



PHOTO CREDIT / GLENNA ALDAG

Seventeen students line up to represent the 17 victims of the Florida Parkland shooting. Senior Alina Offerman, student leader of the event, reads out the victims' names and one candle is lit for each person that died. The ducttape symbolizes the voices of the students whose voices have been silenced as a result of this tragedy.

## LOY NORRIX PARTICIPATES IN NATIONAL WALKOUT

JASMINE ALCOCER STAFF WRITER

In solidarity with high schoolers across the nation, students at Loy Norrix High School participated in the National School Walkout on March 14th, 2018.

Junior Grace Muchmore expressed her feelings on this boiling topic, "In general I don't want to get shot at school. I wanna show my support for kids that do get shot at school which seems to be very often and is very frightening."

On March 14th, Loy Norrix students showed their respect for the 17 victims shot and killed on February 14th, 2018, at Marjory Stoneman Douglas High School in Florida. Loy Norrix senior, Alina Offerman, gave a heartfelt speech about the lives lost in the recent Florida shooting and expressed her fiery outrage on gun violence in schools.

Alina opened the memorial saying, "Our schools have left us unprepared."

As Alina gave her speech, students were witnessed crying and holding hands. Groups of students were huddled together in sadness and silence to honor the people who were lost on that fatal day in Florida.

Offerman asked at the end of her speech, "If we don't stand up for our safety, who will?"

Her words reflected the frustrations of many students who are tired of hearing about the mass deaths of their fellow high schoolers.

Alina called off the names of the students who died at

Parkland and lit a candle for each. Students stood in silence as the names were called out and stayed quiet for a moment of remembrance.

Not even the freezing cold wind could prevent these students from mourning the loss of their peers and speaking their mind.



PHOTO CREDIT / GLENNA ALDAG

Senior Ciera McClenton-Langston writes, "Save our Souls" protesting the rampant gun violence seen in schools.

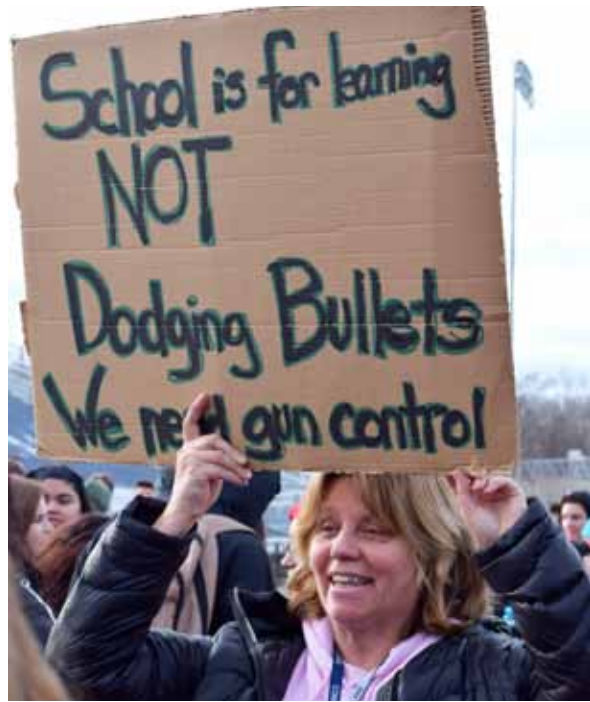


PHOTO CREDIT / GLENNA ALDAG

Sveri May, Loy Norrix staff member and PeaceJam advisor, holding a sign protesting gun violence.

## STUDENTS WRITE TO REPRESENTATIVES CALLING FOR CHANGE IN GUN CONTROL LEGISLATION



PHOTO CREDIT / GRACE MARSHALL

Junior Acacia Harper works on transcribing her letter onto American flag paper, provided by teacher Sveri May. Harper planned to write asking for a limit on ammunition and a higher age limit for purchasing guns.

GRACE MARSHALL EDITOR-IN-CHIEF

If you had stepped into Sarah Leineke's classroom, located in the B-wing of Loy Norrix on Friday, March 2, you would have seen somewhere around 15 students sitting with laptops, paper and pens, writing letters to the government representatives of Michigan. The students were writing to express their discontent with the current laws regarding gun control legislation.

After the recent shooting at Marjory Stoneman Douglas High School in Parkland, Florida that left 17 dead, the topic of gun control has become the biggest subject of debate in America.

According to CNN, this was one of nine school shootings to occur in 2018, where someone, other than the shooter, has been shot. After Parkland, students began to speak out in protest of the current gun laws in the United States. Students are tired of living in fear going to school and are sick of losing classmates to needless violence.

In the words of Loy Norrix senior Tremor Evans, "I think that action on gun control should have been taken a long time ago." Evans continued, "I've got little brothers and sisters who are going to be growing up in a world where they may or may not be safe because of the people who have guns."

Students across the U.S. have participated in marches, rallies and walkouts. They have also taken the issue directly to lawmakers. Here at Loy Norrix, junior Beatrix Damashek,

with the help of the Gender and Sexuality Alliance, organized a way for students to reach out to their representatives: letter writing.

"Being a student who's currently enrolled in high school, seeing the things that happened in Florida made me really upset, so I decided to be productive and organize an event where we can solve the problem because I don't think it's okay that high schoolers live in fear of going to school," said Damashek.

Damashek held the letter writing event in Leineke's room after school. Among the students who came was junior Acacia Harper. Harper planned to write to both Michigan senators and congressmen about gun control related issues. Her primary focus was the different bills being introduced in Congress to ban bump stocks and to raise the age you must be to purchase a gun.

"You can't rent a car, but you can buy a gun. That doesn't sound right," said Harper.

The age to rent a car ranges from 21 to 25. However, there are completely legal ways for an 18 year old to purchase a gun, such as the Brady Bill loophole that allows anyone to purchase a gun from a private seller so long as that seller has no reason to believe that the buyer isn't allowed to own a gun.

Also among the letter writers was freshman Estrella Saavedra. Saavedra was calling for more action on gun laws and gun control.



PHOTO CREDIT / GRACE MARSHALL

Freshman Estrella Saavedra typed her letter to a representative. Saavedra said, "I think they should put more attention on gun laws and gun control."



PHOTO CREDIT / GRACE MARSHALL

Senior Tremor Evans uses the template provided by math teacher Sarah Leineke to help format her letter. Evans planned to write to Congressman Fred Upton and Senator Debbie Stabenow.

"You have to know what you're doing when you have a gun. I don't think that certain people should have guns," said Saavedra.

Students were not alone in their efforts; however, teachers also showed support for the letter writing campaign. Sveri May donated special paper for the students to use, and Spanish teacher Christina Holmes actually wrote her own letter to a representative. The Gender and Sexuality Alliance (GSA) club also helped support the event by providing stamps, and Leineke, the teacher advisor for the GSA, supplied a template to students who were unsure about what to write.

"We [the GSA] try to do a lot of community outreach beyond LGBT issues. We try to focus on other issues that are happening in the world," said Damashek.

The letter writing campaign is not the only way that Loy Norrix students are protesting the lack of gun control. Some students organized an all school walkout on March 14.

"If we let this issue drop for a day then it's okay for another day, and then it's a month, and then it's a year, and then it's forgotten," said Harper.

Students will continue to raise their voices until they witness substantial change in legislation.

Damashek said, "By empowering our students and working together, we can make a change."



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KNIGHTS SPEAK

What do you hope to say with this protest?



I think the message that I'm trying to send is now is the time to stand up and start creating this change. If not us who will?

Alina Offerman  
Senior



I hope to send the message to say that we aren't gonna be silent. I don't know if this is going to the government or not but we have to let them know that we have a voice.

Drew Strand  
Senior



I want protesting because there shouldn't be violence in a place of education. We should feel safe enough to want to go to school and it's ridiculous that it takes a whole school to walkout in protest for us to feel safe.

Tramae Powell  
Senior

Why did you opt-out of the walkout?



I decided to stay because I think it's wrong that the school board made an opt out event. I think it devalue the protest. It should be something that you do of your own volition at its core.

Fletcher Robbins  
Senior



I support the cause I just didn't want to like get out of school to go do it. I feel like my education means more than their walkout.

Alex Walkins  
Sophomore



I truly believe that 99.9% guns don't kill, its a human being that kills. Its not a gun thing. When something as terrible as this happens it happens once in a great while.

Zach Sims  
Senior

GUN CONTROL IS THE BEST WAY TO PREVENT SCHOOL SHOOTINGS



TRISTEN BUCHINO  
STAFF WRITER

Imagine waking up in the morning and finding yourself stressing about whether there will be a shooting at your school that day, rather than whether you will get a good grade on your English paper. Now imagine the worst possible scenario: being inside school and hearing the sounds of blood-curdling screams and gunshots.

No student should ever have to fear getting shot while going to school to get an education. They should not have to worry about how effective the security is at their school, a place where they typically spend 7 hours a day, five days of the week.

Recently students have stood in solidarity with the students targeted in the shooting in Parkland, Florida. On February 14th, 17 students were shot and killed by former student Nikolas Cruz at Marjory Stoneman Douglas

High School. Many schools in the Kalamazoo area and across the country have been participating in peaceful walkouts where students are speaking up on gun control. After locally organized walkouts, both Otsego and Plainwell were threatened by gun violence. These are schools that are only 20-30 minutes away from Norrix.

*"That could easily be Norrix."*

Loy Norrix junior Ellie Nagel-Bennett spoke on gun violence, "The threats hit close to home because the schools which were threatened were so close to us geographically and socially. Lakeview High School [in Battle Creek] was also threatened and I was there [at a swim meet] when it happened. It was scary because that could easily be Norrix."

After the Parkland Florida shooting, I felt afraid to walk through the doors of my own school in the morning. I would sit in my car just looking at the school thinking about how easy it would be for a shooter to access my school. Although we do have campus safety and some police officers, we don't have metal detectors. Even after a student

brought a gun to school three years ago and accidentally shot it off in one of the bathrooms. A student could do that again and the situation could be much worse.

"I also do not feel safe coming to school because I know how easy it is for someone to sneak in and out. Almost every single day I see someone walk up to one of the locked doors and another student lets them in," said Nagel-Bennett.

*"I just try to do the best I can do and I hope that I have a positive impact on the safety of this school."*

Campus safety officer Jacqueline Hampton sits in the tower, Loy Norrix's main entrance, daily. She has a pretty good idea of the students and staff who attend here and she monitors the door for suspicious behavior. She decides when to open the door and when not to. She is able to observe all areas of campus on the monitors that record the footage from security cameras, but it's impossible to watch every door constantly with students signing in and out and other distractions.

"The whole situation is scary,

but I just try to do the best I can do and I hope that I have a positive impact on the safety of this school," said Hampton.

Tragedy after tragedy, from six-year-olds at Sandy Hook to high school students at Columbine, becoming part of the daily news, yet no meaningful measures have been taken towards gun control. When will enough be enough? How many more lives will it take until we put a stop to this madness.

Gun control needs to be put into effect. All automatic weapons need to be banned. There needs to be many more restrictions on buying a weapon, especially a weapon of war.

