



It may be time to completely ban smart phones at school

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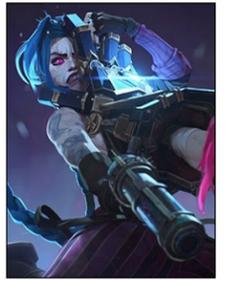
The Quill

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Arcane elevates its source material to create a good show

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Robbinsdale Cooper High School

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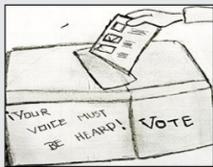


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COOPER PLAYING HOST TO EXCHANGE STUDENTS

Seven students from around the world reflect on their time in America



Photo by ROSE VANG-LOHNES

Emeric Clercq, Carmelle Bouvard, Lennart Frank and Finja Mugge (left to right) are four of Cooper's foreign exchange students.

By TESSA LENOCH
Quill staff writer

Cooper has seven exchange students joining the student body for the 2024-2025 school year: Finja Mugge (12), Carmelle Bouvard (12), Sherry Chan (12), Tann Chearapasorn (12), Emeric Clercq (12), Lennart Frank

(12) and Thea Gronning (12). A couple of months into the school year, they have shared their thoughts on being in the Cooper exchange program so far.

Finja Mugge

Mugge is a student from Germany. So far, her favorite part of the foreign exchange student experi-

ence has been meeting the people in America. "Everyone is so friendly," she said.

The hardest thing for Mugge at the moment is the cultural differences between America and Germany. Despite this, she still has been able to meet new friends.

"I'm adjusting slowly,

but, yes, [I am adjusting]. Cooper has a lot of welcoming students and teachers," she said.

Upon returning home, Mugge looks forward to catching up with her friends and family.

Carmelle Bouvard

Bouvard is from France and Switzerland.

Her favorite part of the exchange program has been school, which she said is more calm compared to back home. She also believes that the people are nice in America.

"Students and teachers helped me a lot, answering my questions, helping me find my way around the school," she said.

When it comes to what her most difficult adjustment was as an exchange student, Bouvard explained that the transition was not that difficult.

"Nothing [was hard] really," she said. "Maybe the food, as it's different, but it was not that hard."

After the exchange program, Bouvard plans to finish high school and go on to university.

Sherry Chan

Chan is a student from Taiwan. On the topic of adjustment, she said that there were not many huge differences like she expected.

"[The hardest things to adjust to are] the weather and the dryness. There are days that are freezing in the morning but hot in the afternoon, which is really confusing. The dry-

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NHS students look ahead to '24-'25 activities

Group places emphasis on community service initiatives in addition to its focus on the academic achievement of its members

By TRISTAN JAY TOLENTINO
Quill staff writer

Members of Cooper's chapter of National Honor Society (NHS) are looking forward to the work they will do during the 2024-2025 school year.

"If you want to be a compassionate leader that promotes care for others through service, this is the place for you," social studies teacher and NHS advisor Ms. Kilsdonk said.

NHS is an invitation-only organization. Students in all grades can qualify for NHS if they have a grade-point average of 3.6 or more and are recommended by a staff member. Additionally, the students need to show commitment by volunteering within the community.

Once admitted into the program, members are required to complete a set amount of community service hours. According to Kilsdonk, members need to complete 10 independent hours and 10 NHS-sponsored hours.

"Selflessly, these students are leaders that show concern and care for humankind," Kilsdonk said.

When it comes to the qualities shared by the students in the group, Kilsdonk said it is not only about volunteering and getting good grades but also showing the four pillars of NHS: scholarship, service, leadership and character. Scholarship is about committing to learning and growth in both personal and educational situations, while service is connected to commitment to society and school through acts of service. Next up is leadership, which relates to being responsible and taking ownership of one's own actions. Finally, there is character, which includes demonstrated ethical and moral behavior.

Kilsdonk said she witnesses these traits during NHS meetings, which occur the first Tuesday of each month during Hawks Lunch and Learn session A. According to Kilsdonk, a typical NHS meeting includes discussions of different volunteering opportunities and the development of new ways to get involved in the community. Some activities NHS members participate in during a typ-



Photo by SHARON KILSDONK

NHS has an annual induction ceremony to welcome its new members.

ical school year include Cooper blood drives, student tutoring, Cooper Cares outings, the Relay for Life event in May and other Robbinsdale Area School District activities.

Helping decide on these activities are the group's four student leaders: President Eliana VanSistine (12), Vice President Melat Kiflu (12), Secretary Addison Grimes (12) and Treasurer Sead Sumic (12). VanSistine said she joined NHS due to her interest in the community.

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Vaping poses many health risks to teenage users

While the number of surveyed teens who reported vaping has dropped in recent years, the percentages are still high

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

The Minnesota Department of Health (MDH) reported in 2023 that 13.9 percent of high school students surveyed in Minnesota had vaped in the prior 30 days. While this was a drop from the 19.3 percent who had reported vaping in the same survey in 2020, the final figures demonstrate that vaping is still a health concern for Minnesota teens.

Vaping devices are generally known as electronic cigarettes. We know that there are many types of electronic cigarettes, such as traditional pipes, pens and USB drives.

All of these devices have a different shape but they all work in a similar way. At the moment of inhalation, the liquid is heated in a cartridge, converting it into vapors.

Many people see vaping as fun or fashionable. In

fact, the Minnesota Department of Health said in 2023 that many students still believed that vaping was less harmful or addictive than smoking cigarettes. Despite this misperception, there are many dangers that vaping can cause to your body.

According to the Centers for Disease Control and Prevention (CDC), a risk that we run when smoking any type of cigarette is that it exposes our lungs to smoke. The problem with vaping begins when we absorb nicotine and other chemicals that pass through the throat and reach the lungs.

Although they may seem harmless, nicotine and other vaping chemicals can affect your brain, which can cause a lack of learning, changes in mood and a lack of concentration. In fact, the MDH reports that nicotine can worsen symptoms of stress, anxiety and depression. This can affect teens both in their studies and in their social life.

The dangers of vaping are recognized by teenagers. Josue Tipanquiza Escobar (11) said he avoids vaping

because "one of the body's most important organs, the lungs, are at risk" when a person smokes. When someone inhales from a vape, toxic substances are introduced that irritate the respiratory tract and decrease oxygen in the blood.

Echoing Tipanquiza Escobar's observation is Naydelling Montenegro Rizo (12).

"That some teenagers see it as an innocent thing to do does not take into account that, throughout their lives, they will have as consequences like a lack of oxygen and symptoms such as headaches, nausea and internal damage," Montenegro Rizo said.

Vidal Lopez Leon (11) said he has learned that vaping and smoking are harmful to the health of people with respiratory diseases such as asthma or other diseases like cancer. These habits can aggravate symptoms and increase the risk of serious complications.

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Mental health should be focus for all teenagers

Pressures related to life inside and outside of school puts stress on young people

By MARIAH WASHINGTON
Quill staff writer

Seven classes. Five days a week. Eight hours a day. There is no denying school can be one of the most stressful things a student can experience.

School wasn't always stressful. Being in elementary school seemed to be carefree for so many of us, so when did this stress start? I think the stress started when students no longer had hours of free time after school or after their activities.

Nowadays, instead of just having homework at night, students have additional responsibilities. Today's students are asked to work on top of managing seven classes every day and getting involved in school. I think this is when the stress started.

According to the Centers for Disease Control and Prevention (CDC), about 42 percent of students reported persistent feelings of sadness and hopelessness. What is more, the CDC expects that this number will continue to increase.

It is clear that students are expected to do too much. Managing seven classes a day, extracurricular activities, friendships and their home life is too much to expect from teenagers. Given these many pressures, when are we supposed to find time to have fun?

Sadly, this stress can sometimes result in suicidal thoughts. In fact, suicide is the third-leading cause of death among people between ages 14-18 according to the CDC. Is this suicide rate so high because of school? Students face a lot of pressure from school work, from peers and maybe even from parents, and that can contribute to their feelings of depression.

Additionally, people also go through many emotional and physical changes during their teenage years, which can result in suicidal thoughts. Johns Hopkins University lists the leading causes of teen suicide are changes in family and friendships, and stress from social media and school.

With teens already having so much on their plates, we need to consider ways to do something about it. First, the teens themselves need to organize their time and talk to someone they trust if they are dealing with anything. Next, teachers and school officials need to ease up on the pressure they give their students. Finally, parents and families need to talk to their teens and make sure they are aware of what's going on in their child's life. Together, we can be the ones to help take some weight off the shoulders of teens.

