't avoid it now can I?" Mrs. Wilson asked innocently, with a curious look on her face.

"Of course, clearly you have better use of your time as you were, what were you doing, cooking and watching a show on the television?" Boyd's mother calmly inquired, a small smile tugging on her lips.

"The television might seem strange to you, but I assure you, it is a key component of every modern house nowadays. I do believe you are more familiar with cooking am I correct?" Mrs. Wilson questioned, with a wide smirk across her features.

"You are right, it is quite strange, I'm not used to the T.V.s looking like cardboard boxes, as I am more accustomed to flat screened T.Vs, but to each their own. After all you made it abundantly clear that I would know all about struggling to make ends meet, no?" Boyd's mother coolly retorted.

"Of course, it must be so challenging, living with the looming fear of going to bed hungry at night, isn't it? I'll pray for your family, how many of you are there? Your son said four but I'm pretty sure it's wrong." responded Mrs. Wilson, looking Boyd's mother in the eye.

"Of there's four of us darling, and yes times are quite rough, my father was cheated out of one of his many estates! Could you believe it?"

"Oh, Mrs. Boyd, such fancy vocabulary really doesn't suit you, do drop the charade please, it's such a horrendous cover for the filth that lies beneath." Mrs. Wilson stated, sounding bored and displeased.

"I beg your pardon? The only filth in this room is in your heart and is currently coming out of your mouth with whatever inexplicable garbage you are saying. I didn't believe my son at first when he described what happened, but it's all clear now." Mrs. Boyd calmly snarked back, while Mrs. Wilson barely managed to bite back a snarl.

"Please, the only thing that is clear is that you people don't belong in our country." Jonny's mother mocked, her eyes roaming over Mrs. Boyd's body.

"Are you going to take away my food like you took my son's? Are you going to assume I don't have any dislikes or allergies pertaining to food? Or better yet, will you offer me your tattered dresses?"

"I would but it would be wasted on an individual such as yourself. If only you could wash away the color from your body, your life would be so much easier." Remarked Mrs. Wilson lazily.

"What a pathetic, despicable, racist little thing you are. Judging people like me just because of the color of my skin. You deserve the worst in your miserable, lowly life. I'll be leaving now. Even though I don't work, I don't have enough time to sit around and trade insults with a judgmental idiot such as yourself. Good riddance." Mrs. Boyd stated, her disgust of Mrs. Wilson not absent in her voice.

"You were never welcome in my house to begin with, nor was your son." Shouted the now furious Mrs. Wilson.

"And what a shame that is, I suppose he will miss your homemade gingerbread. Oh wait, he barely tried it!" retorted Mrs. Boyd, as she stalked out, put on her coat and shoes, and gracefully left, while the fuming mother currently inside was screaming her lungs out shouting foul curses and insults.

Harry Valsamis HS1

DROPPING THE BOMB CASE

High school 1 Language and Literature students study Pearl Harbor, The Manhattan Project, Frank Report and Truman's options to drop the bomb or not. They were then asked to pretend to be a member of the Interim Committee, and to consider four main options available to the United States in how to engage with Japan. Finally, they were asked to present their conclusion to President Truman as to which option is the most moral and why.

The four options are:

1. Drop the bomb on Japanese cities to force an immediate end to the war.
2. Launch a full-scale invasion of Japan, with conventional weapons.
3. Do not act, and rely on Japan's deteriorating military situation and the entry of the Soviet Union into the war to force a Japanese surrender.
4. Attempt to negotiate surrender terms with Japan that would be acceptable both to them and to the United States.

-Ms. Elizabeth Laskari



Uranium production plant in Tennessee. The uranium produced here was used to make the first atomic weapon.

<https://allthatsinteresting.com/manhattan-project#1>

Honorable President Truman,
Esteemed direction of the Interim Committee,
Fellow members,

Standing today before you with the sole purpose of saving the United States, I can't help but think of the future. A future, that once the atomic bombs are launched, will be jeopardized.

Gentlemen, siding with those who have stood against the use of atomic bombs, I consider it unnecessary for our noble country to drop a nuclear weapon of such power that will not only cost the lives of hundreds of thousands of people but will also damage the days that lay ahead. It is true: the use of such a weapon would mean immediate surrender of the Japanese state to our country. However, the war will one day end, and our country will stand with the blood of innocent lives and future generations in its hands. Yes, Japan did bomb Pearl Harbor. Yes, our country was hurt, our people were killed, our dignity was wounded. But the use of an atomic bomb, a weapon that the world is not yet prepared for, will be a death sentence for people the world over, not just Japan. The use of an atomic bomb would be a crime against humanity, and our country can do so much better than that.