*"Gun control needs to be put into effect."*

People say gun control isn't the best option and it won't change anything, but in countries like Australia, where in 1996 they put a gun ban into effect, homicides have declined and the rate is the lowest on record in the past 25 years. Therefore where restrictions have been enforced, gun violence has been decreased dramatically. Prove it. Prove to us that gun control won't work. How will we know if we never try?

18 ISN'T A SAFE AGE TO OWN A GUN



LILLIAN MACINNIS  
COPY EDITOR

At 18 years old, the teenager's prefrontal cortex, the part of the brain which regulates impulse control, is about halfway developed. That means that until you are about 25, you are more likely to make rash decisions with limited knowledge. But you are considered an adult at eighteen and given even more privileges at twenty-one.

So why, if your brain isn't fully developed, do 31 percent of kids in high school or younger in the United States say they own a gun, according to Pew Research Center? Also, the legal age to buy an assault rifle, like the one used by Nikolas Cruz in the recent Parkland, Florida shooting, is eighteen. Why are we allowing people whose impulse

control is not fully developed to own a weapon that can kill someone in less than a second?

"Ideally, I think it should have a lot less to do with age and it should be more difficult to get a gun in general, including stricter background checks," said freshman Norah Geiger.

Geiger feels that buying a gun is too easy, and that the government officials should put harder restrictions on the process of buying guns.

"Maybe having time limits, rather than allowing people to buy in bulk," said Geiger. "I don't think there's any reason, even without malicious intent, for someone to have that many firearms, especially at once."

Age isn't the only thing messed up about how we can purchase guns. Unless a person is legally stated to be mentally ill or committed to a psychiatric ward, there is no question of one's mental stability. There is no psychological evaluation, no law requiring someone to see a phyciatrist before buying a gun. You need to be able to see to get

your driver's licence, but you don't need to be able to think to buy a gun.

"I think it's important you know how to deal with your weapon because of how much power it has; it is a machine made to kill, so evaluations of reflexes in your hands and skill, so that people aren't accidentally hurt makes sense," added Geiger.

Many gun supporters use the analogy of cars to justify guns, saying that cars kill people, but we don't take them off the streets. This is true, but we have so many more regulations on cars than guns, to make them more safe, and to protect people. For example, drivers training, a sight test, and many other things provide a safer condition for all drivers. Also, a car's primary purpose is not to kill, but to transport people. A gun's primary purpose is to kill.

With few regulations, guns are too easy to buy. It's too easy for a mentally ill person or an angry teenager to get a gun. And this is the legal way, not mentioning all the ways to get a gun illegally. Some pro-gun supporters like

the NRA oppose taking precautions like this, but is it really such an invasion of our rights to add these laws so our schools, our kids, and our families are more protected?

If we add more precautions to make getting guns harder, people will still be able to get a gun, but people who mean to do harm will be more likely to be stopped. There should be more age restrictions and harder background checks before being able to buy a gun. So gun supporters who say they need guns for self-defense won't need to use them so liberally.

"I think it's horrifying," said Geiger, "The way gun culture has influenced us, even as little kids with toy guns, before one can even comprehend death is awful."

Now, adding precautions like a longer waiting period, more mental exams, and a higher age limit, to our gun laws isn't the entire solution to this problem, but it would be a good first step on the path to a safer America, and to safer schools.

COLUMBINE SCHOOL SHOOTING, APRIL 20, 1999



More than 800 bills were proposed after Columbine, around 10% of these were actually passed.

In 2000, legislation was passed that would require safety locks on firearms and ban the importation of high-capacity ammunition magazines.

VIRGINIA TECH SHOOTING, APRIL 16, 2007



At the time, Virginia law limited the purchase of firearms to one every 30 days, that limit was repealed in 2013.

The university completely banned firearms on campus, regardless of whether or not the student or faculty member had a concealed weapons permit.

SANDY HOOK ELEMENTARY SCHOOL SHOOTING, DECEMBER 14, 2012



On January 16, 2013, President Obama signed 23 executive order regarding gun control.

On January 16, 2013, New York passed the Secure Ammunition and Firearms Enforcement Act.

Connecticut and Maryland followed by passing restrictions on gun laws on April 4, 2013.



How do you feel about how the walkout was organized?



It was supposed to be a protest, not a memorial.

**Grace Muchmore Junior**



It was organized well, I just didn't like how you had to opt-out. It was organized more to make the school look good rather than a student led protest. It was more of a memorial than a protest.

**Marco Mcdabe Junior**



It was organized more like a pep rally rather than a legitimate walk out.

**Cat Moon Senior**

Did you feel pressure to participate in the walkout?



There was definitely pressure on doing the walkout. Like just by how much the school actually backed it. To where you actually had to get a permission to not do it. Permission to like opt-out instead of a permission slip to

**Micheal Hains Junior**



There was a lot of pressure especially by the KPS district and the superintendent, like with the opt-out sheet I thought it was really disrespectful and they made it feel like people were forced to do it.

**Jenifer Gonzalez Senior**



I felt there was pressure with it. I felt like once you were out there, they tried to keep you there, and if you felt uncomfortable with it, you didn't have a choice to walk away from it.

**Trevor Quick Junior**



TEACHERS SHOULD HAVE GUNS

BRANDON SCHNURR NEWS EDITOR

*Solutions are easy to hypothesize about, but often the 'answers' simply create more questions.*

Currently, the legislation on arming teachers is underway in Michigan. The House of Representative from Michigan working on it, Jim Runestad, R-White Lake, has some great ideas and knows what should and shouldn't be listed in the bill. He is attempting to maintain a balance between the safety of the students, security of the weapon and making sure teachers have access to their weapon. He's done extensive research and looked at many different bills on the issue from all over the country. The bill is still in the draft phase.

The current idea is to allow teachers to arm themselves and keep the weapon in a safe that requires a fingerprint ID in an undisclosed location. Teachers who volunteer to be armed would have to put in eighty hours of volunteer gun training every two years. The whole program would require relatively little to no funding as compared to other projects performed by school districts, such as remodels and equipment upgrades.

I would feel safer, knowing a teacher is willing to protect my life by any means necessary. I wouldn't want to be hiding in the corner in fear knowing that if a shooter gets in, there's nothing we can do. School Resource Officers (SRO's, police officers hired to protect schools) work great, but they require a large amount of funding and have been getting cut more and more over the years. Teachers with personal weapons are a cheap and effective way to stop a shooter.

A comparison I like to make is a home intruder scenario. The homeowner represents the teacher, the police represent the school resource officer, the intruder is the school shooter and the homeowner's children are school children. The shooter has a gun and is trying to kill the homeowner and his children.

When unarmed, the home owner can be killed quickly and so can his children. The police will take too long to respond and save them, or will get there just in time, but after the damage is done, the intruder could be anywhere.

If the homeowner was armed, he could stop the intruder before anyone else got hurt, much like what a teacher would be able to do. Why not use their resources in a truly effective fashion?

Currently, KPS has the standard procedure. Most schools use for shooter scenarios. The School Resource Officer (assuming the school under lockdown has one) is dispatched to find and deal with the shooter while the school is put into a lockdown state. If the school does not have an SRO, the nearest police units

are sent to the school. While this does keep students in classrooms relatively safe, it does not deal with the problem of an armed individual going around the school looking for targets. Response time and locating the shooter could take time that usually isn't available. Having multiple armed teachers assisting could help resolve the situation faster. Teachers currently have the option of attempting to resolve the situation themselves if they feel it is necessary or possible.

Plans like ambushing the shooter if he gets in a classroom or overpowering him with a group of volunteers are just some ideas teachers find viable. This could result in the unnecessary deaths of students and teachers in order to stop a criminal. A teacher with a gun could prevent the deaths of others by being able to quickly dispatch the threat. It would also allow for classroom defense in the event that the shooter enters a classroom.

A large concern for those against arming teachers is safety. Whether it be securing the weapon or fear of guns, there are those who are skeptical. This bill attempts to suppress those fears as best as possible. Any teacher that volunteers would go through a vetting process in order to check their mental health and competence. As previously stated, the guns would be locked away and require a fingerprint to access. It would also require that the weapons are stored in a place that only trusted staff are able to know of.

No one but the armed teachers will know where a weapon is, and they will not be able to carry it on their body unless there is a shooter scenario. This ensures that the weapon can't be stolen by students or other staff and that teachers aren't allowed to use them to confront insignificant situations. It would be just as normal as before, but the teacher is able to defend students now.

Another concern is the cost on school districts. This bill also makes sure that cost is not a problem. It will require little to no funding from the school districts to arm the teachers. It also won't require all teachers to participate. If a teacher feels like they can take on the responsibility of defending their students, they will need to provide their own weapon and ammunition. The only part that requires funding is the fingerprint lock boxes, which cost only \$100 each and the volunteer hours, which would be compensated for with some form of pay that has yet to be specified.

Money from taxes and mileages are a primary strategy for obtaining materials for school districts, and will be the way to help fund whatever needs funding.

I firmly believe this bill is a good idea. It really emphasizes safety and ensures that very few realistic "what if's?" arise. It's time we started protecting our children rather than let them fall as victims.



TEACHERS SHOULD NOT HAVE GUNS

GAIA BOGAN COPY EDITOR

*It's time we started protecting our children rather than let them fall as victims.*

On March 13th, 2018 a gun trained teacher in California accidentally discharged a weapon at the ceiling during a gun safety class. As a result, debris and bullet fragments ricocheted and minorly injured a 17 year old student. This incident occurred less than a month after the shooting at Marjory Stoneman Douglas High School in Parkland, Florida, which left 17 dead and many more injured.

The Parkland shooting has sparked many conversations regarding gun legislation and how schools can be better prepared to protect students and staff members from an attacker. One particular suggestion that has been particularly contentious is the proposal to arm teachers with guns as a means of defense.

Although it is clear that things need to change, arming teachers is not the answer. Accidents can happen, especially under pressure, and educators who are not properly equipped to deal with such high stress situations could easily make judgement calls that result in tragic consequences. With the instinct to act fast, teachers may pull the trigger before properly aiming or confirming their target and unintentionally hit an innocent bystander. Law enforcement officers may also accidentally shoot an armed teacher in confusion, mistaking them for the gunman.

Many students, including myself, would feel uncomfortable with the idea of physically having guns in our classrooms.

Educators are not qualified to act in security or military jobs. They are not police officers.

To arm teachers would force them to take on a responsibility they did not sign up for or expect. A recent Gallup poll of 500 teachers nationwide revealed 73 percent oppose guns in the classroom and 58 percent said it would actually make schools less safe.

Security guards and campus safety officers are hired because districts recognize there are some volatile scenarios in which educators alone are not equipped to get under control. To ask teachers be both educators and a security officers would be unfair and irresponsible.

The ability to handle a gun and being prepared to go into a high stakes shootout are two very different things. Law enforcement officers undergo an intense psychological evaluation and 6 months of police academy training before they are put into these positions, yet we expect our educators to have this mindset after some basic training. It is ridiculous to expect private citizens to suddenly become as level-headed and quick-thinking as trained officers.

