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The Quill

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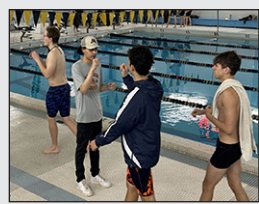


Mulholland Drive is Lynch at his best

Released in 2001, Mulholland Drive captures all of the quirky themes, obsessions of the recently deceased director David Lynch

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District alumnus leads swim team

Mr. Quinn, who took the helm of the boys swim squad this year, is a veteran coach who made it to state as a swimmer for Armstrong High School

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LATINOS UNIDOS SEEKS TO REACH MORE HAWKS

The student group is currently preparing for the annual Multicultural Fair



Photo by RICKY REYNA

Members of Latinos Unidos sold conchas and hot chocolate in December 2024 to raise funds for group activities.

By L. TIPANQUIZAESCOBAR
Quill staff writer

Helping create a sense of community for Cooper's Latino students is the school's Latinos Unidos group, which meets after school every Thursday from 3:30-5:30 p.m. in room 123.

Serving as advisor to the club is Mr. Reyna, who is the

Cooper grade-level coach for sophomore students. Reyna said the Latinos Unidos club has many purposes.

"I hope our Latino students have a sense of belonging here at school and that they have a community here away from home. Also, [we want] to show our culture to those who aren't familiar with it," Reyna said.

According to Reyna, the group has outreach plans to celebrate and promote Latino culture within the broader Cooper community.

"Our group has some pretty exciting stuff planned for the future, especially for the Multicultural Fair. We are always brainstorming ways for people to learn and get involved and show the beauty of

our culture," he said.

In order to make the fair possible, Reyna said members of Latinos Unidos already have started raising funds through various activities during first and second semester.

"This past winter, we did a fundraiser selling conchas, which is a traditional Latino sweet bread, and hot chocolate, which was a huge success and

lots of fun. Right now, we are currently planning our Valentine's Candy-and-Rose Grams for the students," he said.

In addition to raising funds, Reyna pointed out that these activities are also helpful in getting more students interested in joining the club.

"I would say our biggest challenge right now is getting more people to join our small group," he said. "We have a couple students in the group now, but we would like to grow our group even bigger by the end of the year. We are trying to get the word out by doing these fun things like fundraisers to have more exposure."

Another reason Reyna would like to see more students get involved in the club is the fact that Latinos Unidos can help create a sense of belonging during a time period in which Latinos are feeling demonized by the larger American society.

"The world is pretty scary right now for Latinos, so to have a safe place where you can use your voice is very important to us," Reyna said. "I know some students are far from home, know very little English and it can be scary, but one thing Latinos know is that we support one another. Hence our name: Latinos Unidos, meaning United Latinos."

Reyna's connection to

LATINOS UNIDOS continues on page 7

Cooper graduate enjoying success as podcaster

Celisia Stanton, who graduated from Cooper in 2013, just released season two of her true crime podcast, *Truer Crime*

By MARIAH WASHINGTON
Quill staff writer

Former Cooper Hawk Celisia Stanton, who graduated in 2013, just launched season two of her true crime podcast, *Truer Crime*, on January 20. As part of the new season's debut, Stanton appeared in an event titled "Podcasting From Below: A Conversation with Celisia Stanton and Chris Stedman" at the Plymouth Congregational Church in Minneapolis on January 23.

The current season of Stanton's podcast consists of 10 episodes exploring issues related to crime, victimization and justice in the U.S. For those interested in an even deeper dive, the current season also includes two bonus episodes.

Helping bring Stanton's series to the world is podcast company Tenderfoot TV.

"Getting picked up by Tenderfoot TV was actually very unplanned and unexpected," Stanton said. "When I was first releasing *Truer Crime* in 2021, I didn't know just how much it would end up resonating with listeners. A few weeks into season one, I received an email from a talent agent interested in the show. Truthfully, I don't fully know how they found *Truer Crime*, but I'm glad they did. My agent then set up a few meetings to connect me with other creators and podcast producers, which led to me meeting Donald Albright, one of the founders of Tenderfoot TV. We immediately connected, and I felt he truly understood *Truer Crime* and my vision for the project."