VAPING

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Despite these concerns, some teens elect to vape, even during the school day. In fact, the MDH reports that 72.3 percent of teens who vape actually get their e-cigarettes from other friends who also smoke. This can lead to issues at school.

"Nowadays, most students tend to vape in the bathrooms without knowing the damage they cause when they throw the inhaled air into a place where there are other people who also occupy that place," Ignacio Sanchez Tapia (12) said.

Free food at school should be a basic right

While Minnesota has provided students with free food since the pandemic, that has not been the case in most other states



Photo by ROSE VANG-LOHNES

The breakfast cart located at the second-floor Y is one place students pick up their food in the morning.

By ROSE VANG-LOHNES
Quill staff writer

Free food at all schools in Minnesota was not common to me at all until eighth grade after COVID-19 arrived. I always found it strange that, if you didn't have lunch from home, you either paid for the school food or you didn't eat. When I look back on those days, some questions come to mind. What if some of the kids didn't have food at home? Why do I have to pay to eat at a building that I have to spend half of my day in? If a school is the

only form of shelter for a person, shouldn't they be able to eat for free in their only form of shelter? Even if I can't find an answer to these questions, I still want to bring attention to them.

The most important question that should be asked is: isn't having food a right? Children and young adults spend seven hours at a building that we are required by law to attend for five days each week. The least we can do is have food that is free. In elementary school, I remember how I used to not eat lunch sometimes because I didn't want them to no-

tify my parents that my lunch account was in the negative. Don't get me wrong: my parents were more than capable of paying it off, but I didn't understand why I would get in trouble with the school for wanting to eat school food.

The second important issue that should be acknowledged is that some kids may not have food at home. If the kids aren't bringing lunch from home, then there is a good chance they don't have food at home. We don't know what other people's home lives are like and we don't know

what they have to go through. In fact, according to the School Meal Association, "Nearly one in five children in America live in households without consistent access to adequate food." We have studies and statistics to back up the fact that students may not have food at home.

The last point that I want to bring up is that some students do go through some situations where they are temporarily homeless or are completely homeless. School may be the only place of shelter for students in this situation. Shouldn't a place of shelter provide basic needs? Youth.gov estimates that there are 700,000 young people ages 13-17 who are homeless. Shouldn't we care more about the students that are struggling with shelter? Of course, we don't know which students are and are not going through this situation, but that reinforces the point that school food should be free. We don't know what others are going through.

All in all, food at school should have been free from the beginning. We have students that may not have food at home or are struggling for shelter. We shouldn't make their lives even harder by not being able to provide food for them. Only eight states, California, Colorado, New Mexico, Maine, Massachusetts, Michigan, Minnesota and Vermont, are still providing free food for their students after COVID-19. All schools should be providing free food for their students. Having food is a basic human right.

It may be time to ban all phones from school

Despite our growing reliance on technology to stay connected, the benefits of putting away our smart phones are considerable

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

Phones have become an integral part of daily life in today's digital age, offering connectivity, entertainment and access to information. However, when it comes to the classroom, the presence of phones can have a more negative impact than a positive one. This is why many schools are adopting no-phone policies. In my opinion, these policies are beneficial and necessary for the academic success and emotional well-being of students.

One of the most immediate benefits of a no-phone policy is the reduction of distractions. Phones provide constant notifications, social media updates and access to games and entertainment. All of these items can pull a student's attention away from what they are supposed to be doing in class. It is not an exaggeration to say that even a quick glance at a phone screen can disrupt the learning process, making it harder for students to focus on class activities and absorb the material being taught. By removing phones from the equation through a no-phone policy, students are encouraged to stay engaged in the lesson and give their full attention to the teacher and the subject matter.

Whether it is at school or

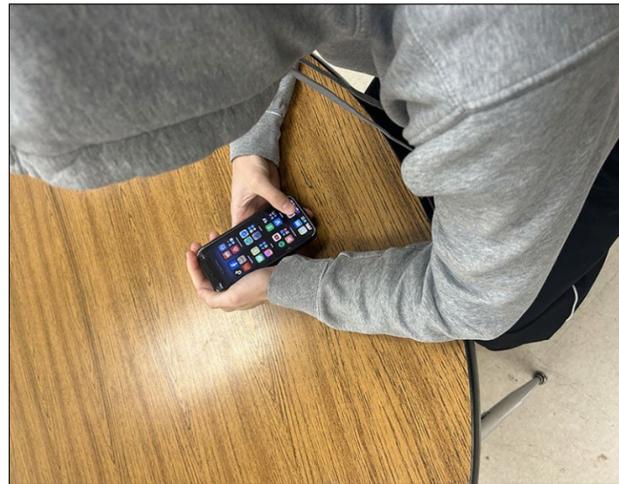


Photo by MARIAH WASHINGTON

Many teens spend more time on their phones than they do on their work.

outside of school, many teens spend a great deal of time on their phones. That excessive level of screen time, particularly when it is spent on social me-

phone policy, schools actually are providing students with a much-needed break from the pressures of social media. As a result, students will have the

Another issue related to phones involves their impact on student sleep patterns. Many students stay up late, texting friends or engaging with social media, which can interfere with their ability to get a restful night's sleep.

dia, can contribute to increased levels of anxiety, depression and stress, especially among teenagers. By enforcing a no-

opportunity to focus on their studies, their personal growth and the chance to develop real-world relationships.

Another issue with the distractions provided by phones is that it stops people from thinking and reflecting on themselves. In effect, if we get rid of the phones, we could help students become more mindful. Encouraging mindfulness and being present in the moment without the constant pull of their phones at school will help make students more likely to practice mindfulness and be present in the moment outside of school. This shift in focus can have lasting benefits not only academically, but also in terms of emotional regulation and cognitive development.

Another issue related to phones involves their impact on student sleep patterns. Many students stay up late, texting friends or engaging with social media, which can interfere with their ability to get a restful night's sleep. A no-phone policy at school may encourage students to keep their devices off throughout the day, helping them get better sleep and wake up feeling more rested and ready to learn. Better sleep contributes directly to better focus and retention of information in the classroom.

It is for these many reasons that a no-phone policy at school

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The Quill

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Election shows that voting matters

Many people believe that one vote does not make a difference, but the ability to vote is a right Americans should not take for granted

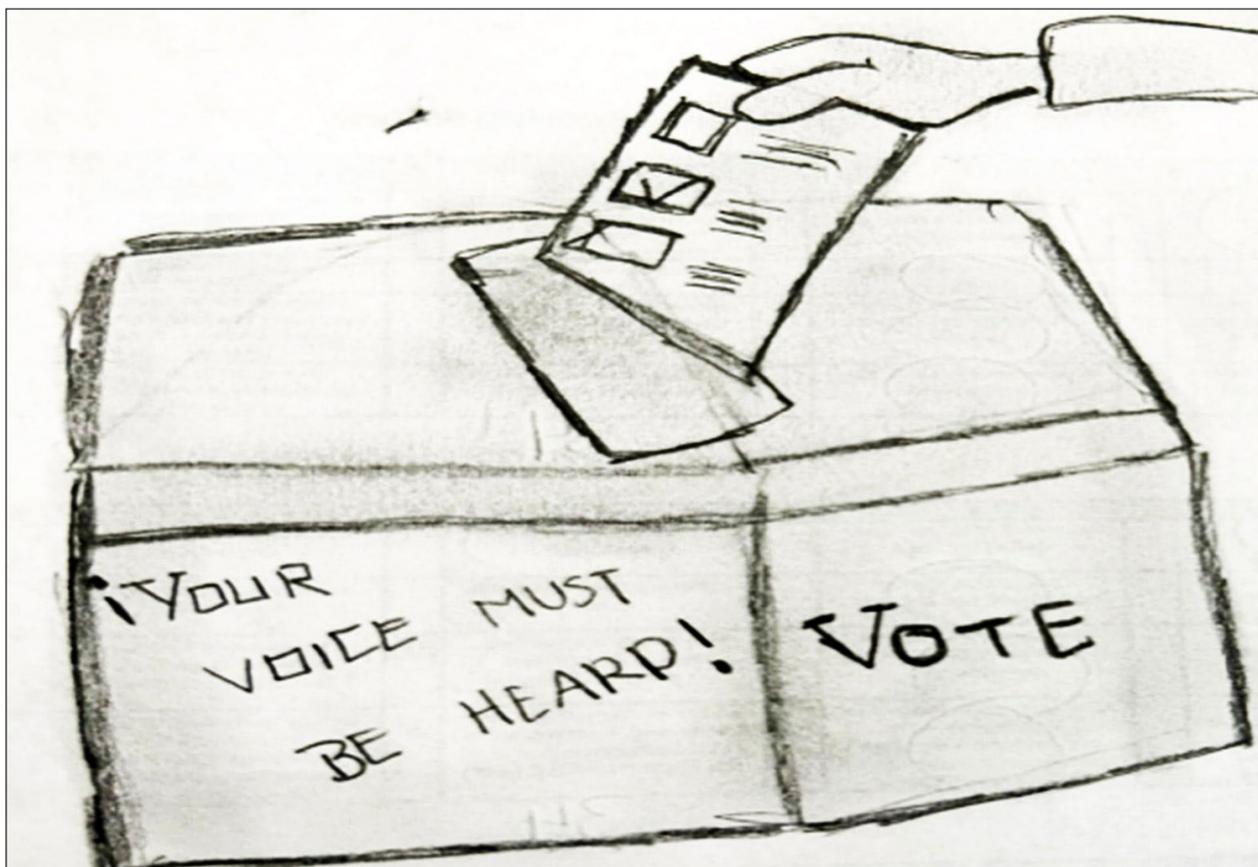


Illustration by LESLY TIPANQUIZA ESCOBAR

The right to vote provides citizens with a chance to make their opinions known about the issues being faced in their communities.