Mr. President, we have concrete evidence that Japan is considering surrendering. Diplomatic communications between Japanese leaders indicate that the government is already on the verge of giving up. It only seeks for negotiations pertaining to them keeping their emperor. Since we are so close to eliminating the threat of said country, it is not worth making use of an atomic bomb. This is no child's play. We are debating the use of nuclear weapons, and we need to live up to the importance of that.

What we ought to do instead is actually show them our capacity to do damage. Fear is such a strong motivator, and something we can profit from. A demonstration of our weapon would be the catalytic element to our challenging problem, it would give the Japanese that slight urge to finally surrender. All the while, it is important that we continue conventional bombings to show exactly how unyielding we are. The Japanese government will break. That is for sure. And it is only a matter of time before that happens, so our moves should be carefully planned and not irrationally made.

Do not use the atomic bomb on them, Mr. Truman, our country does not need that in order to win. We have so much more to give, and a lot less to lose.

Thank you.

By Antonopoulou Evgenia HS1

PROPOSAL – DROPPING THE BOMB

Dear President Truman,

We here at the Interim Committee have come to a conclusion and urge you to consider our proposal regarding the use of the A-bomb that our nation now possesses. Undoubtedly, we have a very fearsome and powerful tool in our hands. We firmly believe that dropping the bomb on Japanese cities will not force an immediate end to the war. On the contrary, it will cost countless lives, including those of American troops. What is more, it will tarnish our nation's reputation, making us the first to utilize such a weapon despite our humanitarian and previously neutral stance. Finally, it will make our future negotiations nearly impossible, as no other nation would like to side with us.

This is why, when it comes to utilizing such a powerful tool, we suggest that you carry out a demonstration of the weapon in a deserted area, in order to persuade Japan to surrender. This does not only line up with our set of principles, but it is also going to prove our advantaged position and declare our power in a way that won't directly attack the enemy. Although we know that a successful test won't necessarily cause them to surrender and an unsuccessful test would be catastrophic, we are certain that the bomb is ready for a test in an uninhabited area, and there will be no question regarding the details of the operation. If we are being honest with one another, we can agree that the mere fact that you are considering dropping it on unsuspecting civilians proves it is more than ready to be used in a simple demonstration.

A demonstration of a weapon of this caliber will have the desired effect. We strongly urge you to choose the moral and not the quick solution and fulfill your responsibility as a leader of this humanitarian nation.

By Alkmini
Panagopoulou
HS1



<https://www.dawn.com/news/1574628>

Honorable President Truman,

As a member of the interim committee, I speak for all of us when I say we would strongly advise against a demonstration of the atomic bomb's capabilities or the reliance of Japan's deteriorating military situation, because it would only jeopardize more civilian lives, and could potentially lead to the union of some of our powerful enemies against us. Specifically, since we were the first to discover the might of such a devastatingly powerful weapon, we must not reveal to friends or foes that we have knowledge of its creation or even more so that we have one already constructed and ready for utilization. This is because it will only serve to precipitate the race of armaments, and such a race cannot be allowed to ensue if many of our enemies form alliances against us.

That is why it would be in our noble nation's great interests to utilize this weapon – it is, after all, a military weapon, meaning that it should be treated as one. Additionally, by using this weapon against Japan, not only are we reminding other nations which oppose us of our immense power and might, meaning that they shall think twice before insulting and degrading our dignity, but we are also putting an end to a war that could potentially carry on for decades. This weapon is a catalyst, which will permit us to put an end to this war which has led to tremendous losses on both sides. Should this war continue, then more human lives could be jeopardized and could be lost considering that it could last countless years whereas, if we elected to utilize the weapon we constructed, then the loss of lives will cease.

Furthermore, our nation is the most powerful and fearsome of them all, and Japan has not only disrespected us, but also cost us a myriad of lives of our innocent citizens when they bombed Pearl Harbor. Ergo, it would only be fair for us to repay them in kind and remind them that the United States of America shall not cower in the face of adversity, but instead take it on by its horns. We would not be losing our moral high ground, as they lost it first when they detonated and destroyed a critical part of our nation. Thus, we must remind them of our power and might, and of our capabilities as a whole. That is why it is undoubtedly imperative that we immediately utilize the atomic bomb.

Thank you, President, and I hope you heed our advice as we hold our nation's well-being and interest at heart.