One of Stanton's hopes in her podcast is to tell true crime stories with more care, context and nuance than is often the case with other podcasts. Among the cases she covers in her series are the story of Tamala Horsford, a Black woman found dead in the formerly all-white county of Forsyth, Georgia; the story of Sam Mandez, who was just 14 years old when his elderly neighbor, Frida Winter, was found murdered in her home, the same home Sam had painted with his grandfather just a few summers earlier; and Mindy Dodd, a housewife who snapped and murdered her husband after being pushed too far.



Photo by CELISIA STANTON

Stanton's podcast is getting worldwide distribution through Tenderfoot TV.

According to Stanton, the ability to address issues of race and ethnicity in her storytelling is one reason she enjoys making a podcast and working with Tenderfoot TV.

"A lot of the [podcast] industry is very white, and getting to meet with Donald, a Black man with a perspective similar to my own, felt like a breath of fresh air," Stanton said. "The podcasts his company produced told diverse stories that resonated with the same issues I cared about and wanted to engage with on *Truer*

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Technology provides benefits, detriments to learning

While school-issued devices play a role in many classrooms, the advantages of physical work are still apparent at Cooper

By TESSA LENOCH
Quill staff writer

Technology use in schools has been rapidly expanding and changing as the landscape for students and teachers alike quickly morphs. Ever since the Covid-19 pandemic's start in 2020, administrators have had to quickly adapt, thus making great advancements in the use of technology in school. With an ever-changing digital world, new challenges to learning are thrown at everyone in the school environment.

"[Technology] allows for a larger variety in the types of assignments that students complete in class. I also appreciate that it allows for more research to be done on a daily basis," Ms. Jacobsen, who teaches a variety of grade levels in her history and extracurricular classes, said.

If you walk into any classroom at Cooper,

it is likely you will find students working on assignments through their Chromebooks. The school-issued Chromebooks are a standard in the Robbinsdale district and used accordingly. This allows for easier accessibility options and more expansive opportunities for everyone in the classroom.

Along with having continuous access to Chromebooks, teachers have been providing students with access to online textbooks and moving toward delivering their curriculum in a digital format.

"Online textbooks can be a wonderful tool for students who are learning English as a second language due to the ease of translating. Some of the books will even have a language option. This is a great starting point for students who are new to the country and eager to learn and get back into their schooling routine," Jacobsen said.

Outside of just being used for accessibility and ease, technology is crucial to one of the most prevalent new teaching styles in Cooper today: Modern Classroom.

This model requires the use of Chromebooks in order for students to learn content and finish assignments through the resource videos and unit mastery checks.

"The largest advantage of Modern Classroom is the fact that all the things a student needs at a time will always be accessible. If a student is absent one day, they can simply catch up by watching the video. Missing a day doesn't set back a student as far as it used to," Ms. Hawkinson, who uses the Modern Classroom model in her Modern Chemistry class, said.

While Modern Classroom has its advantages, it has produced mixed feelings from the student perspective.

"I think [Modern Classroom] is a mix of both [helpful and detrimental] because it helps but it could make me addicted to my screen," Jazmin Tlaseca (11) said.

TECHNOLOGY continues on page 2

Say Something helps maintain school safety

Anonymous reporting system is in its second year of use at district buildings

By CHIMUMAL VANG
Quill staff writer

The Say Something anonymous reporting system has helped Cooper administrators address separate situations during which weapons were brought to school in December 2024 and January 2025. These incidents are being viewed as evidence that the anonymous reporting system has become an effective part of school safety.

The Say Something system became an official online resource at Cooper during the 2023-2024 school year. This system allows students and staff to share information they may have about issues related to school safety so that officials can take action.