Monetarily, arming teacher would not make sense. Buying guns and ammunition alone would be extremely costly. Additionally, every teacher with access to the weapon would have to go through extensive training on handling a firearm and shooting the fire arm accurately for a potential life or death situation. Even if the money is not being taken directly from the school system's funds, it is going to have to be used at the expense of another program.

Furthermore, most teachers would not be handling these weapons on a regular basis and may forget essential information such as how to use properly use a firearm The Ebbinghaus forgetting curve is a widely accepted theory regarding learning and retention. According to this theory, the average human brain recalls far less than half of information learned after month if it is not regularly practiced. In all likelihood it would be much longer until a situation arose in which a teacher was required to use their firearm.

How often would we require teachers to retake the training? Would educators be forced to put in weekly or monthly hours at the shooting range to keep their skills sharp? How would the gun be secured and who would keep the keys? Solutions are easy to hypothesize about, but often the 'answers' simply create more questions.

A lot of the contradictions I've seen are in regards to potential safety concerns regarding guns being in classrooms. An example I've heard is having the firearms stored in a hidden location to prevent students from getting to them, however this defeats the entire purpose of having teachers with quick access to defense weapons.

I am in agreement that things have to change, if not within government, the school systems; however, this is not the way. There are many less complicated, dangerous and costly actions school districts can take before resorting to such drastic measures: bulletproof glass, solid and clear escape routes and procedures, more security officers, etc.

Those who are pushing for armed teachers have the best intentions, but I have yet to see a practical, safe way this could be implemented. It's easy to get caught up in emotion of the moment. None of us want an unnecessary tragedy like this to happen again, yet adding more weapons to schools seems like a counterintuitive solution.

PULSE NIGHTCLUB SHOOTING  
JUNE 12, 2016

VEGAS SHOOTING  
OCTOBER 1, 2017

PARKLAND SHOOTING  
FEBRUARY 14, 2018



Facebook activated its "Safety Check" feature after this shooting to allow people to let their family and friends know that they are safe from time to time.

Police forces around the country decided that they would raise the security in multiple LGBTQ landmarks and locations.



Bump fire stocks were banned after this shooting.

The 'Keep Americans Safe Act' was also introduced by 18 Democratic U.S Senators after this shooting.



On April 2, 2018 in Deerfield, Illinois the city officials passed an ordinance that bans all firearms and forces citizens to either give up all firearms in the ban or secure them by June 13.

Seven other states have also increased their restrictions on firearms and handguns.



“LADY BIRD”:  
AN OVERUSED  
ARCHETYPE

Dear Editor,

I really loved this piece about “Lady Bird.” Everything you were saying made sense to me and I agree 100%. I am not a teenage white girl and I agree with your perspective, especially the angle on media. This archetype affects friendships and relationships. I don’t think people have realized that this “manic pixie dream girl” persona even existed. I’m very happy that this was brought to light. This was really well written and a good read.

Kamryn Kimbrough,  
freshman

Dear Editor,

I very much enjoyed the article “Lady Bird, an Example of an Overused Archetype,” by Glenna Aldag. After watching “Lady Bird” on my own time, and formulating an opinion, I was glad to see that someone has given a review that wasn’t raving over the movie like everyone else.

I thought the movie overall was decent, but I agree with Aldag that this story follows a “coming of age” storyline that at this point has become a little overused. I admire that Aldag gave so much detail as it is to why this film isn’t the most accurate depiction of teens. Aldag wasn’t able to show some positives to the movie such as the script, but gives an honest opinion as to why this film doesn’t seem so special to her. It was the honest review I have been waiting for.

Jack Ferguson,  
freshman

STUDENTS RESPOND  
TO TAX CUTS

Dear Editor,

I read your story about how you say that the Republican tax cuts seem to have created some unrest lately. I would have to disagree, as we all know, these tax cuts have created more jobs for people because of the more money businesses save by less tax. Why would anyone be upset about that?

Parker Kissel,  
junior

Dear Editor,

I read the article about tax cuts. I like how there are people from both sides of the debate, but I dislike how the article, for the most part, portrays it as a very bad thing. What Mr. Allen says in the piece is not really talked about to the fullest extent. While the people who think it’s a bad idea, have their ideas touched upon in greatest detail. I think it would have been a more interesting read if ideas from both sides were really flushed out.

Christopher Carver,  
sophomore

STUDENTS RESPOND  
WITH APPRECIATION

Dear Editor,

I really enjoyed this newspaper edition. I don’t read the paper here very often, but this one was impressive. I love the way our school incorporates its students into our paper. It isn’t just a report, it is our entire student body telling a story. The section on tattoos and stick pokes is a great way to show the view of tattoos over the years has changed. The Portage vs. Kalamazoo story was a good way of bringing social media into our school. Overall, I think this paper was a great way to keep our school involved.

Isaiah Hobson,  
junior

Dear Editor,

One of my favorite sections of the Knight Life is the “Letters to the Editor” section. It is interesting because after reading the articles, you can have an opinion about them from others, what they liked, what they got from them... thus this makes me consider them from a different perspective.

I find this section really helpful also for the writers of the newspaper, who will probably be happy to hear positive feedback or constructive critics; not to mention how satisfied some students may be when they find their letter- and sometimes their names- on the paper, even if they are not part of the staff. This is still a great edition... good job!

Flavia Cocchi,  
senior

MLK DAY AT WMU  
IMPORTANT TO LN

Dear Editor,

The “MLK Day Brings A Spark of Awareness to the Community” article by Jasmine Alocer was very interesting. Jasmine did a great job of giving background information on what MLK Day at WMU is about. Then she expanded into giving knowledge of what took place. I have been to one MLK Day before and reading this makes me regret not going this year. Truly inspiring.

I love how the writer incorporated the gun violence that was mentioned at MLK Day. It’s very detailed and nice. This article fits perfectly with today’s issues and I liked how she quoted students that attended. Truly an amazing piece.

Cornez Bell,  
senior

Dear Editor,

I really enjoyed reading the “MLK Day Brings a Spark of Awareness in the Community” article because it touches on important events that are happening around our nation. I like how the WMU held an event dedicated to Martin Luther King Day because he played a huge role in history and

deserves the recognition for the change he made in our world.

Amari Wedge,  
sophomore

SEAMAN ATTENDING  
THE GRAMMYS  
BRINGS JOY TO  
PEERS

Dear Editor,

“When Dreams Come True: Norrix Student Goes to the Grammys” was really heart melting. As I read this article I was so happy inside and out. As I saw Heidi Seaman in the beautiful pictures, the smile and tears on her face makes me really happy.

Days before the Grammys, Heidi came up to me and showed me her dress. She was so excited to meet Nick Jonas.

I was surprised when I heard she was in the news. She said, “Oh my gosh Jackie, guess what! I was on the news, they had a picture of me and Nick Jonas! I was crying.” Heidi is one of the greatest friends I got to make this year and a special person.

Jacquelyn Castillo-  
Bonilla,  
junior

Dear Editor,

I really enjoyed the article, “When Dreams Come True Norrix Students Goes to the Grammys.” I never knew who Heidi Seaman was, so I didn’t know about her heart condition either. It’s nice that she got to experience something so great. I would like to read more articles about what Loy Norrix students get to do outside of school. I find stories like this very interesting and enjoyable.

Justin Timmerman,  
junior

Dear Editor,

I really like Glenna Aldag’s article on Heidi Seaman and her awesome Grammy experience. I mostly love how she captured the essence of the story, and I also love how she used lots of quotes from Heidi. It’s better when the reader can read the words and hear it being said from the person themselves.

Kayla Jackson,  
senior

EXCHANGE STUDENT  
GETS IT RIGHT

Dear Editor,

I read Sofie Nehlsen’s article “The Wonders of America,” and I’m beyond happy with the way she feels, not only about this school, but America as well. It’s nice to see someone can come from an entirely different background and still appreciate what we offer here at Loy Norrix. Too often we get a negative reputation and articles like this are what is needed to prove Loy Norrix is an amazing place to be.

Baker Conley,  
junior

Dear Editor,

I really liked the article about being a Danish exchange student because it really shows you how different Denmark is from America. This article was particularly interesting to me because my best friend is moving to Denmark for a year and she thinks it will be easy, so I’m interested to see the other side of the story as well.

Emma Scheele,  
sophomore

STUDENTS RESPOND  
TO DIFFERENT TYPES  
OF MUSIC

Dear Editor,

In the article, “Loy Norrix Student’s Can’t Stop Listening,” by Lydia Achenbach, I liked how it talked about the different people and what they liked in music. I liked how out of all the 5 people they compared, it was different ethnic groups. I really liked DJ Pierce’s choice of music because I could relate to him and I also like Kodak Black, he is one of my favorite people.

Alaysha Hughes,  
sophomore

Dear Editor,

I really liked the article about the what types of music people like because it’s cool to learn about different types of music. I personally like pop/rap music and it’s fun to learn about different kinds of music. Also it’s fun to learn about what other people like and how different others are from others. It’s fun to see how different people are from me.

Annie Mansfield,  
freshman

A COLLECTION OF  
RESPONSES

Dear Editor,

I read this article about being friends with your ex and I think that’s false. I don’t think that 49% of people are still friends with their exes at Norrix. People talk all the time about how terrible their exes are.

Izayah Balden,  
sophomore

Dear Editor,

Your article about welcoming transfer students is one that I really enjoyed. I haven’t transferred myself, ever, but I’ve got a couple friends from other schools or other districts and some don’t like it, but some do. Ultimately it’s about their experience here and the people they meet during that experience.

Julius Robinson,  
senior

Dear Editor,

I liked the story about Principal Johnny Edwards by Brandon Schnurr. It is nice to know what he likes to do. It’s cool how he can open up to us like that. It’s crazy how the number of students we get each year. I’m glad he came to help Norrix even after the troubles this school

had.