By Harry Valsamis HS1



https://kids.kiddle.co/Manhattan_Project

Dear Mister President,

Ladies and gentlemen,

In the last two months, we have been assigned to assess the different options we have available concerning the use of the atomic bomb. The decision taken will be one of the of the most important decisions ever made in the world's history, a decision which will stay engraved in everyone's memory, and a decision which will determine millions of lives. But, along with the positive aspect we trust to see, there will be many ethical manners that should be considered, as this act will kill hundreds of civilians, destroy the urban milieu of one of the greatest forces of the world, and have effects on peoples' lives for hundreds of years.

Mister President, I stand in front of you, speaking from your point of view, and I believe we should drop the bomb on the two Japanese cities to force an immediate end to the war. The reasons of my proposal are three: ending the war early while minimizing casualties, forcing Japan to surrender, as a response to Pearl Harbor. To begin with, we should think about the casualties the war will continue enhancing if it doesn't end. More specifically, there will an estimated number of 1.000.000 combatants killed. We must take measures to prevent this from happening. We must end the war as early as possible and save our people. Secondly, this will lead to the surrender of Japan. They will be forced to end the war based on our conditions. They will have bled out in two of their most important cities and lost a large portion of their resources. Japan will not have the power to fight back at us. They will lose their courage to do so after we are chosen to be the greatest force of all, the first country to have developed the atomic bomb. Lastly, we will be taking revenge for Pearl Harbor. We will strike their country as they did to ours. The difference will be that we will have the courtesy to warn them about it. Now there will be a day written in history similar to Sunday, December 7, 1941. We will show them we are not a country to mess with, we are not a country that gives up or loses. Quite the opposite, we are the warriors of the world, we are the great force of the world, and we must show that, Mister President.

In conclusion, I believe the best option is the use of the A-bomb. The reasons are many, and they concern the better future of this country, the saving of our people, of our soil and our cities, as well as the "coronation" of our country in front of all the others.

With all my respect,

Michael Abraham.

By Kampani Thekli HS1

Dear President Truman,

As a member of the Interim Committee but, above all, a human being and an American, I would strongly recommend the use of the atomic bomb in Japan at the earliest opportunity. We have found ourselves in a race against time itself. We ought to put the groundbreaking work that brilliant American minds have produced to good use. Should we delay any further, Soviet scientists might develop their own bomb and pose an even greater threat to our nation and its security.

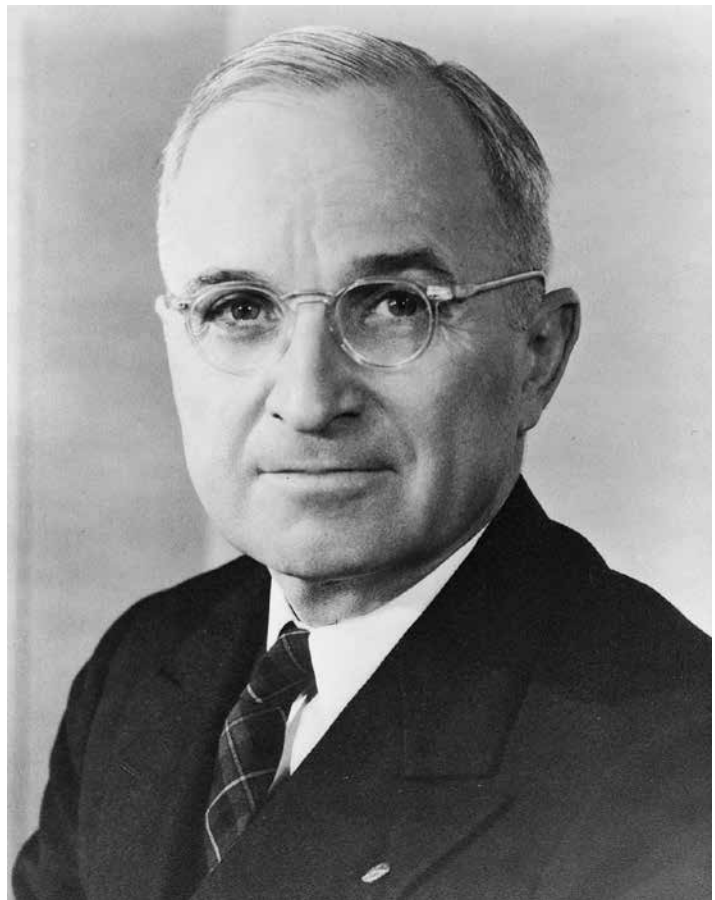
Of course, we are not animals; we acknowledge the lack of moral principles in using this weapon of mass destruction. Nonetheless, we find the achievement of a decisive victory against the Japanese and the end of the war as soon as possible imperative for the stability of our sacred nation. Our people can take no more inhumane life conditions. The constant fear of their country or, much worse, their own lives being compromised is taking all Americans aback and prevents the US from reaching its greatest potential as a country.