“Hopefully, this gives students an opportunity to be more open about their concerns, so we can act upon it to avoid it from happening,” Head Principal Ms. Smith said.

The Say Something system is a program that any school in America can join. With the district’s permission, it was decided that Cooper could sign up for it as a way of ensuring Cooper students’ safety.

According to the organization’s website, there are three guidelines that the Say Something anonymous reporting system upholds. First, users are asked to “recognize warning signs and threats.” If students hear or see something of concern in person or online related to weapons or other harmful actions, they are asked to take note of it.

Second, people are asked to “act immediately if you notice these signs.” In this case, students and staff are asked to use the Say Something platform to report the concerning behavior.

Third, observers of the behaviors are asked to “say something.” Instead of assuming someone else will take action, students are asked to speak to a trusted adult or use the anonymous reporting system to share their concerns.

The Say Something system was established after the mass shooting incident at Sandy Hook Elementary School in 2012. The Robbinsdale District and Cooper became aware of the system and worked together to make sure students have access to it in order to be liberated of their concerns. This system is now available and accessible to any students in grades six through 12.

Students can access the anonymous reporting system by going to the official website: saysomething.net. Students may also download the app on their mobile phones.

When students make a report, it will be sent to a trained crisis counselor, who then will gather the details and involve school administrators and law

SAY SOMETHING
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Hawks learn by doing in Foods classes

The key course assignments in Foods 1, Foods 2 revolve around cooking, baking at least once every week



Photo by ROSE VANG-LOHNES

Ms. Olson (left) guides students through the preparation stage of a cooking assignment in Foods 1.

By ROBIN JARMAN
Quill staff writer

Ms. Olson joined the Cooper staff this year as a new Family and Consumer Science (FACS) teacher following challenges the school faced last year in filling that position. Olson currently teaches the Foods 1 and Foods 2 classes.

According to Olson, the two classes are about food and eating with a focus on nutrition, wellness and food preparation practices.

“Students learn the skills for planning, preparing and cooking various foods. Cooking knowledge includes the names and proper use for kitchen tools, how to measure ingredients, the mean-

ing of cooking terms and how to read the technical steps of recipes. Food labs involve hands-on practice with food preparation and cooking techniques. Careers in the food service industry will be discussed and researched,” Olson said.

Cooper’s Foods courses are designed for students who wish to prepare a variety of foods originating from all over the world.

“Students study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to [various] countries,” Olson said. “Utilizing information learned in Foods 1, students complete labs creating foods from around the world.”

With regard to the way in

which students are assessed in the Foods classes, Olson said it is similar to classes in other subject areas.

“The assessments to expect are quizzes, unit summative tests, cooking labs, poster projects, presentations and cooking contests,” Olson said.

When it comes to the day-to-day activities in class, Olson said she places an emphasis on hands-on learning.

“These courses incorporate hands-on activities, partner and small group discussions, teamwork in the labs, note-taking, watching cooking demonstrations and technology use,” Olson said.

Of course, as the names of the two classes indicate, students spend a great deal of time making

food. In fact, Olson said they cook or bake something at least once a week.

“The day before a food lab, we will read and annotate the recipe, discuss important details about the success of the recipe or lab, watch a demo video and plan out who will complete what cooking task and cleaning task. The day of the lab, students will put on their aprons, review information and the recipe and make food,” Olson said.

One student who is taking the Foods 1 class, Alene Lor (11), said she enjoyed the class during first semester.

“I took Foods class because I thought it would be a fun class. I also wanted to be able to make myself a midday snack,” Lor said.

In addition to having fun, Lor said she was surprised by how much she learned in the class.

“When I joined this class, I really believed that there was not much I could be taught since I do cook at home. We went over things like basic kitchen safety and food-borne illnesses. I learned a lot about how food affects our bodies and I think it’s important that we all learn about it. We are constantly surrounded by food products, so I believe it is beneficial to be able to know what is good for our bodies and what isn’t as healthy,” Lor said.