J’cashion Gilland,  
junior

Dear Editor,

During reading the article “Balling on a Budget: Food Edition,” I really enjoyed this article because it is one thing to hear how food can affect your mood, and then to hear it does really work for some people. I would have liked the article to be longer but overall it was really good. My favorite part was reading about the Farmers’ Market because I feel that is a big

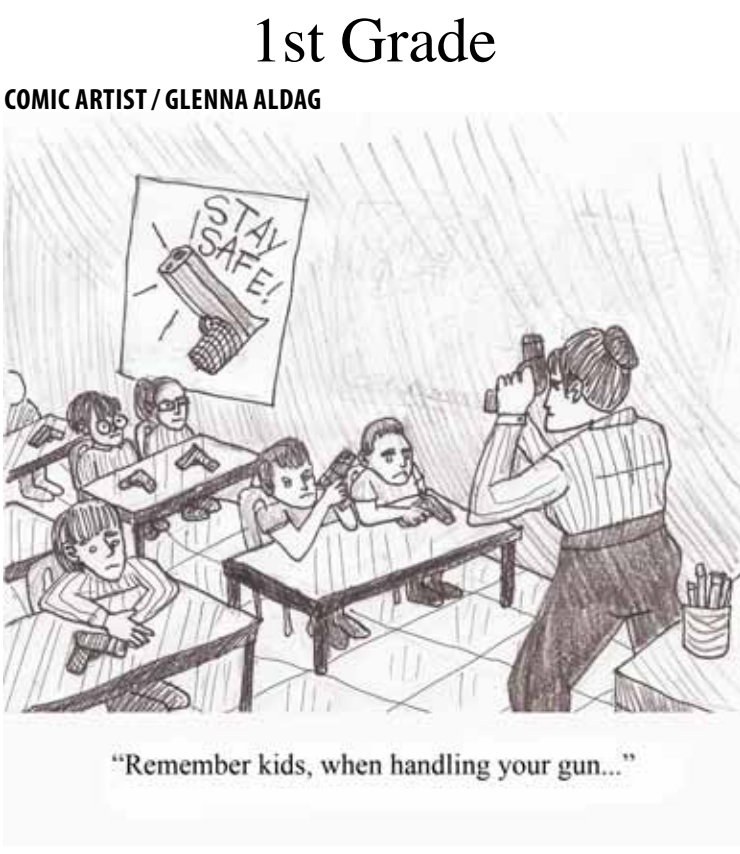
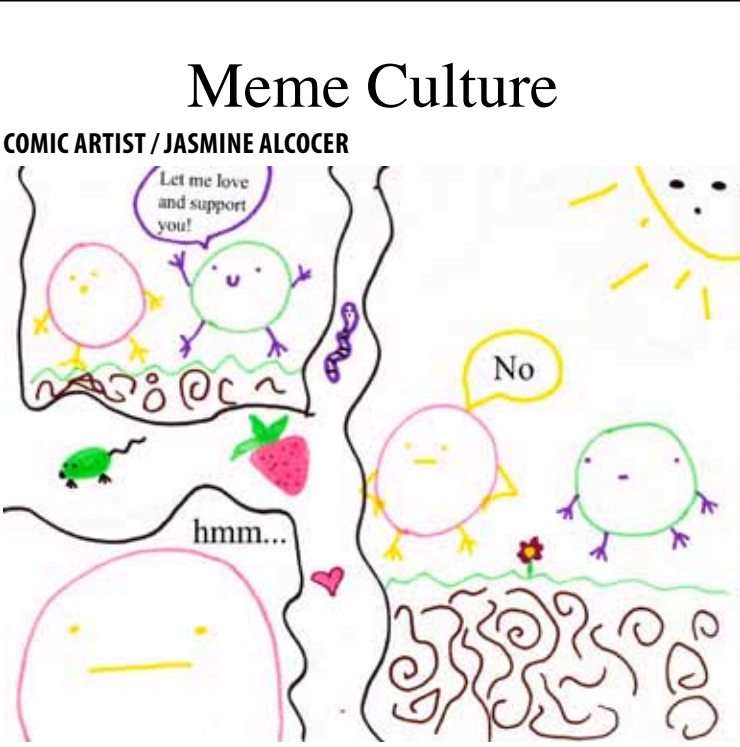
part of Kalamazoo culture.

Elaina Gross,  
freshman

Dear Editor,

I read the article, “Loy Norrix vs. Kalamazoo Central Basketball Game,” and I loved it. Not only do I love hearing/reading about basketball, but you included details from the game that made me want to read more. I also enjoyed when you talked about Mike, it caught my attention.

Madison Downham,  
senior



GUEST ARTIST / RYLEE THOMAS





In recent years, a new program has popped up to help high school sophomores all around Kalamazoo. The Early Introduction to Health Careers II Program is a pipeline program that was started in 2015 by Western Michigan University Homer Stryker M.D. School of Medicine to expose teens to the possibilities of a career in medicine.

The medical school has taken approximately 50 sophomores each year since late 2015. They run sessions the second Saturday of each month for three and a half hours in order to build social skills within their groups, practice medical techniques and learn other important abilities, such as medical terminology. The program spans from December to June and teaches students important medical skills and systems in the body, such as respiratory and cardiovascular functions, how to use an Epipen and more.

Leadership member and Kalamazoo native Theron O’Halloran is a second-year student at the medical school. As a leadership member, Theron is one of the medical students in charge of teaching the sophomores. He’s also in charge of giving the other medical students instruction and helping them with their groups of sophomores.

“A program like this [EIH II] didn’t exist when I graduated,” said O’Halloran. “I thought if there was a possibility to help others get to the spot I was able to come to, I should.”

O’Halloran explained that many of the current medical students at Western Michigan University Homer Stryker M.D. School of Medicine had help getting into medical school, so they wanted to help return the

*“A program like this [EIH II] didn’t exist when I graduated,” said O’Halloran. “I thought if there was a possibility to help others get to the spot I was able to come to, I should.”*

favor to the community.

The program was created and is run by WMed [Western Medical] faculty, staff and students hoping to not only expose high school students to a career in medicine but teach important medical skills that could come in handy in everyday life. The sessions are held at the school’s W.E. Upjohn M.D. campus in downtown Kalamazoo, which sports everything from a lecture



**PHOTO CREDIT / BRANDON SCHNURR**

Sophomore Matthew Vestal reads the book “X” by Ilyasah Shabazz and Kekla Magoon. The book was distributed to the sophomores in order to add a humanitarian element to the program.

Vestal was one of the lucky candidates to be chosen to be a part of the EIH II program. To enter the program, students have to fill out a form and then write an essay about why they feel they’re qualified and want to join the program.

“I wanted more insight into the potential field I want to go into,” said Vestal.

According to O’Halloran, the program is not only helpful to the sophomores exploring the pipeline program, but is also helpful to the medical students at WMed.

“This is a good review for the material we learned,” said O’Hanrahan. “It’s a nice way to make sure we’re capable of explaining parts of the body to anyone that comes into our office.”

Students like Vestal have much to learn. In order to do this within the given timeframe, classes must utilize their time wisely. To do this, students are divided into ten groups of roughly five students each, along with some WMed medical student instructors and even alumni of the program.

Loy Norrix junior Elizabeth Elliot-Redlin is an alumna of the EIH II program, being included in the 2016-2017 sessions.

“They asked me to [come back as an alumni] because they thought I’d be able to help people,” said Elliot-Redlin.

The program is not only a great place to learn about the field of medicine, but it’s also an overall enjoyable program to be in, with much to like about it besides what is taught.

**SEE HEALTH PAGE 10**

MENTAL ILLNESS IN SCHOOL AND THE UNHEARD PLEAS FOR HELP



**PHOTO ILLUSTRATION / RAILI NELSON**

**RAILI NELSON STAFF WRITER**

Imagine having an illness that many people don’t believe in, or choose to ignore. David Harn, a freshman at Loy Norrix, knows this feeling well. Harn suffers from depression and anxiety.

“I have had panic attacks before, multiple this year,” Harn said nonchalantly.

One in five teens suffers from a mental illness, one in ten young people experience a period of major depression, and one in twenty-five Americans have lived with a serious mental illness such as major depression, schizophrenia or bipolar disorder, according to the National Alliance on Mental Illness. Mental illnesses are nothing new, and neither is how we treat those affected by them, particularly in schools.

The American Public School system is designed as a one-size-fits-all model, and students suffering with mental illnesses often slip through the cracks. Teachers see up to a hundred and forty eight students a day in over crowded and often rowdy classrooms. Students often don’t get the help or support they need from the system, teachers or peers.

There are things that both the staff and student body could be doing to help these students get the support and care they need, this can start through communication and awareness.

The stigma surrounding mental illness is one that is embedded deep in our culture. However, opening the door and letting someone know it’s okay to talk to them or letting that person talk to you, can make all the difference. Many teachers seem unapproachable and distant.

“I feel like my peers do, but not my teachers,” Harn said, on whether or not he feels teachers and peers make an effort to help and talk about mental health. “I have Mr. Wagner and Ms. Layton [they] seem to help, I like their classes and can talk to them.”

Although many teachers project an image of support, some do not. Often teachers and administrators can be insensitive or ignorant to an individual student’s mental health problems in an overcrowded class of thirty seven students. If teachers can start a dialogue, it can open the door for students to come and seek help, as well as allow their teachers to understand that the reason a student may be doing poorly is because they are struggling, not with the school work, but with their own personal issues.

While there are options for students struggling with a medical condition such as 504 plans, these can sometimes be hard to get. A 504 plan sets guidelines for that student’s needs and allows for a personalized

education that enables them to learn the best even with their disability.

To obtain a 504 plan, students must have a chronic illness or impairment, and have it on record. Students can have difficulty seeking help for mental health issues, whether at home or at school, and many go undiagnosed and untreated. If teachers can communicate with students and let them know their options, many students might be able to get the help they need.

The student body can also help their peers suffering from mental illness. With peer pressure to fit in and be normal, students with mental illnesses can feel ostracized by their peers. Students have the power to change the social atmosphere in the school to one of acceptance and support. It can start with just the way someone treats their friends. This can then transfer to strangers and acquaintances.

“I try not to treat them differently because I feel like that alienates them. I try to just be supportive and be there for them because I know they’re going through a struggle,” Lilly MacInnis, a freshman responded as to how she treats her friends that have mental illnesses.

A teacher’s opportunity to directly interact with the student body puts them in a unique position to supply help. Besides just starting a dialogue, teachers can also look for signs of mental illness in students that may be struggling in school. Teachers can try to set aside a one-on-one meeting with struggling students, just five minutes or so, to discuss what might be causing a lack of effort or ambition. This time could be used to educate a student about ways to get help from the school system, or how to get a 504 plan. There are many signs that someone is suffering from mental illness.

As to his personal experiences, Harn said, “Not being social, rubbing their arms, wearing overprotective clothes in non-appropriate weather,” are all examples of behaviors of someone experiencing a depressive episode. Other signs include fidgeting, inability to pay attention, and changes in sleep or appetite, according to the American Psychiatric Association.

Even if someone is displaying these behaviors and you’re still not sure whether or not they suffer from a mental illness, it’s always a good idea to talk with them to verify and let them know that there are people who care and that they can come to for help.

Peers can also take initiative and try to identify and help fellow students struggling with mental illness. Other students and friends are generally more trusted than teachers. When trying to reach out for help, a student is probably more likely to go to a friend or a peer. There are many ways friends and fellow students can help someone.

“Not telling them to go die, or to go kill themselves. Not saying that they don’t have a mental health problem and saying they are doing it for attention,” said Harn of things he believes other students could abide by to make everyone’s lives a little easier, especially those struggling with mental illnesses.

Once identified, there are several things teachers, administrators and peers can do to help a student. Sometimes just the acceptance of late work, even with some points docked, can be all the help needed.

As to ways a teacher or administrator could help students with mental illnesses, Harn said, “Having a way to tell a teacher you need time without saying ‘I’m about to kill myself teacher’, like a code word.”

Another additional service administrators could supply is having a certain number of mental health days you can take without it hurting your attendance. Taking a day just to have your mind recuperate and get better can be a massive help for students. If a student has a 504 plan, they may be able to add in excused absences for mental health days.

Fellow students can also help their classmates. MacInnis, who does not suffer from a mental illness, frequently acts as a shoulder for her friends with mental illnesses.

MacInnis said,“I’m supportive by letting them talk to me, giving hugs, being like, you’re my friend, I love you, friendship, being whatever they need.”