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

Voting is a rite of passage for every teenager as they turn 18 and are considered to be an adult. For many Cooper seniors, their first chance to vote took place on November 5 as they were able to submit a ballot for the 2024 presidential election. The ability to vote in a fair election is not something that happens in every country, which makes it even more important for young people to take advantage of their ability to vote in America.

My first experience with voting was in a situation where it was not mandatory for me to vote. However, I felt that it was important that my voice was heard and that my opinions were taken into

account. This is why it is important to take part in any election. For me, it is a good way to give our opinions and elect the representatives who will make decisions on our behalf. By voting, we have the opportunity to elect our leaders.

In my native country of Ecuador, young people can vote starting at 16 years of age for political elections. However, it is only optional to vote when people are between 16 and 18 years old. For Ecuadorians over 18 years of age, including people deprived of their liberty, voting in elections is mandatory. It is not just about participating in the election process, it is about the voices of the citizens being heard, respected and taken into account.

In countries with free and fair

elections, every vote matters as they collectively shape the future we want to build, safeguard our individual rights and freedoms, and ensure that our democratic values survive for many more generations. Through voting, we have the power to influence the policies and laws that govern our communities. Elected officials depend on the votes and voices of their constituents to make political decisions.

Your vote creates a chain reaction that encourages your friends and family to vote too. By casting your vote, and encouraging those around you to do the same, you help create a government that is representative and responsive to the needs and desires of all its citizens, not just a select few. Voting allows your opinions and values to

transform into concrete changes in your communities.

Voting in this country is not only a right, it is a responsibility and a privilege that every citizen with that right must utilize. By participating in elections, you play an active role in shaping the future of both your community and your country. Your vote has the power to influence policy, hold leaders accountable and create a more inclusive society.

Let us remember that voting is not only about making your voice heard but also about making sure other people's voices are heard as well. By exercising your right to vote, you guarantee that everyone has the opportunity to be heard. So whether you are young or old, your vote matters.

The Graduate

Former *Quill* editor-in-chief and member of the Class of 2024 Noah Plahn shares his insights about life after high school in the second installment of an ongoing series

Life changes fast as one moves on into college years

There is more free time in college, but that time quickly fills up with other tasks

By NOAH PLAHN
Quill staff writer

From the moment I started school, I viewed each level of education as a system of progression: elementary school, then middle school, onwards to high school and, eventually, college. At the time, though, high school and college seemed like such a daunting task.

In my experience, many teachers made it sound as if living a tolerable life down the line would be impossible. Phrases such as "This will never fly in high school/college" made it seem like we were soon to be just scraping by, held down by the never-ending dread of school.

More than a decade later, I'm now blessed with the opportunity to be a full-time college student, and I am finally, and thankfully, still scraping by. But until you experience going to college for yourself, it's impossible to describe the difference between high school and college. Obviously, you place in your mind some expectations about college. While some will be met, others couldn't be farther from the truth.

First, I want to preface this by reminding you that many factors contribute to what you experience in college. Things such as online vs. in-person classes, full-time vs. part-time, campus size, school location and many other pressing factors play such a substantial role in your life at college that they could cause your experience to be entirely different from mine. However, that's okay. The beauty of life is all of our divergent journeys and how they mold our everyday lives in so many different ways.

In my case, I am a full-time, on-campus student who also works part-time, putting in around 16 hours a week. I also play football for the school and attend a relatively small campus. These requirements combined to make my everyday life very busy in ways that are different than high school life.

The most obvious but staggering difference between college and high school is your sense of freedom. You're an adult now and you choose your schedule. Time management, as if not already important enough, becomes even more critical at the collegiate level.

In high school, you are still a minor for nearly your entire four-year journey. Although freedoms are slowly given to you, such as the ability to drive, you are still forced to be at Cooper seven hours a day, five days a week, and sometimes even longer with extracurriculars.

After high school, more is asked of you as both a student and as an adult, but you are in control. Balancing all the things required of you becomes a very intimidating task. For me, finding any sense of free time has been a struggle. Although sometimes I endure burnout, I am the type of person who must stay busy to function, so this system works phenomenally well for me.

The combination of class, homework, football, work, a relationship, friendships and all the hundreds of minute things life requires you to do begin to add up. Menial tasks such as doing laundry, preparing food, going to the gym and taking care of any other chores you must attend to all tally up as well.

Despite this, at the core, you are still a student. Things like classroom attendance and sports events still have the same importance as they do in high school. Sure, higher quantity and quality work is expected of you, but

Increased hall security helping school environment

Hallway monitors, school security staff members contribute to overall safety of students attending Cooper

From the Editors

Cooper has put more security in the hallways during the school day over the last two school years. The increase in security is likely connected to the past issues the school has had with hallway behavior. The good news is that this addition of more security hasn't negatively affected Cooper in any way so far. In many ways, the building generally seems to be more stable.

At first, many students thought that having more security in the hallways was going to create more traffic and more conflict between adults and teens in the hallways, which would make other students late to class. However, the process has been much smoother than what some thought would be the case.

Having more security in the



Photo by ROSE VANG-LOHNES

The second-floor Y is one spot benefiting from increased hallway security.

hallways at Cooper has been good so far. Placing more security in the hallways has helped with traffic flow, most notably in places like the second floor Y. This has cut down on students being late to class and decreased

the number of students standing around creating traffic jams in the halls.

We also have less drama in the halls and more positive behaviors thanks to these changes. The increased security in the hall

has prevented some fights and reduced the number of students skipping class. When students notice more security in the halls, they may be less inclined to try to skip classes or be in the halls, especially without an electronic pass. This has impacted the halls during the school days in a good way and there are many students who have noticed the improved environment for the people who attend Cooper.

Overall, having more security in the halls is making a positive impact. A lot more students are in class and there are not that many students skipping class periods. In addition, there are fewer bad things happening during passing times like fights. Finally, more people are on time for class and there is less standing around. Hallway security has been good for Cooper so far and hopefully it increases the good for the school in the months to come.

Indigenous Peoples' Day would benefit from more attention

All Hawks would gain a broader view of the world if the school and society would shine a brighter light on indigenous people

By ROSE VANG-LOHNES
Quill staff writer

On October 14, 2024, Cooper had an hour dedicated to Indigenous Peoples' Day. Indigenous Peoples' Day is important to me because I am an indigenous student here at Cooper. Therefore, I want to bring some attention to why that day exists and what our school has done to acknowledge this day. I believe Cooper and the district did a good but not great job of acknowledging indigenous people on that day.

Indigenous Peoples' Day is a day of acknowledgment and recognition. The idea of Indigenous Peoples' Day was first proposed

by indigenous people at a 1977 United Nations conference to counteract anti-indigenous discrimination, as well as the inaccurate narrative that Christopher Columbus discovered the Americas, which had been inhabited for millennia by more than 600 indigenous nations, according to an article published by the University of Pennsylvania. Once Indigenous Peoples' Day was recognized, it was slow to replace Christopher Columbus Day nationwide. However, in recent years, it has picked up speed in recognition.

During the most recent Indigenous Peoples' Day, Cooper did a one-hour instructional lesson called "Indigenous Education for

All." This lesson included a slide show, some videos and a lesson plan. The lesson plan and videos were about seven indigenous teachings and principles to live by. The seven teachings are: Respect, Truth, Wisdom, Honesty, Humility, Courage and Love. Students who took part in the lesson were given a sheet of paper and asked to write about how we perform the seven teachings in our lives. While this was a nice, mini-lesson during the day, it didn't feel big enough to truly acknowledge the experiences of indigenous people.