Another Foods 1 student, John Papenfuss (12), said he would recommend that every student should take this class.

“In this class, a lot of people talked about how they wanted to eat healthier and this class teaches you how and what to eat. Plus, you get to make and eat food with friends and learn new recipes together,” Papenfuss said.

Snow Week featured events promoting school pride

From theme dress-up days to a dance, there were many opportunities for Cooper students to get involved

By MARIAH WASHINGTON
Quill staff writer

Cooper’s Snow Week took place February 10-18. From February 10-17, there were different events and activities that celebrated school spirit during the day, while on February 18, there was a school dance at night. All the events during this week were planned by students in the Spirit Committee.

“Any time we do things that just call for a community, it brings people together. This year, the Spirit Committee is trying a couple of new things,” Ms. Geise, Spirit Committee advisor, said.

One ongoing activity throughout the week was theme

dress-up days. On February 10, the dress-up days kicked off with a theme of secret agents. On February 11, the theme was heroes and villains. Next, on February 12, the dress-up day was album cover or celebrity. Then, on February 13, emo day was the theme. Finally, on February 14, the theme was red versus pink.

In addition to the final theme day, February 14 also featured the winter pepfest. This event, which took place at the end of the school day, included performances by various Cooper groups and recognition of winter sports and activities.

A highlight at the end of Snow Week was the Snow Ball, a dance that took place at school on February 15. This year, the

Student Council decided to put a new spin on things by changing the dance’s name from the Jack of Hearts Dance to the Snow Ball Dance and giving it the theme of “Night at Transylvania.”

“[Student Council] wanted to change the whole look of it and that’s why they named it the Snow Ball instead of The Jack of Hearts,” Geise said. “They’re going to have treats and we’re also going to have a backdrop so people can take photos.”

Although Geise is the advisor for both the Spirit Committee and Student Council, she said it is the students themselves who come up with ideas for the actual dance. Helping contribute from the student side was Kendall Carscadden (11).

“First, we split into different kinds of committees, and then the officers get to run these groups. Our first step was to figure out what we liked about the dance and what we for sure wanted to keep. Then, we figured out what we wanted to take away. After that, we homed in on one plan and went on from there,” Carscadden said.

According to Carscadden, the students behind the week’s themes and dance were excited for everyone to see the new approach. Based on how other students responded to the week, the new ideas seem to have gotten attention.

“I think the themes are nice,” Thea Gronningen (12). “The dance seems Halloween-themed.”

TECHNOLOGY PROVIDES BENEFITS, DETRIMENTS TO LEARNING continued from page 1

Agreeing with Tlaseca is Hawkinson.

“While it’s definitely helping, I worry about the amount of time students spend on screens,” she said.

While the normalization of Chromebooks in the classroom and the development of the Modern Classroom teaching method has aided teachers, technology such as generative AI chatbots have created a more difficult experience. The struggle is not necessarily with the invention of

AI itself, but how to appropriately utilize the technology.

“I see the benefit of technology to student outcomes, but it also comes with a cost. Students should view their devices as a tool and not a substitute for thinking and processing information for themselves,” Jacobsen said.

In fact, Jacobsen pointed out that there is data to suggest that AI can adversely impact student performance.

“Looking at the data, I see a direct correlation between students

who use AI to complete assignments and not passing my classes. It further proves that it should be used as a tool and not a substitution for thinking and processing information,” Jacobsen said.

However, AI does have benefits. According to Tlaseca, AI can assist students if used responsibly. Instead of simply typing a question into a Snapchat AI or Chat GPT, Tlaseca uses the AI as a tool rather than the solution.

“I think it’s easier for me to un-

derstand work with AI, because it helps me understand and connect topics,” she said.

Ultimately, Hawkinson pointed out that AI and other technologies have already become a permanent part of the teaching and learning experience.