There are also some changes schools could make to allow students to get the help they need. Teachers, who are in a prime spot to help a student, are overrun, seeing up to a hundred and fifty students a day. The school board could cut down on the number of kids per class, allowing students to get more individual attention, or the state lawmakers pass legislation cutting down on the maximum number of students in a class.

Overall, students need more communication and one-on-one attention from teachers and more programs besides a 504 plan geared towards those with mental illness to help them succeed. The current school system does not take into account the many mental illnesses that affect hordes of students. The curriculum piles on the stress and is administered by teachers who often want to help students but are unable to due to large class sizes and a set curriculum that leaves little wiggle room.

Taking the time to talk and communicate about mental illnesses can help those that need help get help.

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# DRUGSTORE MAKEUP: FACE BEAT ON A BUDGET

LEAH DUNHAM STAFF WRITER

Whether you’re looking to experiment or get your full makeup look on a budget, using drugstore makeup is a great option. With multiple trusty brands and a wide range of products, there are countless options to find the right one for you. Here are some of the Loy Norrix senior drugstore makeup gurus on their go-to products. Each have tried and tested a wide range of products, all available at Walgreens for a fabulous face on a budget.

Fremiyah Bishop



Lydia Achenbach



Megan Klemchuk



Maya Veeder



## QUESTION: Why do you use drugstore makeup?

“Drugstore makeup just as good as the others if you know how to use it correctly.”



“It works just the same as a lot of the high-end products and I’m cheap.”



“It doesn’t hurt my bank account, and it’s a great alternative to high-end makeup from places like Sephora and Ulta.”



“NYX is a really good drugstore brand for when you don’t have money for the high-end stuff.”



## GO-TO PRODUCTS

Ardell fauxmink Wispies

\$6.49

L.A. Colors HD Waterproof Mascara

\$4

wet n wild Megaliner Liquid Eyeliner

\$2.99

Coty Airspun Setting Powder

\$7.29

wet n wild Megaglow highlight powder

\$4.99

Any e.l.f blush

\$2-5

Real Techniques Stippling brush

\$5

NYX Eyebrow Cake Powder

\$6

NYX lip wear

\$6-\$7

Maybelline FitMe!

Foundation

\$7.29

Concealer

\$6.79

# WHAT IT’S LIKE TO BE IN AN EFE: THE SURPRISING TRUTH

ZACH SKINNER STAFF WRITER

Education for Employment (EFE) programs provide unique experiences for high school students. The mission statement for EFE programs is “It is our job to prepare today’s students for tomorrow’s careers.”

According to their website, EFE programs provide a jump-start on career and post-secondary education, training from teachers with real world experience who care about their student’s success, technical knowledge and skills for students to gain advanced places in apprenticeships, post secondary institutions or go directly into employment.

EFE classes also provide job training and free college credit to students which makes them a great option for any student. Every EFE is a vastly different experience because they are all tailored to different career paths. With 34 different programs to choose from, it seems like they cover almost every field.

“EFE’s give me more time to practice and it introduces me to new subjects and opportunities,” said Loy Norrix sophomore Anthony Chupp.

Chupp says he took the Art and Design EFE because, “I guess I just wanted an art class that was longer than normal.”

People take EFE’s for any number of reasons. Some take EFE’s to immerse themselves in something they love, to learn more about the subject and better themselves. Some people just take EFE’s because they’re semi-interested in the subject or career path. It can be difficult to imagine what kind of experience you’ll get in

these programs.

Some EFEs are made up of mostly Loy Norrix students, so you feel pretty at home the first day. However, many EFE’s are hosted at other schools. These EFE’s are often comprised mostly of students from that school or district. When showing up to

PHOTO CREDIT / ZACH SKINNER  
Loy Norrix senior Josh Lipsey works with Automotive Technology TA Mike Lara to replace his struts. “I feel like I’m actually learning something useful because we learn about things then actually do them,” said Lipsey.

an off-site EFE for the first time, you can feel somewhat overwhelmed.

You step off the bus or out of your car, unsure of what’s to come. You wander around slowly, looking for your class and feeling lost the whole way. You walk in nervous because it’s your first day and you’re unsure of what’s to come. Sitting down in that chair in a foreign building surrounded by faces you don’t know can be intimidating. Soon enough you discover you all have things in common with the people around you and will start to make friends. You’re all there to study the same thing and before long, your class will start to feel like friends you’ve known forever.

EFE classes are much more student driven and interactive. They’re fast paced and many have in-class hands-on projects within the first week of school. The fast pace can make the classes hard, but they’re much more fun and interesting than normal classes.

“It’s a more hands-on experience than regular classes, and I thought it would be more like a normal class,” said Loy Norrix senior Adrianna Mielke.

While EFEs are very hands-on, they are also focused around the business component of any trade. In an EFE you won’t be learning skills just to use at home, you’ll be learning skills you can use in the industry. Having skills you can use confidently in a workplace setting are important, you must learn how to do your job as well as communicate with others to get everything done.

Many Student are very surprised when they first start an EFE. Senior Mitchell Mansfield said, “I thought EFE’s would be much more focused on the trade than the actual employment.” EFE’s teach you how to bring together safety, professionalism and a heavy workload and make them into a simple task that feels like second nature.

PHOTO CREDIT / ZACH SKINNER  
Portage Central senior Rachel Ball finished up the cookie and cupcake lab by frosting the cupcakes. “This class is very hands-on, I feel like we’re doing something new every day,” said Ball.



SOFIE NEHlsen ASSISTANT LAYOUT EDITOR

In today’s day and age, it can be difficult to find something to be happy about. The polar ice caps are melting, North Korea is testing atomic weapons, and according to “Time” magazine, more than 40 percent of the citizens in Puerto Rico still don’t have electricity due to recent hurricanes.

But where there’s sadness and tragedy, there’s also happiness, and if we take the time to look around us, we can find many things to smile about. Here’s a few examples of what makes the students and staff of Loy Norrix happy.

JUNIOR ISMAEL ENRIQUEZ FEELS HAPPY WHEN HIS HARD WORK PAYS OFF



PHOTO CREDIT / MIA MAY

“When you feel like nothing can really bring you down and you just can’t help but smile, that’s happiness to me. When you find joy in everyday activities like just walking down the street,” said junior Ismael Enriquez.

Ismael has been a wrestler since his freshman year and winning a match makes him happy. “It’s [winning a wrestling match] something that I work very hard for. Especially the very tough matches make me happy because I know it’s something that I earned,” said Ismael.

SOPHOMORE MIRANDA COLE WAS HAPPIEST WHEN SHE WON MISS UPPER MIDWEST

“Happiness to me is being successful in your life and being kind to the people around you,” said sophomore Miranda Cole.

Miranda feels the happiest around her friends. “My friends always make me happy. They know me and they are always there for me. Something that makes me unhappy is unnecessary drama, but my friends definitely help,” said Cole.

Miranda’s happiest moment was when she won the Miss Upper Midwest pageant in 2016. Miranda said, “I had been trying for 10 years, but I just kept placing first runner-up. That [winning the pageant] was a very successful and happy moment for me.”



PHOTO CREDIT / MAC PAPARAZZI

SOPHOMORE MATTHEW VESTAL ENJOYS BEING OUT ON THE WATER BECAUSE IT CALMS HIM



PHOTO CREDIT / SOFIE NEHlsen

“Happiness is a feeling that we all strive to have and drives us to do what we do. I think there’s happiness in accomplishment and in company and just in small everyday actions,” said sophomore Matthew Vestal.

Matthew enjoys being out on the water because he feels it clears his mind and calms him. “I was once teaching my sister how to paddle board, and she’s not the best at it, so I decided to ram my paddle board into hers. I watched her fall and as her little brother, I find great pride and joy in that,” said Matthew.

SEEING STUDENTS BEING SUCCESSFUL MAKES ASSISTANT PRINCIPAL ERIN MIDDLETON HAPPIEST



PHOTO CREDIT / SOFIE NEHlsen

“Happiness is a mood, I feel like I think it’s something that you can control. There are events that can affect your happiness but ultimately you have the control of your emotions,” said Assistant Principal Erin Middleton.

Something that brings Middleton joy is seeing kids being successful. “There’s a certain happiness in small gestures. Just the sun being out brings a sense of happiness. If we have students doing amazing things and being featured in the news is another sense of happiness,” said Middleton.

SOPHOMORE KATLYN POREMSKI-SCOTT FEELS HAPPIEST WITH HER BOYFRIEND RYAN



PHOTO CREDIT / KATLYN POREMSKI-SCOTT

“Happiness to me is the feeling of joy that you’ve never experienced. It’s like a pleasure that you get from something or someone and you just don’t know how to describe it,” said 15-year-old Katlyn Poremski-Scott.

Katlyn is a sophomore and just transferred to Loy Norrix. “I felt happy when I met my current boyfriend, Ryan. I was in a time of sorrow with my family and my ex-boyfriend, and Ryan just made me happy and forget about all of it,” said Katlyn.

SOPHOMORE ANTHONY CHUBB IS HAPPIEST WHEN HE EXPRESSES HIMSELF THROUGH ART



PHOTO CREDIT / SOFIE NEHlsen

“There’s definitely different kinds of happiness. Every now and then something great happens that can be a long lasting happiness,” said sophomore Anthony Chubb.

Anthony has been into art his entire life. He gets it from his dad, he says, and prefers to draw abstract drawings with a deeper meaning. “Doing art makes me very happy. It lets me make my own stuff and express myself in a specific way,” said Chubb.

Happiness is a broad, hard-to-define term. There’s no clear definition of what exactly it is. To some it’s the fuzzy feeling you get in your tummy when you look at your crush or the way your heart beats faster when you accomplish something you worked hard for

There’s the long-lasting kind of happiness. The one you get from being content with your life, the one most people strive to have. Then there are the small things. Things that make everyday tolerable. It could be when you finally understand that one chemistry assignment or when your mom brings you a cookie.

Everyone is so focused on achieving big, long-lasting joy that it is easy to forget to appreciate the small, everyday miracles. Tragedies happen all around us, shootings, war, etc. and it can be hard to look past all of that, but if we try really hard then I’m sure we could all come up with at least one thing that makes us smile.

THE GOOD BOYS OF NORRIX

ANNA KUSHNER CHIEF COPY EDITOR

Man’s best friend, good boys, doggos. These are all phrases often associated with dogs. In a survey conducted by Animal Behavior Associates of over two-thousand people, 74 percent of people preferred dogs to cats. These are some people within the Loy Norrix community and their dogs.

NAOMI VERNE AND MOBY



Senior Naomi Verne got her purebred Saint Bernard, Moby, five years ago. After finding out Moby’s parents were both over 200 pounds Verne named Moby after Moby Dick, assuming he would grow to be as large as a whale.

“He also responds to Snobes and ‘Hey, Dingus,’” said Verne.

Moby is very smart and knows how to open doors and turn on the faucet. However Verne notes that he is a “butt” about it. He often turns on the faucet very early in the morning, forcing Verne to get up and turn it off.

“He also opens the gate [outside] and will run away like it’s a game, and you have to chase after him. But I hate running,” said Verne.