I feel like Cooper didn't do as well as it could have in acknowledging Indigenous Peoples' Day. Yes, we went over a slideshow

and a lesson, but it didn't feel that engaging. For most students, it was just seen as any other day with an extra lesson. It also didn't help when some classmates openly showed that they didn't care about Indigenous Peoples' Day by laughing at the lesson.

I believe we missed the mark when teaching about Indigenous Peoples' Day. We should explain what the day is really about and why it was set up. Just telling kids to watch a video and then do an assignment is not helpful in spreading awareness, let alone inspiring us to celebrate that day. We spend

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Trio of albums appeal to listeners in different ways

Recent works by Good Kids, Brakence, Surfaces represent wide assortment of genres

By TRISTAN JAY TOLENTINO
Quill staff writer

Welcome to my inaugural music review column. As someone who listens to a lot of music from a lot of different genres, I was having a hard time picking just one release to critique. As a result, I decided to review three albums from the last four years, one that was released this year, one from 2022 and one from 2020.

Good Kid 4 by Good Kid

Good Kid 4, a six-song EP by indie pop rock band Good Kid, was released in 2024. Good Kid is a five-member group from Toronto, Ontario made up of lead vocalist Nick Frosst, drummer Jon Kereliuk, bassist Michael Kozakov and guitarists David Wood and Jacob Tsafatinos.

You may be familiar with the band's mascot, known as Nomu Kid, which is featured in their marketing and social media. Additionally, you may have heard one of the EP's singles, a cover of Laufey's song "From the Start," somewhere. This cover is a good indicator of what to expect from the EP.

Although my teenage years are nearly over, this six-track release captures the life of a teenager. It is rebellious, loud and chaotic. This feeling doesn't fade but adds on to itself and grows as each of the album's songs continue.

The continuous rush of excitement you will experience while listening to this album make it a perfect one for music fans. I found myself liking the last song on the album, "Premier Inn," the most. Overall, I would rate this release 3.9 out of five stars.

Hypochondriac by Brakence

Brakence is the stage name for Randall Findell, an American singer-songwriter, rapper, record producer and musician from Columbus, Ohio. His 13-song, 2022 album *Hypochondriac* features a hyperpop-influenced style that has been described as a mixture of Midwest emo and rap.

As many people who experience Minnesota winters know, seasonal depression is a real thing. Brakence brings that feeling into the songs on *Hypochondriac*.

The tracks on the album deal with a range of emotions, such as resentment and grief. The singer's voice is effective at expressing these feelings on each song.

While listening to songs like "Venus Fly Trap," "Argyle" and "Intellectual Greed," my soul feels heard at the same time that my muscles feel tense and stressed. These and the other songs on the album cycle from sadness to self-loathing to acceptance, which reflects the cycle of emotions most people experience when dealing with life's challenges. Overall, I rate this album 4.45 out of five stars.

Horizons by Surfaces

Surfaces is a Texas-based band that plays a blend of surf music, jazz, soul, pop rock, hip hop, reggae and calypso. While they have released six studio albums, my favorite is their 2020 release *Horizons*, which features 12 songs.

If you already miss the feeling of summer, listening to *Horizons* is your best way to get that feeling back. The tracks on the album give off a laid-back and relaxed feel. Listening to Surfaces play gives you a chance to just let your problems fade away. In fact, I find that this album provides a great way to loosen up your mind if you need a break while studying.

My favorite song from the album is "Remedy." The catchy melody on this track will get you hooked on the album and on the band. *Horizons* deserves 4.1 out of five stars.

Private Idaho benefits from strong acting

Gus Van Sant's classic 1991 film *My Own Private Idaho* is viewed as a landmark achievement in queer cinema



Photo by FINE LINE FEATURES

Anchoring the film's great performances are Keanu Reeves (left), who plays Scott, and River Phoenix (right), who plays Mike.

By TESSA LENOCH
Quill staff writer

My Own Private Idaho is a 1991 indie drama written and directed by Gus Van Sant. The film is considered a landmark of new queer cinema, a movement that was born in response to the devastating AIDS crisis of the 1980s. A loose adaptation of both the work of Shakespeare and the 1963 novel *City Of Night*, Van Sant creates a film that balances modern slang with long and confusing monologues. Through these bold choices, distinct character personalities and relationships are created. Deeply unique and incredibly sad, *My Own Private Idaho* perfectly encapsulates the feeling of melancholy.

Set in Portland, *My Own Private Idaho* follows the lives of two young men with starkly different pasts, but a strong bond nonetheless. Mike (River Phoenix) is a narcoleptic hustler with a murky past and a broken family. Now, he finds family in a group of boys in the same line of work. After a narcoleptic episode that leaves Mike vulnerable, he is saved by his best friend, Scott Favor (Keanu Reeves). Similarly to Mike, Scott has left behind his family for the more risky and exciting allure of life on the street. However, Mike's situation is one he has chosen. He is

the son of Portland's mayor and has been promised a large inheritance when he turns 21. Under the care of Bob Pigeon (William Richert), a dozen boys working the same job as Mike and Scott are living in an abandoned building.

However, Mike isn't quite fulfilled with this life. He wants more; importantly, he wants his mom. De-

characters, particularly River Phoenix. Thanks to the actors' compelling performances of conflicted and hidden emotions, the audience can create a connection with the protagonists, despite the fact that they are leading lives that may be completely different than those led by the average person. Through this, the audience can also understand

gearing on facial expressions, the sky and empty streets, the film creates a lonely and melancholy feeling.

The sad atmosphere does not mean the film lacks intensity. The main pull into this world lies in the relationships between the two protagonists and their friends. Understanding each character's individual feelings related to themselves and others creates a sense of privacy and sacredness like the title of the film would indicate. Once the audience understands one character, they gain access to more questions about another. At the climax of the movie, visuals that previously evoked a sad feeling creates a tempo similar to a heartbeat.

At its core, the film is a love letter to Portland, to one-sided feelings, to friends and to the things that may be considered "dirty." Under this new light, the shots of empty streets and fish flying out of water no longer create discomfort, but create a feeling of home.

My Own Private Idaho wasn't my favorite movie, and I wouldn't even say it's the best movie in this incredibly specific genre of melancholic hope. However, it has life. When a piece of art can make someone feel something, I think that is enough to recommend it. I would rate *My Own Private Idaho* four out of five stars.

The sad atmosphere does not mean the film lacks intensity. The main pull into this world lies in the relationships between the two protagonists and their friends. Understanding each character's individual feelings related to themselves and others creates a sense of privacy and sacredness like the title of the film would indicate.

spite only remembering his mother and his childhood home through short snippets and blurry memories, Mike is determined to find her. Traveling on the path his mother left with Scott, Mike tries his best to reconnect with his blood family.

My Own Private Idaho is a movie carried by its actors and

the relationship the characters have with each other, and feel the highs and lows of their conversations throughout the film.

The movie focuses on the mundane, despite telling a large-scale and semi-absurd story in comparison to its gray-blue environment and somber mood. With shots lin-

Arcane transforms video game into gripping show

Although it is based on *League of Legends*, viewers of *Arcane* do not need any prior knowledge of the game

By ROBIN JARMAN
Quill staff writer

In recent years, Netflix has had a habit of canceling shows, whether those shows are good or bad. Due to that, Netflix has been left with many lackluster shows that they push at their viewers. Fortunately, *Arcane* is not one of these throwaway shows and in November, its a second season officially debuted.

Arcane is an animated show based on the game *League of Legends*. The show follows two sisters named Vi and Powder who are trying to survive day to day while living in the Undercity, which is currently being oppressed by Piltover. The show also follows two scientists named Jayce and Viktor who try to use magic to make a better Piltover.

The first thing that makes this show worth watching is the story. Although *Arcane* is based off of *League of Legends*, it adds more character- and world-building to

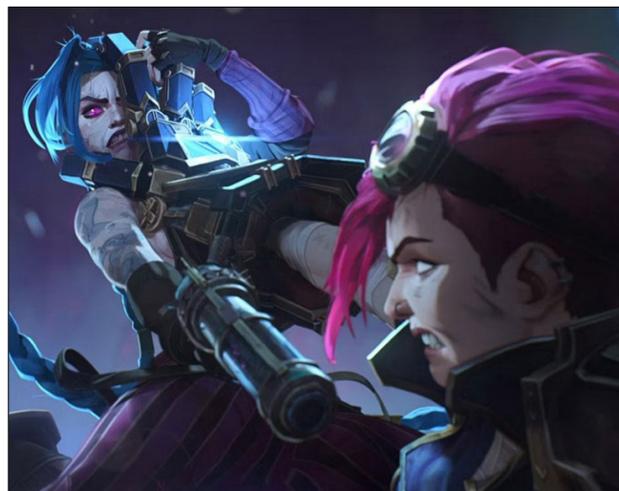


Photo by NETFLIX

One highlight of *Arcane* compared to the game is the revamped character design.

the story that the game couldn't provide. Each character feels organic and they aren't one dimensional. The writers make each character have their own flaws and morals. Every action or choice that the characters make or do feels real and makes sense to that character,

which helps the viewer get invested in their stories.