“AI is here. It’s not going to go away,” Hawkinson said. “It’s now a matter of how we teach students to use it appropriately: to learn rather than cheat.”

The Quill

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Say Something system is proving its worth

The site through which students can report troubling behaviors has helped avoid potential tragedies involving weapons at school



Photo by CHIMUAL VANG

Signs promoting the anonymous reporting system are located throughout the school to raise awareness.

By ROSE VANG-LOHNES
Quill staff writer

On the day we all came back from winter break, I remember getting the email reporting that a student brought an axe and a stun gun to Cooper. Although I was annoyed that an incident like this happened on the first day back to school, I did find something about this event interesting: Cooper administrators learned about this student having the weapons due to someone reporting it on the Say Something system. This was not the first time I heard that Say Something was the reason a potentially tragic incident was avoided. While some students, including me, did not take Say Something seriously when it was first introduced to us last year, it has proven its importance in keeping our building safe.

Say Something is a threat-re-

porting system that you can access as a website or download as an app. By using Say Something, you can anonymously report potential threats to the school if you see or know something

Once on the site, there are three boxes to fill out. The first will ask you to identify the school where the incident is taking place; provide a description of the event; explain what

I have a feeling that when most of us were introduced to the Say Something system, we did not take it seriously. I mean, why would we? However, I am glad that the school put in the Say Something system to help students feel safe.

that you believe should be reported. To make a report, you can scan a QR code on one of the many fliers we have around the school.

kind of concern or event is happening; and indicate when or will the event occur. The second box will ask you about the person or people you are reporting,

including their name or nickname, gender, race and ethnicity, grade and age. Finally, the third box gives you a chance to provide a description, explain if there is inappropriate content and share a file if there is something you need to upload.

The usefulness of Say Something reminds me of several dangerous incidents from last school year. In 2023-2024, we had three separate gun incidents and a person who did not go to Cooper enter the school with a machete in his bag. That all happened in a span of one week. I remember how unsafe I felt and how upset my dad was. He almost made me transfer schools due to how stressed he was about students bringing weapons into a school his daughter goes to. I almost agreed but I had faith in my school that they would do something about this issue, which became true when Say Something was introduced.

Say Something has proven its usefulness in keeping our school safe. Half of the time, the incidents we find out about after they have been taken care of by administrators were first reported by students on Say Something. I have a feeling that when most of us were introduced to the Say Something system, we did not take it seriously. I mean, why would we? It seemed like most of us got used to all the things that happen here at Cooper. However, I am glad that the school put in the Say Something system to help students feel safe.

All in all, the student body should appreciate and take advantage of Say Something. You can report anything that could put you or your peers in danger while not having to identify yourself. The students at Cooper should not feel as if they have no control over their own safety and wellbeing. When you know something is not quite right, please be sure to speak up and say something.

Finding sense of community requires effort

Getting involved in high school activities can help Hawks form connections

By ROSE VANG-LOHNES
Quill staff writer

I am pretty sure that we can all agree that we like the feeling of belonging. We like to feel that we are wanted somewhere. When we develop that feeling through a group or organization, we usually describe it as having a sense of community. In our school, there are many clubs and after-school activities that you can join to find this sense of community. In my opinion, you can either build a sense of community yourself or you can find yourself one. I also believe that your environment will make the process of forming a community either easier or harder.

If you are too nervous to just go up and talk to people, there are still ways to find a sense of community at school. There are a lot of clubs or after-school activities that you can join. The school bulletin boards and advisory slideshows are two of the most common places where clubs or after-school activities are promoted. These resources are how I found some clubs and activities that I enjoy going to. I am part of the Native American group and the Asian Culture Club. They have both been great places where I can go to feel comfortable and safe to be myself. As a mixed-race person, I enjoy feeling like I belong in both communities. The staff members who teach the groups I am in are a big reason why both groups offer a sense of community, so shout out to Mr. Kek and Ms. Carlie.