All of the above considered, we wish to urge you to assume responsibility for your actions as a leader and provide your people a candid statement mentioning the reasoning behind this decision, the possible alternatives that were rejected as well as the potential outcomes of the atomic bomb's deployment. The citizens of the United States, including the ones present in this very room, are in desperate need of an ethical leader, now more than ever; we need a role model and a diplomat who is capable of maintaining the moral high ground in all negotiations and demonstrating integrity and accountability. Please keep that in mind when making a decision that can affect Americans of the present and future generations.

Sincerely,

[Scientist of the Interim Committee]

By Phaedra Valetta HS1



<https://www.britannica.com/biography/Harry-S-Truman>

STORY BOARDS

Here, we have two story boards from students that displays their creativity, imagination, and artistic talents.

In the first one, “Interstellar”, Peter, John, and Helen are three aliens whose planet has been destroyed. While searching for another planet to live on, they find out that earth will be destroyed in the near future. Peter is sent to earth to warn people in order to save the planet. Eventually, they succeed!

In the second one, “The Elevator Story”, we see a short love story which centers around two people that first meet in an elevator. The story follows them around while they meet, work together, fall in love, and eventually get married. All in the same elevator!

Dreams



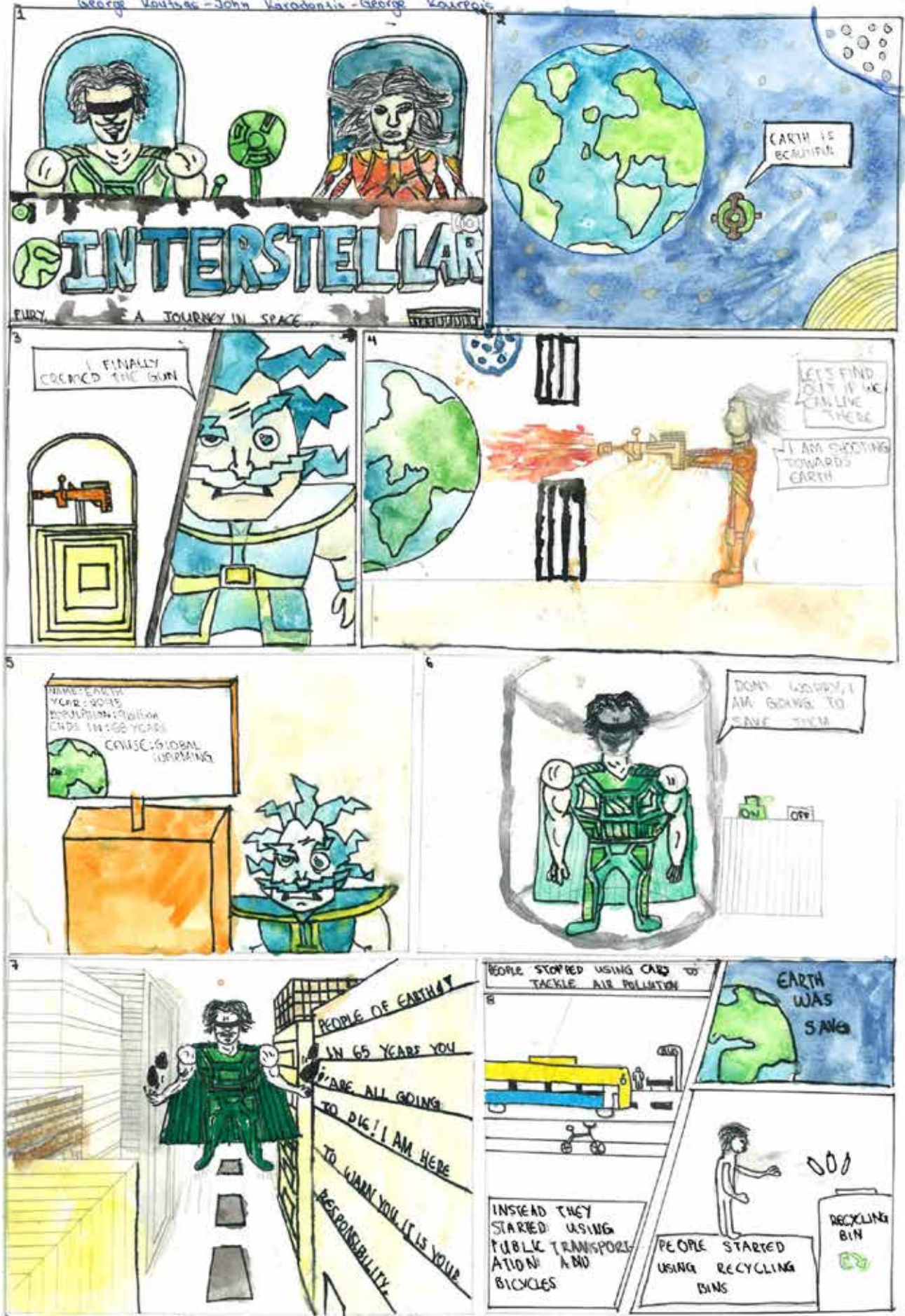
Dreams empower us to fight
and make our lives full of light