The animation is another big part of why the show is so good. While *Arcane* is a 3-D animated show, they also use 2-D elements to add texture or effects like fire and smoke. *Arcane* also has great

character design. Every character looks different and feels natural to their environment, which is another highlight of the show's animation.

It is important to note here that the show's animators had to redesign most of the characters from the video game so they could fit into the show. As a result, if you compare each character to their *League of Legends* counterpart, you can see a visual improvement.

The soundtrack is also one of my favorite parts about the show. They select many different genres of music to fit the mood of each given scene. One example of the show's good use of music is a fight scene that features the song "Snakes" by PVRIS and Miyavi. This track elevates the intensity of the scene and its animation.

Overall, *Arcane* deserves five out of five stars. I would recommend it to everyone, even if you are not familiar of *League of Legends*. Whether you are a fan of fantasy or science fiction, you will enjoy *Arcane*.

IT MAY BE TIME TO BAN ALL PHONES FROM SCHOOL continued from page 2

could be of help to students. Whether it is in the classroom or outside of the school walls, the benefits of a phone ban far

outweigh the need students have to access their phones. Of course, it would be difficult to enforce a ban unless the entire

school, the entire school district and every family with students in local schools united together to make it possible, which does

not seem likely. However, it is important to consider the value such a phone ban could have on students.

Revenge is best of *Star Wars* prequels

While it includes the epic action one would expect from a *Star Wars* film, it also deals with compelling moral issues

By MADDY MALONE
Quill staff writer

The film I selected to review is *Star Wars: Revenge of the Sith*, written and directed by George Lucas and released in 2005. I chose this film because it holds a special place in my heart. I grew up on *Star Wars* and this is my favorite of all of the movies. The people involved with it put in so much effort to create this film for *Star Wars* fans and it never fails to deliver. Moreover, the story this movie tells is incredible down to almost every detail. *Revenge of the Sith* utilizes art direction and music to tell the story of what happens to someone when too much pressure is put on them.

As the film opens, Chancellor Palpatine is kidnapped, so Anakin Skywalker and Obi-Wan Kenobi are tasked with rescuing him and killing Count Dooku, the Sith Lord apprentice, which angers Obi-Wan because it is not the Jedi way. Following this mission, Anakin finds out Padme is pregnant, which makes him happy until he begins having visions of her dying in childbirth. Anakin seeks advice from the Chancellor, who tells Anakin about Darth Plagueis the Wise, who used the dark side of the force to access unnatural powers, including the ability to bring someone back from the dead. This conversation tempts Anakin to the dark side, while also making him suspicious that the Chancellor may be Darth Sidious. When the Chancellor then takes the unorthodox step of making Anakin his personal representative on the Jedi Council, Anakin finds his loyalties pulled in multiple directions, which sets in motion his tragic path to the dark side of the force.

One filmmaking technique that plays an invaluable role in this film is art direction. Every set and object in each shot of this movie effectively tells a different part of the story. One scene that illustrates this fact is when Anakin betrays the Jedi Order. Leading up to this scene, Anakin is placed in the Jedi Council room before ultimately deciding to go to the Senate building. He enters the Chancellor's office to find Mace Windu cornering the Chancellor and threatening to kill him, having figured out that the Chancellor is, in fact, Darth Sidious. Anakin demands that the Chancellor should be given a fair trial, which Windu refuses. In a moment of conflict and desperation, Anakin cuts off



Photo by LUCASFILM LTD.

Hayden Christensen's performance as Anakin Skywalker helps ground the film, especially as he turns to the dark side.

Windu's hand, giving Palpatine a chance to kill him.

Art direction is what makes this sequence so perfect. First, Mise-En-Scene is used when Anakin is initially in the Jedi Council chamber and staring off toward the Senate building, where Padme and Palpatine are located. This underscores the decision he is grappling with: should he stay with the Jedi or go to Palpatine's aid in order to save Padme? As he looks out of the window, we see the sun setting, which represents the end of Anakin's time on the light side of the force and the beginning of the dark times to follow. The colors in the room consist of reds and oranges, which are associated with the dark side of the force and foreshadow the fiery fight to come on Mustafar. Next, when Anakin leaves the temple and enters the Chancellor's office, it is nighttime, which signifies that his choice is now set in stone and he has turned to the dark side. All of these aspects of art direction help to show the audience Anakin's deep conflict. The impact of his choice will affect the entire galaxy and every aspect of the time of day during

which the scene takes place shows the weight Anakin's decision holds.

Another major part of this film is the music and how it reflects what is happening in the story. The battle scene between Obi-Wan and Anakin on Mustafar is a great example of the effective use of music. Obi-Wan and Anakin begin this fight after some dialogue about what Anakin has

done and how Obi-Wan must stop him. Once they begin the fight, composer John Williams' incredible song "Battle of Heroes" is heard. Toward the end of the battle and the song, Obi-Wan gains the high ground and Anakin loses the fight due to his hubris. Music is an important part of this scene because of the emotional layers it adds and how it reflects this penultimate moment of the story. This is not a victorious, heroic scene; instead, it is a battle between brothers and the music reflects that. While the music is tense, epic and includes different themes from the other *Star Wars* films, it is also sad in tone because these two people have been by each other's sides so long that they have come to view each other as family. When Obi-Wan ultimately wins the fight, the music is not victorious; instead, it is full of despair because this is not a victory. Obi-Wan is now losing one of the few people left who is close to him. Anakin is someone Obi-Wan has raised and taught, and now Anakin is burning alive in front of him and Obi-Wan can do nothing to help him. The music perfectly captures the fact that this is truly the end of Anakin Skywalker and Obi-Wan Kenobi and the beginning of Darth Vader and Ben Kenobi. In a way, both of them have died on Mustafar.

Revenge of the Sith is fundamentally about what happens to a good person when too much pressure is put on them. Anakin Skywalker has his flaws like anyone else, but he is a good person who cares deeply for his friends and family. He always tries hard to do the right thing and help others.

REVENGE
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Dunkirk brings pivotal World War II battle to life

Directed by Christopher Nolan, who also helmed the film *Oppenheimer*, *Dunkirk* shows one event from three perspectives

By ELLIAS BJORBACK
Quill staff writer

The film *Dunkirk* was written and directed by Christopher Nolan and released on July 13, 2017. I chose to review this film because I find war films interesting. Society tends to glorify war but war films as a genre challenge that with their gruesome realism. *Dunkirk*, in particular, is a highly rated movie based on a real event I am interested in which is another reason why I chose this film. Christopher Nolan's *Dunkirk* uses synchronous sound and music to further the lesson that there is always hope a good thing can happen in a bad situation.

Dunkirk uses fictional characters to depict an actual event that took place in 1940 during World War II. As the film begins, English soldiers have retreated to Dunkirk on the coast of France, where they have been encircled by enemy troops. Without an immediate evacuation, it is likely that most if not all of the troops will fall victim to enemy bombs and soldiers, but the weather and other obstacles are getting in the way of the English fighters.

With the situation established, the movie follows three different storylines that take place over three different spans of time. The first story, which takes place over the course of one week, follows a central English soldier as he attempts to survive long enough to make it back to England. The second story takes place over the course of one day as a fleet of civilian vessels is assembled

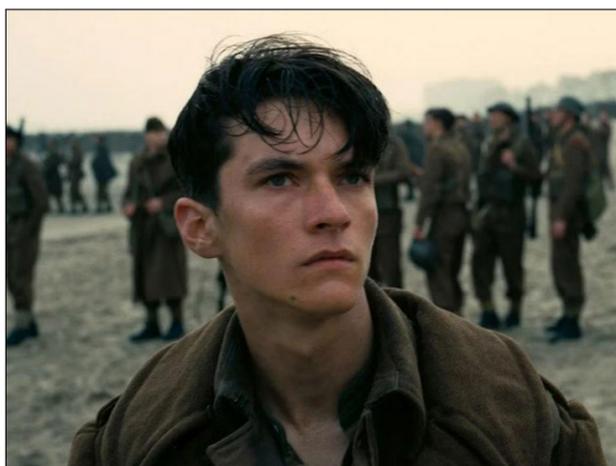


Photo by WARNER BROS.