Another form of community comes through some competition groups I belong to. I did debate last year, and even though I decided that the activity was not really for me, I found that I liked my coaches and my teammates well enough to join the speech team, which involves the same coaches and teammates. Most people who join debate also join speech as well, which is testimony to the sense of community that exists in these activities. I came to find that some really cool people take part in these teams and there are countless reasons to look forward to going to practice. I highly encourage people to look at the bulletin boards or ask around the school for more information about the activities and clubs Cooper has to offer. You would be surprised how impactful it can be to join a club or an activity when you are seeking a sense of community.

One challenge when it comes to finding ways at school to get involved and develop a sense of community is that it is sometimes hard to get the necessary information. While Cooper does a good job of promoting involvement in sports teams, I believe that our school does not always do a good job promoting school clubs or activities. For example, while we all know that Cooper is currently in basketball season, very few people know we are in speech season. In fact, speech season started in January, but very little was posted about it. One way to solve this is to make continued use of our advisory period every Wednesday. Promoting more clubs and activities on the advisory slideshow every week or every other week would help us promote more communities within the school.

All in all, there are many clubs and activities that you can join that could help you form a sense of community at our school. By looking at the bulletin boards around the building, you can see fliers that cover activities from joining the musical to performing public speaking. Sometimes, the school does not promote every club or activity that is out there, so I would encourage students to ask around in order to find things that might interest you. It is up to each of us to either build a community ourselves or find one that we can relate to.

Reading for pleasure an important hobby to have

The act of reading can be of benefit to the mind, spirit of people who take part in this activity on a regular basis

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

The simple act of reading remains one of the most powerful tools for personal and societal growth. Whether flipping through the pages of a novel, scrolling through an eBook or browsing articles online, reading is an essential skill that impacts every aspect of life. During this semester in my English 12 class I read a book by Cormac McCarthy called *The Road*. This is the first full book that I have read in class and I really enjoyed the time we had to read. Reading helped me learn new words and relax. There are just two of the many benefits of reading.

Reading opens the door to vast reservoirs of knowledge. From understanding scientific advancements to exploring different cultures, books and articles provide a wealth of information. For students, reading enhances comprehension skills, critical thinking and academic performance. For adults, it offers opportunities for continu-



Photo by ROSE VANG-LOHNES

The Media Center has a wide assortment of books for recreational reading.

ous learning and innovation. When it comes to the fictional novels students read in their English classes, books allow readers to step into the shoes of other people, fostering empathy and understanding. Reading about diverse experiences and viewpoints broadens horizons, making us more compassionate and open-minded individuals.

There is also a physical benefit to reading. Immersing oneself in a book reduces stress, provides comfort and improves emotional wellbeing. In challenging times, literature offers a refuge and inspires hope. Unfortunately, modern distractions like social media and streaming platforms have led to a decline in traditional reading hab-

its. It is crucial to remind ourselves of the value of reading and prioritize it in our daily lives.

When we read, we come across many new words we have never heard or seen before, which helps us learn. As you read, you come across new terms, phrases and writing styles. By reading, young people encounter new words more frequently, which can help them understand the meaning of those words in different contexts. If you pay attention, you may also learn the pronunciation of these new words.

Reading also can be beneficial to one's brain. Every time you read a book, you have to remember the setting of the book, the characters, their backgrounds, their history, their personalities and the subplots. As your brain learns to remember all this, your memory becomes better. What is more, with every new memory you create, you create new pathways and this strengthens

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Using open lunch requires students to make better decisions

Whether it is returning to school late or spending too much money, leaving school for lunch has many drawbacks

Upperclassmen at Cooper who are on track to graduate get the privilege of leaving school for open lunch. While it is great that students get this freedom to leave the building for an hour, students sometimes do not make the best decisions when they go out for lunch. Some examples of the way open lunch is abused is when students behave recklessly when leaving or returning, when students leave early during fourth period or do not come back for sixth period, or when students do not make smart choices about food or the expense of that food. It is important to make good choices during open lunch, not only for the benefit of others, but also so you do not get into any trouble that could jeopardize your privilege to leave school grounds.