Never give up on your dreams
a voice inside you always screams

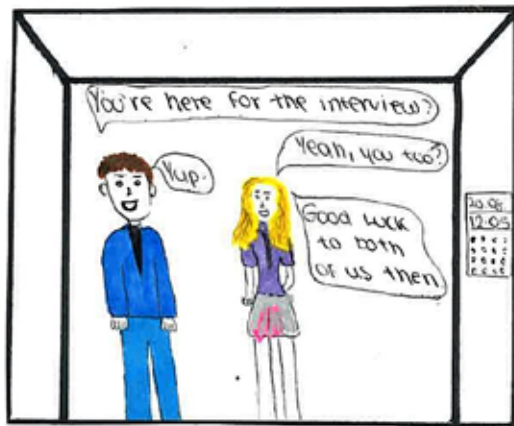


Take your life into your hands
that's what happiness demands

Danae Kontovazainiti



The Elevator Story



Maria Dalacura
 Clelia Zachila
 Ioanna Kontaxi

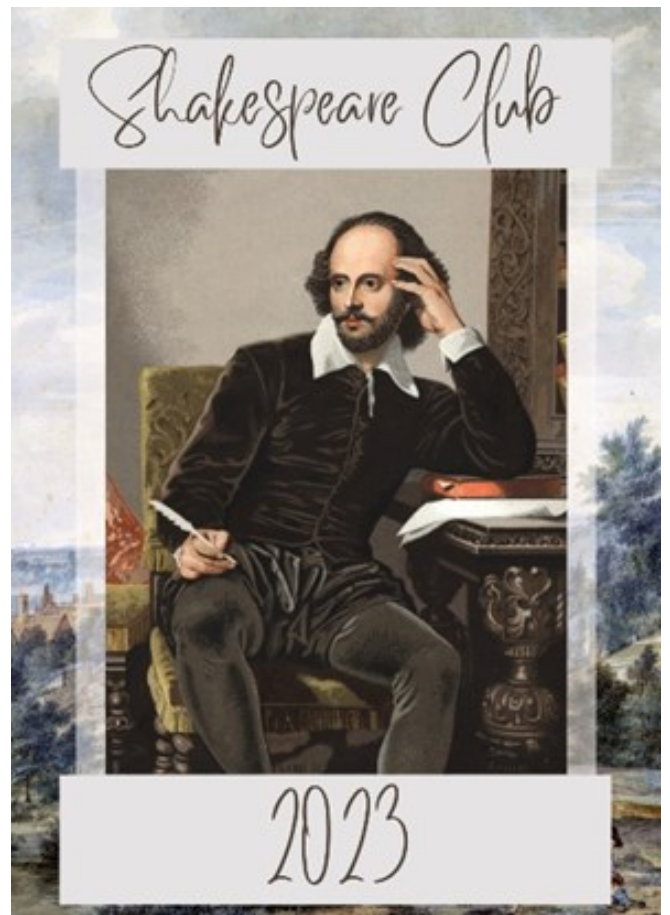
SHAKESPEARE CLUB

Shakespeare Club 2023

An unparalleled experience, our trip to London with the Shakespeare club will never be forgotten. Varying from the historic and picturesque Stratford Upon-Avon, Shakespeare's birthplace, all the way to the atmospheric Globe, our destinations were carefully chosen by Ms. Laskari and Ms. Liatou, so as to visit all those sites that not only marked William Shakespeare's life, but also the whole of English literature. At Stratford Upon-Avon, our school was kindly welcomed by the Royal Shakespeare Company. There, we worked with professionals from the theater industry to delve into Shakespeare's Macbeth, and make our own amateur-yet exciting-interpretations of this wonderful play. Our trip was also marked by an insightful tour to the third Globe, a reconstruction of the original theatre in which William Shakespeare saw his plays come to life. However, we did not limit ourselves to Shakespeare's world, as our first night in London was filled with brilliant music and acting performances, by joining the audience in the breathtaking musical "Les Misérables." Throughout the London experience, students got to learn from one another, as they presented on parts of our trip, with topics such as the plot of Macbeth and Les Misérables, Stratford, Piccadilly Circus, Kensington Gardens, or even Westfield Mall. Full of art, knowledge, excitement, surprises, and laughs, the Shakespeare club trip to London left an amazing imprint on all of our hearts.

We would also like to thank Ms. Anagnostou, Mr. Kessaridis and Mr. Tsiligiannis.

-Eugenia Antonopoulou HS1



**Shakespeare's Club
video link**





MODEL UN

This year, the Model UN was very active, participating in five conferences:

DSA MUN OCTOBER 2022 (GERMAN SCHOOL OF ATHENS)

CGS MUN DECEMBER 2022 (COSTEAS-GEITONAS)

THIMUN JANUARY 2023 (THE HAGUE)

PSMUN MARCH 2023 (PLATON SCHOOL)

HMCE MODEL CONFERENCE MARCH 2023 (HARVARD MODEL CONGRESS EUROPE)

Here, you can read what students thought of their experiences with Model UN!



My overall experience as a member of the MUN club this year was wonderful. I participated in 3 conferences (CGS,PS,HMCE) and I enjoyed every minute of it. During these three conferences I had the honor to collaborate with other delegates and together we came up with interesting resolutions/bills in order to “solve” important problems that affect the modern world. Moreover, I had the chance to support my ideas, opinions and beliefs by delivering speeches and making points of information. I managed to improve my English skills and, more specifically, my public speaking skills. I improved my research skills, since I always had to find ideas and information to support my country’s policies. For all these reasons, I would highly recommend the MUN club to anyone wishing to improve their speaking and research skills, overcome their fears of speaking in front of lots of people, make many friends and strengthen their CV.