While Moby can frustrate her, Verne loves how expressive and protective he is of her family. Her favorite memory of Moby was his first winter with her family. Moby ran around her yard rolling around and eating snow.

SETH GRUBER, PORKIE AND MR. PAWS



Senior Seth Gruber has had his two Yorkiepoos, Yorkie and poodle mix, for six years. Gruber adopted his dogs from a family friend who was a breeder and named one Porkie, because he was the largest in his litter, and the other Mr. Paws due to the distinct white markings on all four of his paws. Gruber loves both of his dogs equally but does admit he is closer to Porkie.

“Porkie came to me when we first got the dogs.” Gruber continued, “Porkie likes to give huggies. He’s just non-stop energy and hugs.”

Mr. Paws, on the other hand, is the more dominant of the two according to Gruber

“Paws also eats anything he finds. Anything and everything. He’s rather gluttonous,” said Gruber.

Gruber’s favorite memory of his dogs is either when he first got them as a surprise Christmas present or when Porkie jumped off the couch one time and knocked Gruber over.

MR. PORCO AND BAXTER



History teacher Matthew Porco recently got his dog, Baxter, six months ago from a breeder. Baxter is a Maltipoo, a hypoallergenic breed that is a cross between a Maltese and a toy poodle, and weighs only around six pounds.

“He enjoys dog things. Chasing stuff, barking.” Porco continued, “Whenever we’re cooking, he always comes over and hopes some deliciousness comes his way. He’s very spoiled.”

Porco’s favorite memory of Baxter is when he first brought him home. Porco’s kids had wanted a dog for a long time, and Baxter was a surprise for them.

JACKSON COUCH AND CHANCE



Senior Jackson Couch has had his seven year old Malamute-husky mix, Chance, for four years. Couch adopted Chance from a shelter after finding out Chance had heart worms and would have been put down if he wasn’t adopted. Couch’s family paid for his treatment and gave him a permanent home.

“We saved his life.” Couch continued, “We named him Chance because he got a second chance at life.”

While Couch does say Chance is very fat and doesn’t do a lot, he does love when Couch comes home from school and Chance greets him at the door howling.

“Huskies don’t bark, they scream,” said Couch. Couch also is amused by how gassy Chance can be. “He sometimes farts himself awake,” said Couch.

JT MITCHELL AND LUCY



Senior JT Mitchell has a golden retriever, border collie mix named Lucy. Mitchell got Lucy from a family friend whose dog had had puppies ten years ago.

“Even though she is ten years old, she still acts like a puppy and is always full of energy and ready to play no matter what,” said Mitchell.

Mitchell’s favorite memory of Lucy is the first time Lucy saw snow. He says that she couldn’t get enough of it and didn’t want to come inside when he was done playing because she enjoyed it so much.

“She was running around in it, eating it, and rolling in it. She looked like she was filled with joy,” said Mitchell

MR. HOUVENER AND FRODO



Science teacher Daniel Houvener named his six month old Border Collie Blue Heeler mix after the Hobbit in the “Lord of the Rings,” Frodo.

“I wanted a dog I could train from scratch,” said Houvener.

This is what brought him to find Frodo’s breeder on Craigslist. While Houvener hasn’t had Frodo for very long, he does like to take him on hikes and plans to go canoeing and kayaking with him this summer. Houvener’s favorite memory with Frodo was the first time Houvener took him to the dog park. Soon after arriving, Houvener realized that he came on the same day a Husky owners’ club meets.

“These Husky owners were snobs,” said Houvener. However Houvener did enjoy watching Frodo try to play with dogs that are four times his size.

MADDY GUIMOND AND INDY



Senior Maddy Guimond has had her black, lab-husky mix for seven years. Her family adopted him from a shelter, as the last puppy left in his litter, the day before Independence Day and named him Indy for short.

“He’s not like a normal dog. He’s just goofy.” She continued, “He could care less about squirrels, but if there’s a good deer in your backyard he’s after it. He’s also not super into lakes. He’s kind of confused by them.”

Indy also enjoys naps, long car rides and carrots; however, he hates baths and isn’t really a fan of cuddling.

“He’s very food motivated,” said Guimond.

Guimond’s favorite memory of Indy is when she took him to Treat Street for his birthday a couple years ago. Guimond says she bought him an ice cream cone, and he ate it all in one bite.



LYDIA ACHENBACH STAFF WRITER

When I think of Kalamazoo, the first thing that pops into my head is music. Kalamazoo has an excellent music scene with a wide range of different genres. I’ve attended countless house shows and concerts right here in town. Whether I’m moshing and head-banging with a bunch of college students, or sitting in a crowd full of senior citizens listening to a symphony, I’m never let down when it comes to the local talent we have in Kalamazoo.

I don’t think I’ve been to a show in Kalamazoo that I haven’t enjoyed, but my favorite show I’ve attended thus far is Kalamashoegazer. Kalamashoegazer is an annual music festival in November, which has hosted a wide variety of shoegaze and dream pop bands for 11 years.

The festival was founded by April Zimont, also a member of Kalamazoo local shoegaze bands, including Glowfriends, Vita Eterna, and most recently, Tambourina. Zimont first discovered shoegaze/dream pop when she was 11 years old, which was when she first heard Slowdive, and they became her favorite band at the time.

“I lived in magazines and looked for references to Shoegaze/dream pop and then I’d go to my local record shop and order albums based on articles or reviews I read about them,” said Zimont. Some of her favorite magazines to read were “The Big Takeover,” “Gold Mine,” “Raygun,” “Dagger,” and “Spin.”

“My dad was always playing when we were growing up. It was a bit like a competition for us, as for

who could find the coolest bands to play for each other,” said Zimont. Zimont was inspired to create and coordinate this festival by her love of the genre, which began in the early 90’s after discovering legendary bands such as Slowdive, My Bloody Valentine, Dinosaur Jr. and The Cocteau Twins.

If you’re not familiar with the genre of shoegaze or dream pop, it has a dreamy blissed-out sound to it. The music consists of heavy reverb, distortion, and effects done with pedals. Shoegaze is a subgenre of alternative rock.

While Kalamazoo has a strong shoegaze/dream pop music scene with local bands such as Crash City Saints and Tambourina, bands from all over the U.S. have performed at this day-long festival. Kalamashoegazer has even hosted Neiv, a band from Italy. The bands I saw play at this year’s Kalamashoegazer include Orations, Tambourina, Dead Leaf Echo, Brief Candles, Whimsical and Airiel. Each band had their own unique sound, but all still in the realm of shoegaze and dream pop.

“My personal favorites were Breif Candles, Dead Leaf Echo, and Airiel, who always put on a great show,” said Zimont.

Previous times that I’ve attended Kalamashoegazer it took place at Louie’s Bar, but this year the show was hosted by Bell’s Brewery.

“We loved hosting at Bell’s for the first time, which was our dream venue for the fest since we started in 2007,” said Zimont.

To be honest, I expected the venue to be cramped. However, I ended up getting to stand right next to the



PHOTO CREDIT / LYDIA ACHENBACH

Dream Pop band, Tambourina performing at Kalamashoegazer 11. Tambourina members (pictured from left to right) Mark Morris, April Zimont, Adam Zimont, and Holly Klutts-Morris. Tambourina is a local band from Kalamazoo. “It’s hard to describe what we do, but I’d say we are more of a dream pop band than what people would consider shoegaze...I think there are some post punk and C68 influences running through some of the new songs we’re doing,” said April Zimont.

stage and got a great view of all the performances. The show was a very intimate experience all in itself. The acoustics in the Bell’s backroom are amazing, and the instrumentals surrounded me and filled the whole room.

I could hear each individual instrument along with all the vocals, which is saying a lot. In shoegaze music, vocals are generally very soft and overpowered to create a dreamesque feel behind a wall of sound.

This year, Zimont was able to feature Whimsical, a duo from Indiana, which originally was a dream pop/shoegaze band, re-formed their band just for this performance.

The best part about this event is that you get to meet all the bands at their merch tables. I got the feeling that everyone at the show was

there because they genuinely love the music and that is something I really love seeing, because I, myself, have a lot of appreciation for shoegaze and music in general. Compared to shows I’ve been to with extremely large followings, it often seems that a majority of the people that attend are just there because of the performer’s popularity.

I love this event because of the genuine love of the genre the musicians express in the intensity of their performances, along with the welcoming atmosphere the listeners create.

“What I’m most excited about for Kalamashoegazer 12 is that we have Tears Run Rings confirmed as one of the headliners, and I just love them,” said Zimont.

Tears Run Rings is another band that inspired them them to



PHOTO CREDIT / LYDIA ACHENBACH

Lead singer and guitarist of Airiel, Jeremy Wrenn playing Kalamashoegazer 11. The pedals Wrenn is using are for looping sound and adding the effects that you hear in shoegaze. Airiel is a band from Chicago and has been releasing shoegaze since 1997. Their most recent album, “Young Molten Lovers” was released in 2017.

start the fest back in 2007. Kalamashoegazer 12 will be hosted at Bell’s Brewery on Saturday, November 10th. All ages are welcome, so If you enjoy alternative rock and the presence of great people or just want to explore something new in the world of music, I would highly recommend checking it out.

I have attended Kalamashoegazer for the last three years, and I loved all of them. This is definitely a local event that I will continue to love and support in the future.



These are pedals and they’re used for creating distortion and other effects that you hear in shoegaze music.



## NONLA BURGER: A RETRO SIT-DOWN DINER WITH A MODERN TWIST

ABBIE LINBLADE SOCIAL MEDIA TEAM

It’s a Saturday afternoon and you’re craving a classic American meal: a cheeseburger and fries. You decide to order from that new restaurant down the street, Nonla Burger. The outside of Nonla Burger looks like an average business with a white brick exterior and a small sign hanging in front of the entrance, but after walking inside all of your previous opinions will change.

This small diner on the corner of S. Burdick and Alcott seats only 20 people and has gained popularity among Kalamazoo citizens in the past few months. Nonla Burger opened on October 17th, 2017, and it’s owners, Natasha and Kyle Monk, moved to Kalamazoo from California to open a business that caters to all types of customers.

A simple menu hangs above the counter, and while the selection is small, the prices are cheap and the food is surprisingly delicious. They offer cheeseburgers, chicken sandwiches, salads, homemade hand-cut fries and several beverage options including their shake flavors of the day, such as strawberry, vanilla and chocolate.

The burgers are their most famous menu item, with cheese or without. The patty is juicy and flavorful and the vegetables are crunchy and fresh, offering a multitude of tastes that you can enjoy. You can customize your burger with toppings like onions, lettuce, tomato, mushrooms, and jalapeños, and each burger comes with Nonla’s ‘secret sauce’ which adds an explosion of flavor between the bun and the patty. The burger size is relatively normal, about the size of a McDonald’s



PHOTO CREDIT / ABBIE LINBLADE

A small sign hangs in the front of the white brick building. The art is simplistic and adds to the modern twist of the retro diner.

hamburger but much better quality.

The hand-cut fries are also very popular as they’re housemade and have the perfect amount of salt to make them addicting and leave you wanting to come back for more.