In *Dunkirk*, British troops are trapped on a beach as German forces approach.

to travel from England to France to rescue the trapped soldiers. Finally, the third story focuses on an English pilot who is providing air support to the English soldiers and vessels over the last hour of the evacuation.

Given the fact that *Dunkirk* is a war movie, one filmmaking element that is important to the story is synchronous sound, which is when a sound matches an action seen on screen. Throughout the film, synchronous sound is used to immerse the audience in the story. *Dunkirk* opens with a scene in what appears to be an empty, peaceful town. There is very little background noise as a couple of soldiers walk down the road. A stack of papers is then dropped from the sky and the viewer can hear them fluttering to the ground. Suddenly, gun shots ring out and the soldiers have to run

for cover. This scene uses a combination of foley and live recording to create the synchronous sound effects. Foley was used to get the soldiers' footsteps and the papers falling while the gunshots were live sound effects. The scene starts out peacefully with the only sounds being created by the soldiers and their boots. When the shots ring out, it is jarring to the audience, reminding them that the film takes place in a war zone and that there is no real sense of peace.

Another important filmmaking element in *Dunkirk* is music. The music sets the tone for each scene and tells the viewer how the characters are feeling at any given moment. When all three timelines converge near the end of the film, the civilian boats finally show up to rescue the British soldiers, who all

cheer in anticipation of their escape. This scene is the first time in the movie when the background music actually sounds like traditional orchestral movie music. This classical and hopeful song tells the viewer that the soldiers still have hope of surviving. Despite everything they went through on that beach in France, the English army still has hope of living another day and defending their homeland.

The film *Dunkirk* conveys the message that there is always light at the end of the tunnel and that there is always hope in a bad situation. While one of the civilian boats was making its way to *Dunkirk*, they came across a downed plane with a shivering soldier sitting on top. The civilians help the soldier onto their boat, give him a blanket and offer him a cup of tea. Had the civilian boat not been heading for *Dunkirk* to help the soldiers, they would not have come across the plane and the pilot most likely would have died. I agree with the notion that it is always good to have hope in a bleak situation, but I also think it is unrealistic to believe that all situations will end up alright.

Overall, synchronous sound and music are used in Christopher Nolan's *Dunkirk* to teach the audience the lesson that there is always hope that a bad situation will end up alright. I thoroughly enjoyed the film and think that it is a good portrayal of the realities of war. I also think the different timelines make the film narratively interesting. *Dunkirk* earns five out of five stars.

EXCHANGE
continued from page 1

ness brought serious winter itch to me. It was painful," she said.

The increasingly freezing temperatures aren't the only thing that serves as a hurdle for Chan.

"The textbooks in history and government were very difficult to me, but now I'm slowly improving my English," she said.

Chan said she has made friends so far, but not as many as she would like.

"I'm hoping to join more activities to meet more friends," she said.

Lastly, Chan's favorite thing about America has been class variety.

"Back in Taiwan, everyone's classes are the same. But here, I can pick the classes I'm interested in. There are classes for everything here and I love that," she said.

Tann Chearapasaworn

Chearapasaworn came to America from Thailand.

"Football is my favorite thing about America, watching and practicing. I've joined the football team and am getting along with them," he said.

Cooper has been welcoming to Chearapasaworn, and he said he has found opportunities to connect with people all over the building.

"A lot of people know what exchange students are. People are very nice. I have made many friends in my classes and through sports," he said.

The hardest thing for Chearapasaworn to adjust to has been the lack of recess and being required to stay in the cafeteria for the entire lunch period.

Emeric Clercq

Clercq is from Belgium. He said he hasn't been doing much to adjust to America, although he is enjoying it. The hardest part so far has been the distance between himself and his family and friends in Belgium.

"I really like the fact that we can do sports right after school inside the school. I also love this school system. Cooper is, for my part, really welcoming. The teachers are very friendly and help you if you have any kind of problem. Same for most of the students," he said.

After graduating, Clercq plans to start his university years, as many of his friends in Belgium already have.

Lennart Frank

Frank is studying in America from Germany. He said he's been adjusting well, as America is similar to Germany. As a result, there was no culture shock for him.

"The teachers welcomed me a lot, but most students didn't even know that I was an exchange student, so they just treated me like everyone else," he said.

So far, Frank has bonded with the other exchange students.

"In normal life, [it's hard] to be open to everyone," he said.

When it comes to school, he said he is struggling to adjust to the five-minute transition from class to class.

Thea Gronningen

Gronningen is from Norway. She said she has been adjusting to America pretty well.

"I really like it so far," she said.

As she considers her favorite things about America, Gronningen offered a unique viewpoint.

"People are so nice," she said. "And free refills."

So far, the hardest thing for Gronningen has been speaking English all of the time. Despite this, she has found that the people are fun and easy to talk to.

After her year abroad, Gronningen plans on continuing with school.

"I have to do one more year of high school [at home], then I'll go to university," she said.

Premier Performers

The story of the musicians and artists who bring their talents to Cooper

Claire Choukalas

By ROBIN JARMAN
Quill staff writer

Claire Choukalas (12) is currently in choir, theater and IB art. Choukalas has been in choir for seven years.

"I had to choose between orchestra and choir due to low budgeting and low funding," she said. "I enjoyed singing more, so choir just seemed more appealing."

Meanwhile, Choukalas has been in theater for four years and art for two years.

"I wanted more of an opportunity to go into advanced art classes," she said.

There are many different things Choukalas said she enjoys about her art-related activities.

"One of my favorite things about choir is the opportunity to learn more about singing, while with theater, it's the memories I make. With IB art, it's getting

out of my comfort zone," she said.

As for her favorite memories from each activity, Choukalas said some are from the past and some are current.

"One of my favorite memories from choir was probably going to Florida with my class. One from theater is everyone backstage mimicking people onstage. Also, I love critique day in art," she said.

Choukalas has taken on leadership roles in her various activities. She occasionally acts as a stage manager in theater and she is a choir assistant. Also, Choukalas works as a teacher's assistant in the IB theater class.

Outside of school, Choukalas enjoys writing, singing and drawing. Next fall, she is planning on going to a four-year college.

"I hope to continue my art-related activities outside of school," she said. "It's something I really enjoy."



Photo by R. JARMAN

Sam Peterson

By ROBIN JARMAN
Quill staff writer

Sam Peterson (12) is in their second year of IB art.

"I decided to do it because I already liked drawing a lot, and I knew some friends were going to be there as well," Peterson said.

Peterson said there are many things they like about IB art.

"I've really enjoyed the free creativity you get in the class. You get to draw basically whatever you want as long as it follows the rubric," Peterson said.

One aspect of the class Peterson enjoys is the chance to respond to the work of their classmates.

"My favorite memory in IB art is when we did our critiques of each other's art because we got to meet our classmates and see their art work," Peterson said.

Peterson said they are looking forward to the upcoming projects that will happen later in the school year.

"I will be in IB art the whole school year and I know one major future project will be, of course, the end-of-the-year mural," Peterson said.

Peterson said their favorite classes in school are IB art and English.

"There is some creativity involved in both that allows for individuality in the work," Peterson said.

Outside of school, Peterson also pursues their love of art. "I draw and read a lot of comics. I also spend a lot of time playing video games, which are usually story-based," they said.

Peterson plans on being an OBGYN in the future.

"I'll go to college for biology or something related to that and then head to med school," Peterson said.



Photo by R. JARMAN

Toby Bishop

By ROBIN JARMAN
Quill staff writer

Toby Bishop (12) currently is involved in theater, improv and IB art.

"I started theater in freshman year, doing tech for *Clue* and being an ensemble member in *The Wiz*. For improv and art, I kind of got roped into both of them in junior year," Bishop said.

According to Bishop, the types of performance and art he enjoys feature the chance to work with other people.

"I've loved the sense of community I've gotten from all three activities. Being surrounded by people who have the same interests as I do has really helped me feel a sense of belonging and has raised my self-confidence enough to open up a bit to the people around me," he said.

Bishop's long history in performance has led to him having some lead-

ership roles.

"I wrote one of the spring one acts in my sophomore year and I've been a semi-captain for improv since I joined last year," Bishop said.

As he heads into the second half of his senior year, Bishop hopes to take part in many performance and art activities.

"I'm going to try and be in as many theater productions as I can handle and I'm going to be painting another mural for my IB art final," Bishop said.

When it comes to school, Bishop said his art classes are his favorite.