Anthony Gaitanis HS1



My MUN experience

MUN started out as an afterschool activity during my third year of middle school. Now, it's one of the major aspects of my high school life that has shaped me as a person, and as a citizen of this world. At first, it was intimidating. I was horrified at the thought of speaking in front of so many people, and putting myself out there. It was my current best friend, whom I did not really like at the time, that went through that first conference with me, as we were in the same committee. The laughs we shared and the experience we created for each other were heavenly. And just like that, just like my first MUN advisor, Ms. Golemi, had "warned" me, I got addicted. The adrenaline rush of defending a country's interests, even though that might be totally against your views, the comicality in trying to persuade 20 young future leaders that no, in fact, Syria is not connected to international terrorism, and the absolute bliss of answering to a delegate's provocative point of information makes MUN an unparalleled experience for me. Don't get me wrong: it's also incredibly enlightening, as the scope of information that one acquires is beyond empowering, and the vast range of political views one gets to explore is more than eye-opening. However, for me, MUN was not just an academic activity, but an opportunity to step out of my comfort zone. Where else can one find dozens of teenagers pretending to be delegates of a country randomly debating about whether or not the Chagos islands belong to the UK or to Mauritius? What more fun and illuminating than resolving the issues that so many well-respected and perfectly educated world leaders have failed to in the past? MUN is a life experience. An incredible, beautiful journey that for me extends from the very screen in which we held our first online conference, all the way to Madrid, where I created amazing friendships with the coolest and most loving people from around the world, marking the trip as the most awesome of my life. Confident that the future is in good hands, empowered by the knowledge that I have gained through the conferences I have attended, and driven by a bittersweet hope that one day I will reunite with the friends that I have made along the way, I strive to continue this blissful journey of Model United Nations.

Antonopoulou Evgenia HS1



MUN is undoubtedly an incredible and fascinating opportunity for pupils of all ages to significantly develop countless skills. More specifically, many skills that are related to MUN such as research skills, public speaking skills, argumentative writing and critical thinking skills can all be applied to real life. In MUN you have to extensively research your country, senator or who you represent, you have to be able to deliver speeches in front of crowds and draft arguments and clauses from different points of view. Furthermore, MUN is a way to meet like-minded individuals. Personally, I have met the majority of my now friends in MUN conferences. To sum up, MUN offers many chances to students willing to broaden their horizons, make new friends, meet people across the globe, strengthen their CV and gain new useful skills.