The inner decor is retro with small booths along the walls and boards along the back walls featuring recipes from the 1950’s. While in the corners of the window sills, you’ll find several different potted plants that add to the West-Coast theme.

When asked about the goal of the decor, Natasha Monk said, “We wanted to make it like a 50’s diner, retro but with a modern twist.”

The owners co-own Nonla Burger with their good friends, Johnny and Kelly Nguyen who own Nonla Vietnamese in Mattawan.

Nonla is a Vietnamese word that means rice hat, which are cone shaped hats that many Vietnamese people wear. Natasha and Kyle came to Kalamazoo from California to visit the Nguyens about a year ago, and when they saw the white brick building they immediately had an idea.

“We saw this property and thought it was perfect for a burger place. We moved here from California to open it,” said Natasha.

From Nonla Burger’s simple and retro decor, to the delectable and cheap food they serve, it’s easy to see why this diner has become so popular among the residents of Kalamazoo.

The diner is open Tuesday through Saturday from 11:30 A.M. -8:30 P.M., so pay a visit to Nonla Burger and try out the experience for yourself.



PHOTO CREDIT / ABBIE LINBLADE

Several hungry customers are enjoying their lunch on a Saturday afternoon. Nonla Burger is closed Sunday’s and Monday’s so Friday’s and Saturday’s are usually their busiest days of the week.



PHOTO CREDIT / ABBIE LINBLADE

The simple menu hangs above the counter at Nonla Burger. They offer burgers, sandwiches, fries, salads and beverages for relatively low prices.

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# BLACK MIRROR

## “BLACK MIRROR” IS GAINING POPULARITY AMONG STUDENTS

ALEX VONHOF SOCIAL MEDIA TEAM

*“The show is very different than anything else you’ll find because of its realistic and sometimes sadistic take on the future of humankind,” said senior Henry Muscara.*

“It’s so interesting to see all these scenarios that could happen in the future with our use of technology,” senior Lauren Johnson said about the Netflix series “Black Mirror.”

“Black Mirror” was originally launched in December of 2011, on Britain’s Channel 4, but the popularity of the show was not as widespread until the release of season three and just before season four came out.

The show is not as much of a series where the story continues chronologically from episode to episode with the same cast of characters, but rather each episode has its own story. There are also “Easter Eggs” throughout the show, references to other episodes or aspects of pop culture,

including Netflix and binge watching. For example, the episode “Black Museum” is connected to other episodes like “White Bear,” “Shut Up and Dance,” “Playtest” and others.

It’s widely believed that the name of the show refers to how people see themselves in the screens of their phones, computers and televisions when they have been turned off and turn into a black mirror.

Given the unique nature of the show’s format, it’s hard to describe the plot of the show, but it’s all based on how advancing technology can impact society in the future. Some episodes focus on

technology from a military perspective, such as season three, episode five “Men Against Fire,” which details a military technology that is used to help soldiers eliminate people who are deemed to have an inferior blood. Others focus on technological connections to the brain and memory, such as season four, episode six “Black Museum,” which is about different technologies

used to alter and transfer consciousness, as well as episode three in the first season “The Entire History of You,” which is about recording and playing back memories through eye lenses.

The first episode of the third season, “Nosedive,” is eerily relevant to modern day society. The premise of the episode is that the entire society is

based on how high an individual is ranked, out of five stars. This is very similar to how people in society today use social media: it’s all about likes.

“I think we already have the kind of mindset in that episode,” said senior Addie Mielke, “and I think it should open some people’s mind[s] to where our society is headed with social media and our dependence on it.”

One of the scariest things about the show is that some of the ideas presented in “Black Mirror” are actually becoming reality. Pizza Hut just announced a collaboration with fully automated Toyota regarding a

truck that could cook and deliver pizzas. The episode “Crocodile,” in the newest season of “Black Mirror” has a pizza truck that, after an accident, leads to a killing spree.

Scientists are also going to be developing eyepieces that can record someone’s entire life, just like the ones featured in “The Entire History of You.”

“I like that I can never expect anything. The endings and what happens always surprises me, so I never get bored when I watch it,” said Loy Norrix junior Emma Knutson.

“The show is very different than anything else you’ll find because of its realistic and sometimes sadistic take on the future of humankind,” said senior Henry Muscara.

Each person has their own views on why they like the show, and the show has achieved mass popularity, due to how unique it is. “Black Mirror” even received a 96% on Rotten Tomatoes.

“It’s currently my favorite show, and if you haven’t tried watching it you should,” said Knutson.

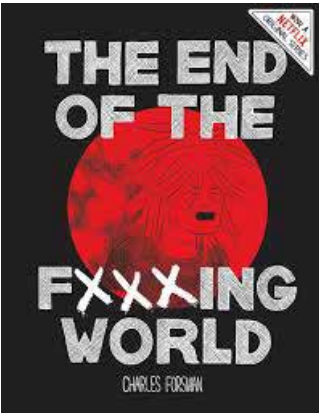


Seniors Lauren Johnson and Emily Lewman watch “Black Mirror” on Emily’s phone.

# A MURDER, TWO CAR JACKINGS AND A CHUGGED GALLON OF MILK

## “THE END OF THE F\*\*\*ING WORLD” REVIEW AND COMMENTARY (#SPOILERS)

GLENNA ALDAG GRAPHIC EDITOR & ANNA KUSHNER CHIEF COPY EDITOR



“The End of the F\*\*\*ing World” or TEOTFW is a British, dark, situational comedy-drama that originally aired on Channel 4 in the UK. It was later adopted by Netflix and released for international viewing in January 2018.

TEOTFW, is based off of the graphic novel of the same name by Charles Forsman and follows the lives of two outcast teenagers, James and Alyssa. Alyssa is a teenager whose outward demeanor is that of a cold, hard person who doesn’t need other

people in her life. James on the other hand, is a self-diagnosed psychopath.

Upon meeting Alyssa, he decides she would be that perfect specimen for his first human kill. After Alyssa becomes fed up with her distressing home life, she runs away with James and together they embark on an absurd adventure to find Alyssa’s absentee father.

Along the way, they encounter multiple people and challenges that causes them to both grow as people and grow closer

together.

This 8 episode series is an emotional rollercoaster ride that will leave you laughing, crying and oddly refreshed with the originality of the content. In general, it can be described as “Wes Anderson meets Quentin Tarantino in the form of a coming-of-age Bonnie and Clyde story.”

The following is commentary regarding the show, specifically its complexities, moral conflict and overarching themes.

**\*WARNING THERE ARE SPOILERS\***

ANNA: I stayed up until two in the morning finishing this show the first time I watched it.

GLENNA : I tried multi-tasking the first time I watched it. It so didn’t work, the show is too engaging.

**WHAT EVENTS IN THE STORY HELPED JAMES AND ALYSSA GROW?**

ANNA: Alyssa’s dad being as disappointing as he was, it was very real, it made the story more relatable. Throughout the show you’re glorifying him in your head, and he doesn’t turn out the way you think he should. And everyone can relate to that... the whole silver lining was for Alyssa, having James. For Alyssa it was that, the person she was looking for this whole time was her dad, but the real person who cares about her and has taken on this “stereotypical manly protective figure” in her life, is James.

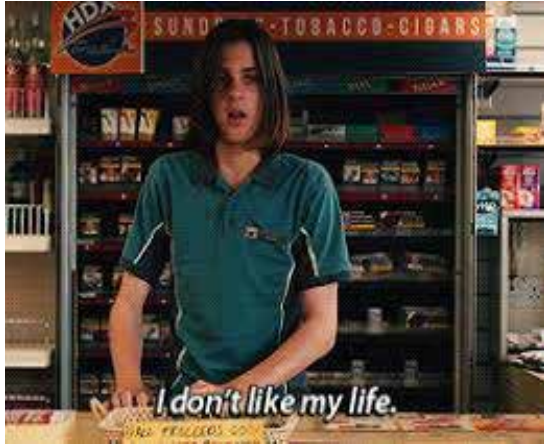
GLENNA: It’s not even necessarily the manly figure, it’s just having someone that she feels legitimately cares about her, especially since she feels like she has been betrayed by her mom.

**HOW DO YOU FEEL THE MINOR CHARACTERS SHOW DIFFERENT SIDES OF THE MAIN CHARACTERS?**

ANNA: Minor characters were honestly the highlight of the show. Because each show has a few minor characters that really bring out different sides of these major characters that you, as a viewer, really want to understand more. The security guard character, Emil, is the most important minor character because he shows that not every guy is horrible.

GLENNA: Every other guy that Alyssa has known in her life has used her, or wanted something from her. But he’s like, “I don’t want you. I don’t really want to exploit you. I just want you to learn from your mistakes and face

the consequences of your actions.” It shows Alyssa that not everyone in the world is bad and out to get you. It shows that there are still good people, good strangers for that matter.



Convenience store worker, Frodo

ANNA: Frodo is also so relatable, when he says “I don’t like my life,” you think, me too dude, me too.” Everyone can relate to having a crap job with a horrible boss and just wanting to lock them in the bathroom and chug a gallon of milk while flipping them off.

**WHAT DO YOU THINK ABOUT THE REPRESENTATION OF HAVING TWO FEMALE GAY COPS?**



Officer Teri (left) and officer Eunice (right)

GLENNA: I am extremely happy about that as the queer in this discussion. Portraying Teri in a pessimistic and negative way shows something more realistic, and it made Teri’s sexual-orientation much more of a secondary characteristic. It made it more normal. It

didn’t make her gayness the forefront of her role in the the show and the entire basis of her presence. It made her into a normal human.

ANNA: Anyone can be a jerk regardless of sexual-orientation.

**HOW DOES JAMES’S AND ALYSSA’S RELATIONSHIP CHANGE THROUGH THE PLOT OF THE SHOW?**

ANNA: After the episode where they kill Clive, Alyssa sees James as a monster. She looks at him with fear, and he realises that he never wants to cause this girl fear. He realizes he wants to protect her the same way she protects him. It’s really an insight into his personality. Because as much as I hate episode 5, where they’re separated, it’s really necessary for both of their story arcs.



Alyssa and James in their second stolen car

GLENNA: In that episode, they also both realize why they make each other better and why they are important to each other. It’s both of them realizing that they are human and that they need other people, because they start out the series feeling that they don’t need anybody. They think that they can make it on their own, that they don’t need that kind of social connection. Then in episode 5, with that whole transition, they realize “I’m a human being that’s allowed to have feelings.”

**HOW DOES THE SHOW PORTRAY THE DIFFERENCE BETWEEN RAPE AND CONSENT?**

ANNA: Topher is really important because he brings to light another important message throughout the show which is consent. Because with him, Alyssa is like “Let’s go have sex in a strangers house,” and then is all like “Actually nevermind, don’t want to,” and he’s mad but he doesn’t force himself on her. I think that’s a really important moment. The show, with Alyssa specifically, does a really good job of showing that it’s okay to want sex one minute and not want it the next. Even later James shows that when Alyssa is all, “I want to wait” and he is okay with it because he respects her. He respects her as a woman and respects her choices regarding her body, which is something we need to see more on in the entertainment industry. Consent is a huge overlying theme of the show, especially with the murder being a product of self-defence from a serial rapist.