"Even though I have work and deadlines, it feels more relaxed than my other classes," he said.

After graduating, Bishop plans to attend college.

"I want to go into education and/or psychology," Bishop said.



Photo by R. JARMAN

Cynthia Pha

By ROBIN JARMAN
Quill staff writer

Cynthia Pha (12) is a Cooper artist who is part of Ms. Mielke's IB art class and is also Mielke's teaching assistant.

"To add on to that, I've taken art for the past four years here at Cooper, both painting and drawing," Pha said.

Pha has had many years of experience with art.

"I've been drawing for a very long time. The memory that I look back on the most is when my teacher complimented my self portrait back in kindergarten. It's a very distant memory but it brings me joy to know that other people also enjoyed my art and that is what I strive for," Pha said.

Pha said art is the highlight of her day.

"For me, coming to art class felt like a breath of fresh air. It was a time where I could just relax and take my

mind off things while I painted or simply sketched in my journal," Pha said.

Pha's leadership as an artist has led to her decision to help out in one of Mielke's classes.

"One of the things she has me do is cut paper and to be able to provide help where it is needed is really awesome," Pha said.

In addition to art class, Pha said AVID is another favorite course.

"I originally joined AVID to be with my friends, but it turned out to be a really great resource when it came to college and career prep," Pha said.

Outside of school, Pha works at a Target Starbucks. She also spends a lot of time reading online novels and creating art.

Pha said she is unsure of where she wants to go to college, but she plans to major in computer science.



Photo by R. JARMAN

Life of Pi explores spirituality

Ang Lee's 2012 movie leaves viewers questioning what is real, what is imaginary



Photo by 20TH CENTURY STUDIOS

Suraj Sharma portrays Pi Patel, who fights to survive after a shipwreck leaves him trapped with a tiger.

By TRISTAN JAY TOLENTINO
Quill staff writer

"Words are all I have left to hang on to. Everything mixed up, fragmented. Can't tell daydreams, night dreams from reality anymore." These are the words of the character Pi Patel from the 2012 movie *Life of Pi*, directed by Ang Lee. The film follows the story of a 17-year-old boy and a tiger named Richard Parker. Over the course of his journey, Pi goes through a life-changing event that tests his identity, faith and survival through the rigorous waves of the sea.

As depicted in the film, the story of Pi is quite interesting. When he is a child, Pi is a firm believer in Hinduism and creates a strong tie to his faith. However, his family never stops him from learning about other religions like Christianity and Islam. In doing so, this

allows Pi to create his own spiritual path.

Pi's religious beliefs are eventually tested through an event that happens at his family's zoo. Pi nearly loses an arm to a tiger that he thinks he could connect to like a pet. He is then forced by his father to watch the tiger maul a goat. This is his father's way of teaching Pi that the tiger will never see him as a friend.

As time goes by, Pi's family embarks to America by ship

because of financial issues that led to them not being able to fund their family zoo anymore. As they sail through the waves, a storm hits, creating a disaster that leads to Pi being stuck on a boat with a hyena, orangutan, zebra and the original tiger. Sadly, the hyena kills both the zebra and orangutan within the next minute of the movie, leaving Pi and the tiger, Richard Parker, alone together.

After setting up the plot of the movie in this way, the view-

er then see Pi deal with a rougher sea. He begins hallucinating about things related to his former life and the memories he has of home. He also has visions of the initial sinking of the boat he was on. In this way, Pi is learning that one's spiritual path will never be easy and it will always be filled with rough moments.

Pi's spiritual journey is also developed during a scene when he stumbles upon an island of meerkats. Eventually, he learns that, at night time, the island itself is carnivorous.

This discovery is reinforced when Pi finds a human tooth on the island. As Pi sails away from the island, the special effects allow the audience to see that the island resembles the body of Pi. This is yet another indication that Pi's journey is largely an internal one.

Overall, Pi's literal and figurative journey help make *Life of Pi* a memorable film. Thanks

Pi's spiritual journey is also developed during a scene when he stumbles upon an island of meerkats. Eventually, he learns that, at night time, the island itself is carnivorous. This discovery is reinforced when Pi finds a human tooth on the island. As Pi sails away from the island, the special effects allow the audience to see that the island resembles the body of Pi.

er is able to experience the larger themes the movie wants to explore. One of the biggest issues is the way in which humans deal with spirituality.

The importance of Pi's spiritual path is quite evident halfway through the movie. There is a sequence in which the calm of the sea and the sky seem to mirror each other. At this point, Pi prays to god for guidance and asks god to show him what he has in store for Pi.

Soon after this moment, we

to its compelling story, its astounding cinematography and its state-of-the-art special effects, *Life of Pi* has many things to offer the viewer.

One thing that is especially interesting about the movie is that it leaves the viewer with questions. Perhaps the biggest is whether or not any of it was real. There are times when watching the movie that it feels like we, as viewers, are hallucinating just like Pi. Thanks to thought-provoking elements like this, *Life of Pi* deserves five out of five stars.

REVENGE IS BEST OF STAR WARS PREQUELS continued from page 5

born into slavery without a father and left his mother at the age of nine. Despite this, he tries hard to do the right thing and help others. The fact that he loves others so deeply is what allows Anakin to be taken advantage of by Palpatine. While the Jedi are concerned about the strength of Anakin's feelings and try to coach him to keep them under control, Palpatine encourages Anakin to explore his feelings, which ultimately leads to Anakin becoming alienated from those around him. Anakin finds himself dealing with the conflicting pressures of staying loyal to the Jedi, staying loyal to Palpatine and dealing with constant dreams of losing his wife like he lost his mother, which leads to his downfall.

One scene that best shows this is when Anakin arrives on Mustafar

and kills the Separatist leaders. After marching to the Jedi Temple and killing almost all of the Jedi inside, he is sent to Mustafar to wipe out the Separatist leaders in order to end any chance of the Clone War continuing. He slaughters them all and his eyes turn Sith yellow. Later, the corpses of the leaders are shown and it cuts to Anakin looking out over the fiery planet. His hood is up and his eyes have returned to their normal blue color. Anakin is no stranger to killing, but usually there is some sort of personal reason behind it. In fact, he often goes against orders and instead follows what he thinks is right. However, in this moment, he was ordered to kill and he has done what we was told to do. This is extremely out of character and Anakin knows it. He realizes that he is going down the

wrong path, but after everything he has been through, he does not see another way forward. What Anakin's journey shows is that people often do the wrong thing when they have too much on their plates. After the pressure that was put on him for being The Chosen One, the impact of fighting in a war and the tragedy of losing many people who were close to him, Anakin broke, just like anyone else would.

Revenge of the Sith is a masterpiece that uses art direction and music to help tell the story of a man who goes over the edge due to the pressure that has been put on him since he was a child. From start to finish, this is the best *Star Wars* movie. I have seen this movie more times than I can count, so I can say with certainty that it deserves five out of five stars.

Quill Comics Corner

She's Thawing Out

By John Papenfuss



Football team enjoys success in '24

Although the squad fell in Section 5A Championship game, they had an 8-1 regular season record



Photo by MARIAH WASHINGTON

The Hawks squad defeated Bloomington Jefferson 19-0 during the homecoming game on October 4.

By MARIAH WASHINGTON
Quill staff writer

The Cooper Hawks football team ended its season with a 28-20 loss to the Armstrong Falcons during the Class 5A, Section 5 championship game on November 1. Prior to that loss, the Hawks had a strong start to their season, earning an 8-1 record and finishing first in the Northstar East Gold Division with a record of 4-0.

"[We had] talent across the board," linebacker and tight end Emmanuel Karmo (12) said.

The Hawks' first game took place before the start of the school year. During the August 30 match-up, the team beat Park Center 27-21 in an away game at the local rival's home stadium.

Next up for Cooper was a game against Minneapolis Southwest, a team the Hawks have faced in past sections games. Cooper won this home game 42-12 on September 6.

Following Southwest, the Hawks had their first game against Armstrong, a home matchup on September 13 that Cooper lost 49-21. Given that this loss happened pretty early on in the season, the team put in a lot more effort to ensure when they went up against

Armstrong again in the playoffs, they would be ready.

"We worked together as a team," linebacker and running back Henry Williams (12) said. "If someone falls down, we pick them up, even if they made a mistake."