Harry Valsamis HS1



MUN has undeniably been an incredible experience with countless benefits. For instance, Model United Nations has offered me the opportunity to meet amazing people (both from Greece and abroad) through conferences, gain important knowledge regarding current affairs, cultivate my public speaking skills and learn how to cooperate with a variety of people. Personally, I would absolutely recommend the MUN club to every student. Joining MUN is a decision that I am thankful I made!

CLELIA ZACHILA HS1

This year I joined the MUN club and even though I haven't gained as much experience as I would have like to, I made a lot of new memories and refined a lot of skills. Firstly, I had the opportunity to socialize and meet people from all over the world. In this way, I was exposed to different kinds of mindsets and broadened my horizons. Furthermore, I developed my oral and cooperation skills, and became more confident supporting my opinions, something that could be helpful for my future life. Overall, I would certainly recommend joining the MUN club especially if you want to cultivate such skills and have an eye-opening experience.

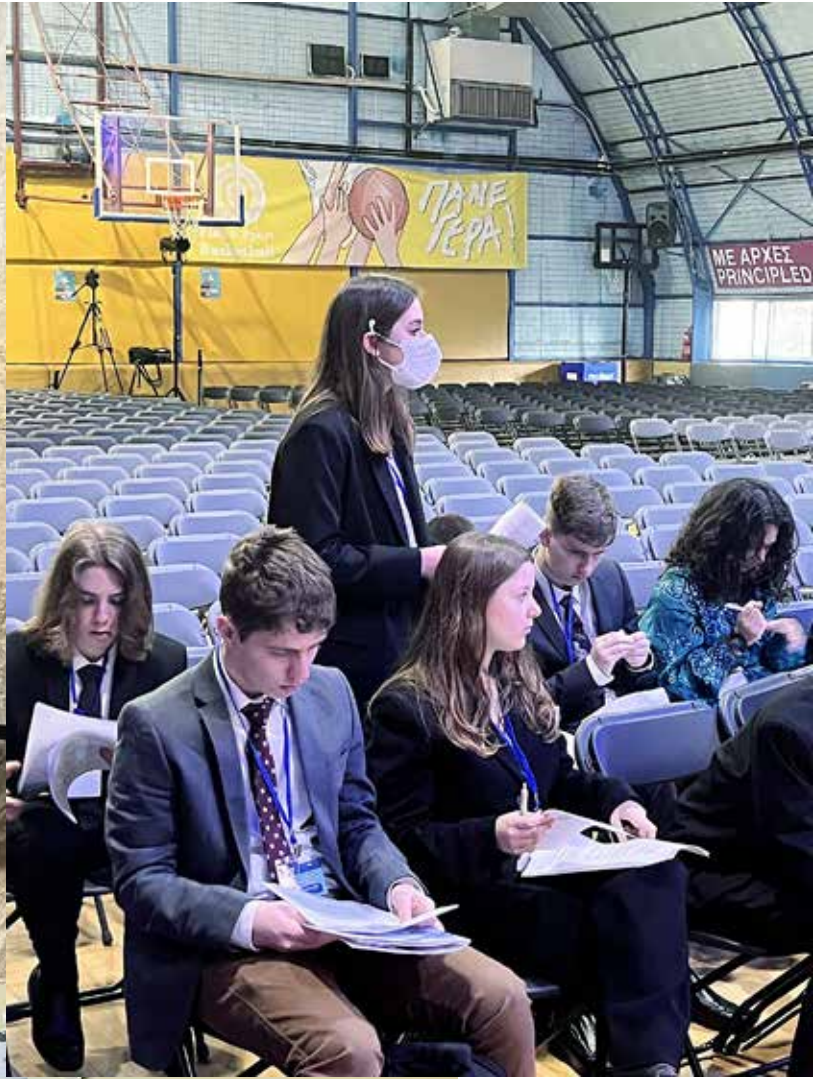
Efi Kofinakou HS1



During the last two years, my participation in the MUN club has been an experience of the highest value. My favorite thing about MUN is the opportunity it gives to people to use their voice and contribute to promoting solutions to global problems. It allows students to assume the role of a very important person, such as the delegate of a country in the United Nations or a politician in American Congress and participate in an enjoyable and fruitful debate. It is also a challenge for peers to establish themselves as strong and credible speakers. I would definitely recommend the MUN Club to other students, especially those who are into debate or those very sensitive about global issues, because MUN conferences give us the chance to express our concerns and grow as debaters, public speakers, leaders and collaborators. Students interested in opting for Law or Politics in the United States will especially appreciate the Model Congress conference, an experience that our MUN club allows you to enjoy. For those who decide to follow the path of the MUN Club, our advisors will be there to help you in every step of the way. So, don't be afraid to try MUN, it might be your new favorite club!