Alyssa and James in the living room of Clint’s house

**HOW DO YOU FEEL THE MUSIC AMPLIFIES THE SHOW**

ANNA: If you really listen to the soundtrack, it’s either music with very somber tones and uplifting messages, or they’re very uplifting tunes with very somber messages. That juxtaposition is really interesting.

GLENNA: The entire soundtrack relates really well to the storyline, especially the somber and uplifting juxtaposition. While the show is extremely funny, you end up laughing out of shock more than anything else. The show really deals with some serious themes, and the soundtrack really accentuates that whole aspect of the show.



MAX LINK LAYOUT EDITOR

“Fortnite”, the magical land full of violence, sacrifices and victory was released on July 24, 2017. Since the release, it has stormed across the world as the best new thing to come out in the video game world with more than 40 million people having downloaded the game.

Whether it’s on Xbox, Playstation, or PC anyone can play “Fortnite” all thanks to Epic Games and People Can Fly, who teamed up to create the “Gears of War” series.

The big talk around Loy Norrix is who won what battle and who had a better “sweet 360 no scope.” In the game there are two different game modes which are Battle Royale which is free for everyone

who has Live, a pass for gaming so that you can talk to friends and play online with people round the world. For Save the World, you have to buy on the app store for the price of \$39.99.

“My favorite part of “Fortnite” is the rush that you get when you run up on Boagies [enemies] and it either goes one of two ways, you die or you kill. The best feature of the game is building. It creates another level difficulty and can help you win in a strategic way. I have over fifty wins in Battle Royale whether it’s squads, duos, or solo,” said junior Wyatt Atkins.

In Battle Royale you start on a flying bus with 99 other players and you jump out and dive to the place you want to go. The object of this game is to be the last one standing while finding different



PHOTO CREDIT / MAX LINK  
Sophomore Jacob VanHorne fits in a game of “Fortnite” before his lunch is over. VanHorne, amoung many others, plays “Fortnite” during school.

weapons, hidden chests full of loot and materials so you can build your way up a mountain or to find cover in case of enemy fire. You can also play with friends online whether it’s with one other

person (duo’s) or three other people (squads).

For Save the World it’s all about exploration, crafting weapons, scavenging items, building sacred structures and fighting off different

waves of terrifying monsters. The purpose of this game is to uncover all of the map while finding the atlases to build structures to help you defeat the waves.

“Fortnite” is my all time favorite game. During winter break I stayed up three days in a row playing non stop only eating hot pockets and drinking Red Bull,” said Atkins.

“Fortnite” is now on season three with new skins (outfits), guns, and new cities within the map. You can buy the battle pass for \$9.99 so every time you level-up, you can unlock new characters and different dance moves.

Recently “Fortnite” has came out with a mobile app for iPhone and Android. They have made it available to play for people who dont have a game system. Another

update to the game is how you can cross play with PC and Xbox.

With one click of the upper D Pad you have the ability to dance. The dancing adds a little something different to the game. It adds the ability to be disrespectful to your enemy or to make a life-time friendship. Some of the dance moves include the dab, the worm, the electro shuffle or the slow clap. Epic Games has added a new level of fun to video games that will make you want to stay by your console for days.

FROM HEALTH CAREERS PAGE 5

“I like helping people and talking to the students here,” explained Elliott-Redlin, “I like helping them out with the project and what’s going on because I’ve already done that.”

“I like how quick it is,” said Vestal. “It’s much better than the standard classes that we have that move far too slow for me. We also learn stuff in more detail.”

The WMed students stick to a tight schedule, using slideshows, activities and discussions as their main way of teaching the material. The work done in the class is often quick and relatively simple, but captivating and detailed.

There’s also a group

project done by the students on a topic of their choice, such as Alzheimer’s Disease or other medical conditions. After each sessions’ main activity is done and groups begin to go to the virtual hospital, there is open time to research and talk on the research topic in each group.

This year, the medical school decided to add what they call a humanitarian element to the program by distributing to each student a new copy of the novel “X” by Ilyasah Shabazz and Kekla Magoon, a book about Malcolm X and the hardships he faced through his life. This humanitarian element comes as an attempt to expose the students to social justice issues in the healthcare

system.

Elliot-Reddlin explained how she thought that it was nice to have something to read to enrich the learning experience. It’s a definite change since she was in the program.

“I honestly really enjoyed it, and I loved coming here,” said Elliot-Reddlin on her experience in EIH II. “It was very informative, and I’ve decided what I want to do in the future thanks to this program.”

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**MIA MAY** ASSISTANT PHOTO EDITOR

When a person gets physically active, they use energy and then need to eat more. It takes discipline to not eat everything that

"I just take it [losing] as being able to

After a few minutes of thinking, Cooper replied with, “I learned how to deal with losing and how to stay healthy all through my

Losing can be hard for some people, as they say ‘winning is contagious.’ Britney and Cooper both believe that losing helps people learn from their mistakes.

"I be happy but humble," said sideline and competitive cheerleader, junior, Imani Berry.



Sophomore, Henry Parworth wrestles against Battle Creek Lakeview. It is Parworth's first year wrestling, and he can't wait for next year.

# MICHIGAN STATE



# BLOCK, PARRY, THRUST!

## LOY NORRIX STUDENT PARTICIPATES IN LOCAL FENCING PROGRAM



PHOTO CREDIT / GLENNA ALDAG

Izzy Wikle (right) dueling a fellow classmate. She is attempting to end the duel by scoring a point by striking her dueling partner square in the heart.

**GLENNA ALDAG** GRAPHIC EDITOR

The graceful but violently dancing feet move across the floor. It’s all over in seconds. With a flash of the blade and shift of stance, a winner grasps victory and a loser tastes defeat. The sport of fencing is an elegant demonstration of the body and muscle through the art of combat.

However, if you are at the Maple Street YMCA from 6:30-8:30 P.M. on Wednesday with the Triblade Fencing Academy, you’ll see a less majestic side of fencing.

Triblade was created in the late 1980’s by Maestro Craig Smith. The club was incorporated in 2012 and has programs with both public and private schools in addition to their partnership with local YMCAs.

Fencers of all levels practice in the space. From beginning students trying to master the basic parry and block, to more advanced students honing their skills for competition.

Loy Norrix senior Izzy Wikle has been fencing with Triblade since the spring of her freshman year.

While specific rules vary, in general, “The famous words of Jon Snow [from ‘Game of Thrones’] do generally apply. ‘Stick them with the pointy end,’ with a few extra bits for safety,” Wikle said.

In her childhood, Wikle loved the “Lord of the Rings” trilogy and the movie “The Princess Bride” which led to her interest in fencing. This is no surprise considering some of Winkle’s idols in the fencing world.

*“The famous words of Jon Snow [from ‘Game of Thrones’] do generally apply. ‘Stick them with the pointy end,’ with a few extra bits for safety,” Wikle said.*

“I personally don’t watch that much Olympic fencing,” Wikle said, “So the fencing idols closest to my heart are: Bob Anderson, who was responsible for the swordplay seen in “Lord of the Rings,” “Star Wars” and “The Princess Bride” as well as many other swashbuckling classics. As well as Peter Diamond, who worked alongside Anderson in “Star Wars” and “The Princess Bride.”

Wikle plans on joining the Michigan State fencing team next year, although she doesn’t plan on competing seriously. When asked what she likes most about the sport, Wikle



# LOY NORRIX STUDENTS FINE-TUNE SKILLS BY PLAYING CLUB SPORTS

**OLIVIA ELY** OPINION EDITOR

Many students at Loy Norrix play club sports in addition to playing school sports to stay in shape, advance their skills in that sport, build their skills as leaders and become well-rounded players overall. Club sports can be an outlet for emotions and a time to have fun, while working on skills and gaining new friendships with fellow teammates. Players are able to experience different coaching techniques and possibly be noticed by recruiters for the collegiate level.

**ANNA BUCK BUILDS SKILLS ON THE COURT**

Freshman Anna Buck plays on the USA Michigan win team and enjoys playing to advance her skills and technique for volleyball at Loy Norrix.

Anna said, “I play for USA Michigan volleyball, and I am currently playing on the three month team as libero. We train twice a week and play in tournaments every other weekend.” Anna continued, “We work on technique a lot, and that really helps me for when school season comes around.”

**ANDREW ROBERTS TAKES ON CLUB BASEBALL**

Junior Andrew Roberts currently plays on the Michigan Rebels club baseball team and has played club baseball for seven years on five different teams. He recommends that athletes play club sports so that they can advance their skills mentally and physically and have fun traveling.

“Playing on a club team has definitely helped me to develop friendships and has helped me gain more knowledge about the game. I have formed a new perspective on baseball from different coaches, which helps me play better overall.” Roberts continued, “Even though you have to travel a lot and dedicate a lot of time to the sport, it’s worth it to see all of the different venues and make friends while getting better at baseball.”

**KALAMAZOO UNITED CLUB SWIM TEAM PREPARES SWIMMERS FOR SCHOOL SCHOOL SEASONS**

An underrecognized club sport is swimming. Many students from Loy Norrix are on the Kalamazoo United team, including sophomore Carly Loken. Carly has been on KU’s team for seven years and recommends that people play club sports to work on their skills and meet new people.

“I definitely think that it provides a really strong foundation for athletes coming into the high school programs, and it’s a great way to meet people from around the community. I’ve met some of my best friends there and created some great connections with younger and older athletes that I’ve learned from and been able to grow with, it’s been a great experience overall.” Carly continued, “During the summer we’re able to train and come into our high school season ready to transfer into the hardcore



PHOTO CREDIT / OLIVIA ELY

On February 10th, 2018, USA Michigan defeated Lakeshore Elite with the final scores being 25-21 and 25-14. USA Michigan went undefeated this day at Inside Out’s facility.

training, and it gives us a jump to the season and so we’re able to accomplish more things as the high school season progresses.”

**CLUB SPORTS SHAPES LAUREN INTO A LEADER**

Senior Lauren Johnson has played club softball for six years, on three different teams. She recommends that athletes play club sports so that they can experience a higher level of competition and to have fun.

“It’s cool to meet people from different schools and kinda learn how different their lives are compared to yours, and you make a lot of friends through club sports. The competition is better because there’s a lot of people at your same playing level and it’s been really fun,” said Lauren.

Lauren believes that playing club sports has significantly helped her with her school softball seasons.

“If I didn’t play club softball, I wouldn’t have been a captain, and I wouldn’t have been on varsity since freshman year,” said Lauren.

A common concern with playing club sports is the burnout from playing year round, and the growing possibility for an athlete to be injured. Although these are legitimate concerns, they can be avoided with proper resting time and wearing proper equipment during practices and games. Many people are opposed to playing club sports because they think that it can be too expensive, but many clubs offer fundraisers for their players to utilize to help them save money. Playing club sports involves lots of traveling, which can raise expenses quite a bit and becomes very time consuming.

In addition to all of the great benefits of playing club sports, the most important is that athletes get to play the sport that they love with great people. Club sports aren’t for everyone, but are recommended to those who want to build their skills while having fun with friends.