After the loss to Armstrong, the Hawks went on a winning spree, defeating their opponents by a combined total of 161 points to 40 points over the next five games. These victories included

After the early-season loss to Armstrong, the Hawks went on a winning spree, defeating their opponents by a combined total of 161 points to 40 points over the next five games. These victories included a 41-0 away win against St. Louis Park, a 35-20 away win against Apple Valley, a 19-0 home win against Bloomington Jefferson, a 39-0 away win against Tartan and a 27-20 home win against Hastings.

a 41-0 away win against St. Louis Park on September 20, a 35-20 away win against Apple Valley on September 28, a 19-0 home win against Bloomington Jefferson on October 4, a 39-0 away win against Tartan on October 10 and a 27-20 home win against Hastings on October 16.

As the team entered the playoffs, they were practicing hard.

They started each day of practice with warm ups, followed that with special teams work and then moved into offense and defense drills. Finally, they ended each day of practice by playing against each other.

This formula led to the Hawks winning their semifinal playoff game against Minneapolis Washburn. Cooper had home-field advantage and used that to defeat Washburn 48-7.

The victory over Washburn gave Cooper the chance to face Armstrong once again. Since Armstrong was the top seed in the section, the Hawks were the away team. It was a close game, but Cooper ultimately lost to Armstrong 28-20.

Despite their loss, team members said they still feel like they played really hard and had an amazing season.

"Being on the team is like being in a family. If you play football,

anyone else who plays football is automatically cool with you," Kayden Anderson (11) said.

Following the successes of the season, team members encourage other people to join the Hawks football team.

"Playing sports is healthy and you get a lot of friends when you do," first-year kicker Tann Chearapasaworn (12) said.

Currently, more than one million students participate in NHS or National Junior Honor Society through the country. NHS chapters can also be found in Puerto Rico, Canada and Asia. VanSistine said she enjoys the fact that Cooper is part of this important organization.

"I think NHS is important to Cooper because we help assist at many events at Cooper and in the district. Student volunteers who uphold the pillars of NHS are a great way to represent our school to parents, other schools and teachers," she said.

help the community, Kilsdonk said NHS members benefit from joining the group because it helps when applying to college.

"This type of accolade looks good on a resume for college and beyond," Kilsdonk said.

According to the organization's website, NHS is a national group created to recognize individual student academic achievement. The first chapter of the group was founded in 1921 by Principal Edward S. Ryneason and the organization grew to roughly 1,000 chapters by 1930.

NHS STUDENTS LOOK AHEAD TO '24-'25 ACTIVITIES continued from page 1

"I was motivated to join NHS because I wanted the opportunity to help better my community in any way I could," she said.

Of the many activities the group helps organize, VanSistine said the school blood drives involve the most work.

"The biggest service projects NHS does are the blood drives. Our fundraiser helps supply the blood drives with snacks and we have student volunteers every hour," she said.

In addition to their ability to

INDIGENOUS PEOPLES' DAY continued from page 3

a month recognizing Black history and a month dedicated to Asian heritage at our school, both of which are important things. If that is the case, why can't we truly celebrate Native Americans for one full day? In fact, why couldn't we use the entire month of November to celebrate American Indian heritage?

Overall, the school did do something to acknowledge Indigenous Peoples' Day, which I appreciate. Unfortunately, it did not feel like we did enough to actually celebrate this important day. Next year, I hope we can improve and do better by actually talking about what this day is and why we should celebrate it. Perhaps some

of the students who want to can help spread awareness about this day by making posters or flyers to hang around the school.

School is the foundation of the growth of students as individuals. We are a diverse school with students who have many different backgrounds. Shouldn't we try harder to truly learn from each other?

LIFE CHANGES FAST AS ONE MOVES ON continued from page 3

that's college.

The fascinating part about college is that you choose to do it. Every single student around you at college isn't there because their mom said they can't sleep in; they're at college because they want to be. That drive to succeed is inspiring and motivating to many people.

On top of striving for success,

you're putting tens of thousands of dollars into college, so the stakes are heightened even more. The hundreds of options for degrees and thousands of options for classes creates an environment blossoming with creativity that is invigorating to be a part of.

All in all, it is important not to be intimidated by college. Although it will provide you with many new

experiences, it's not so foreign that you can't find your way on this new terrain.

If you're on the edge about attending college, my advice is to do it. Attend open houses, speak to teachers, explore new potential careers and relish the opportunity. Believe it or not, bigger things await you beyond the halls of Cooper.

Cooper Competitors

The story of the athletes who strive for success in Cooper sports

Stella Fesenmaier

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

Stella Fesenmaier (12) is a three-sport athlete. Her year begins with cross country in the fall, after which she moves into Nordic skiing during the winter. Finally, in the spring, Fesenmaier plays ultimate Frisbee.

"I started cross country this year to get in better shape for Nordic," she said.

Even though this was her first season on the team, Fesenmaier quickly moved into a leadership position as a captain.

"I really love supporting my teammates," she said.

An additional highlight of Fesenmaier's first season in cross country was discovering her love for the sport.

"My favorite accomplishment was discovering a drive deep down in me that made me want to be competitive and

reach for better times," she said.

With the fall season at its end, Fesenmaier is preparing for Nordic skiing.

"We are supposed to get a lot of snow this winter, which is exciting after how little we got last year," she said.

Looking ahead to the spring, Fesenmaier said the upcoming ultimate Frisbee season will be one of many transitions for the team.

"Most of the team will be graduating this spring, so we'll need to recruit," she said.

As a student, Fesenmaier said she enjoys her art and math classes the most because of her love for those subjects.

It is Fesenmaier's hope that her interest in those two subjects can help her when it comes to her long-range college goals.

"I am most likely going to the University of Minnesota, Duluth for architecture or civil engineering," she said.



Photo by R. VANGLOHNES

Sheldon Obonyo

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

Sheldon Obonyo (12) is a two-sport athlete who competes with the Hawks football team during the fall season and takes part in track and field during the spring season.

"This was my third year playing football," Obonyo said. "It was just a random sport I decided to pick when I was in tenth grade. I am glad I decided to get involved."

Of the many aspects of playing football Obonyo said he enjoys, the primary one revolves around his teammates.

"I really like the fact that I get to play with my friends," Obonyo said.

Obonyo said he has had many highlights over the last three years of playing football.

"Probably my favorite moments are when we play well at games and have fun," Obonyo said.

As a senior, Obonyo said he tries to provide some leadership to the younger athletes on the team.

"I always try to help out the new players because I know a lot," Obonyo said.

Following a winter season that Obonyo uses to rest after football, he transitions into his spring sport of track and field.

"I am looking forward to my final season and dropping my times," he said.

When it comes to the classroom, Obonyo said he

enjoys his math classes. During his free time, Obonyo said he likes to draw. In fact, the combination of math and drawing is connected to Obonyo's career goal.

"I want to go to college to become an architect," Obonyo said.



Photo by R. VANGLOHNES

Maceo Finney

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

Maceo Finney (12) spends his fall playing for the Hawks football squad and the spring taking part in track and field.

"I started playing flag football at the age of six," Finney said. "My mom and dad signed me up to play, and ever since, I kept at it."

Finney pointed out a pair of things he enjoys about playing football.

"I like the team-bonding experience and the feeling after a good practice," Finney said.

Another facet of playing football that Finney said he enjoys is the process of getting better.

"I try to get better with each rep I take," he said.

After football season comes to a close, Finney spends his winter months power lifting in preparation for possibly playing football at college. Also helpful has been his spring work in track and field, which allows Finney to focus on his conditioning and endurance.

When it comes to school, Finney said his interests revolve around his science classes, especially biology.

"I want to be a veterinarian," Finney said. "I want to get a degree in animal science in college."

Among Finney's favorite hobbies are fishing, driving, making music and learning about car engine swaps. Finney added that he hopes football will remain part of his life in the future.

"I love football. I don't think I can stop playing," he said.



Photo by R. VANGLOHNES

Jenny Wong

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

Jenny Wong (12) is part of Cooper's girls volleyball squad. Wong first joined the team as a ninth grader.

"I tried volleyball my freshman year because, during COVID, I wasn't active and wanted to start a sport to stay active," Wong said.

During her four years with the team, Wong said that developing friendships and getting the support of the other players have been highlights.

"I have enjoyed the many friends I've made along the way," Wong said. "I also appreciate the many people who have helped me along the way."

Thanks to her long tenure with the team, Wong was named a captain. She said her leadership role "went

great" this season.

Now that the sports season is heading into the winter, Wong said she will transition into playing club volleyball.

"I am looking forward to working with my team," Wong said.

When she is not on the court, Wong said she takes her class work seriously.

"English is my favorite class because I like how it is set up," she said.

During her free time, Wong said she enjoys seeing her friends. As for her post-high school plans, Wong is focused on attending college.

"I want to be a dermatologist," she said.

Wong added she will continue to play volleyball after graduating from high school.



Photo by R. VANGLOHNES