PHAEDRA VALETTA
HS1





PANHELLENIC FORENSICS ASSOCIATION TOURNAMENT

Panhellenic Forensics Association Tournament 2023

This year we celebrated 50 years of Forensics in Greece and in our School by hosting and competing in the Panhellenic Forensics Association Tournament 2023 with outstanding success!

The competition took place on March 16-19, with over 500 student participants and volunteers and 200 judges from schools in Athens, Thessaloniki, Larisa and Patra taking part. This was the largest PFAT to date, and the first one taking place in-person since 2019.

Our English teachers, Forensics coaches, Fulbright Fellows and a strong team of 100 student volunteers took on the challenging task for organizing and hosting this four-day event. After endless hours of planning and preparation, they delivered an outstanding event, making all participants feel welcome in our School, ensuring the competition ran smoothly, and creating an unforgettable experience for all involved.

Our School was also represented in the competition with great success by a team of 41 students from the Athens College and Psychico College Junior High and High Schools, who won the 1st Place Sweepstakes Cup, the Debate Cup, the Debate Best Speaker Award and the First Among Equals in Duet Acting Dramatic.



Continued on next page

Our team received:

1st Place Sweepstakes Cup, with 11 Finalists and 2 Honorable Mentions.

Original Oratory - Finalists: Marilena Mourtzouchou (HS3, PC), Aris Panagiotis Tsomokos (HS3, AC)

Oral Interpretation of Literature - Finalists: Erica Dritsa (JH3, AC), Marilena Mourtzouchou (HS3, PC)

Oral Interpretation of Literature - Honorable Mention: Anastasia Ilaera Achourioti (IB2)

Impromptu Speaking - Finalists: Ariadne Mihalou (IB1), Konstantina Vekri (IB2)

Group Discussion - Finalists: Martha Alevra (IB1), Filippa Papachristopoulou (IB1)

Group Discussion - Honorable Mention: Eleni Zambeli (JH3, AC)

Duet Acting - First Among Equals: Anastasia Ilaera Achourioti (IB2) and Marilena Mourtzouchou (HS3, PC)

Duet Acting - Finalists: Christina Kokkali (IB2) and Iro Mavrou (IB2), Ioanna Perroti (HS3, AC) and Aris Panagiotis Tsomokos (HS3, PC)

Debate Cup Winners: Ake David (IB1), Kyriakos Gerogiannis (IB1), Vasilis Perrotis (IB1), Maria Karolina Rokka (HS3, AC), and Leonidas Tsaousis (HS3, PC)

Debate Best Speaker Award: awarded to Jake David (IB1)

Debate Semi-finalists: Manos Alevras (IB1), Leonidas Marinopoulos (IB1), Alexia Papageorgiou (IB1), Maximos Papaioannides (IB1) and Eftychia Chrystodoulou (IB2)

Congratulations to all our students and teachers for an unforgettable event!









Back cover art and description by Davou Ariadne HS1

The specific art piece depicts how easily we are affected by others, especially by the media, to such an extent that we sabotage our own dreams. As seen in the image, "TV-headed" people are circling the person in the middle, with two of them pointing guns towards the person's head/mind. This represents how propaganda (TV-headed people) influences one's perceptions, thoughts, opinions, and morals (mind). The person's brain is connected to a crystal ball, which symbolizes the future. So, when our mindset is negatively influenced to the point where who we are does not mirror what we endorse, we eventually end up creating an entirely different version of ourselves, which therefore progressively crushes our dreams and ambitions. However, there is one key detail to note in the painting: the heart. There are no connections between the heart and the mind, or the crystal ball. Symbolically, the heart represents the center of the physical and spiritual being, and the "central wisdom of feeling as opposed to the head-wisdom of reason." The rational mind thinks from the perspective of judgment, correctness, and pragmatism, but the heart thinks from the perspective of feelings, ethics, and altruism, without being impacted by the viewpoints of others. So embrace your feelings, your fears and any vile thought you might concoct and fabricate along the way and do away with it. Embrace life because fear and uncertainty resides in all of us".