One potentially dangerous

decision that students make when they go out for open lunch relates to how they drive. Some students at Cooper have a tendency to drive recklessly as they are pulling out of the parking lot and onto the city streets. Reckless driving can cause a lot of problems, like getting pulled over or getting into a car accident. While some students may do this because they feel that 60 minutes is too little time for a lunch break, that is no reason to endanger other people. A way to prevent this problem is easy: all you have to do is drive carefully and safely.

Another bad decision that students might make when it comes to open lunch is skipping all or part of their fourth- or

sixth-period classes in order to extend their fifth period lunch. This can be a problem for these students because they will miss class work. It also becomes a problem for other people when these students disrupt class upon their late arrival or add to hallway traffic during class time. A simple way to avoid all this is to just leave and come back to school at the required times surrounding open lunch.

A third aspect of open lunch decision-making that students do not often think about relates to the food choices they make and the expense of that food. If you only have an hour to drive somewhere, eat and return to school, that limits your food options to the restaurants, convenience stores

and grocery outlets near Cooper. In most instances, that means you are buying fast food or snack foods that are not the healthiest options. In addition, these food choices tend to be pricier at stores than food would be in the Cooper lunchroom. In light of this, students who have open lunch should consider the value, nutrition and convenience of simply eating the lunch offered at school.

In the end, open lunch is a privilege that can easily be taken away if students are not being responsible for their actions. In order to avoid problems during open lunch, remember to always stay safe while driving, leave for lunch only when it is allowed, come back to school on time and be mindful about your eating and spending decisions. If you do these things, you will make life a lot easier and safer for you and the people around you.

From the Editors

Trio of releases will appeal to music lovers

From hip hop to math rock, there are albums to meet everyone's tastes

By TRISTAN JAY TOLENTINO
Quill staff writer

For my second music review column, I have once again picked three releases that have appealed to me in different ways. As usual, they represent different music genres, so there should be something here to meet everyone's tastes.

Chromakopia by Tyler the Creator

Chromakopia is the eighth studio album by Tyler the Creator. All 13 songs on the album were written, produced and arranged by Tyler the Creator, and the resulting 58 minutes of music are impressive.

The first track on *Chromakopia*, "St. Chroma," is a choral piece that is stunningly beautiful and an indication that Tyler the Creator is not afraid to explore different musical styles. Also key to Tyler the Creator's work on this album is the fact that he adds a commentary in the beginning of a few songs that helps create a story that carries on throughout the album.

The most memorable songs on this album are "Like Him" and "Judge Judy," both of which have moments that are pleasant and melancholy.

All told, *Chromakopia* is a five-star album that conveys various emotions and is easy to vibe with.

Ithaca Saga by Jorge Rivera-Herrans

The *Ithaca Saga* is a five-song, 22-minute conclusion to Jorge Rivera-Herrans' nine-part musical adaptation of Homer's *The Odyssey*. Rivera-Herrans started working on this musical in 2019 as part of his senior thesis for college. In the musical, he tells the story of Odysseus' journey home from Troy after the Trojan War.

Given the fact that the new album brings the musical to an end, *The Ithaca Saga* is truly an emotionally charged, last push toward the end of the series. The stress, drama and anticipation of Odysseus draws the listener in and makes you feel as if you are the story's main character. The music of Rivera-Herrans is dramatic, which helps amplify the vulnerabilities of each character and communicate their internal and external sadness to the listener. The most memorable songs on this album are "I Can't Help but Wonder" and "Would You Fall in Love with Me Again."

Thanks to its emotional impact, *The Ithaca Saga* deserves five out of five stars.

New Levels New Devils by Polyphia

New Levels New Devils is the third studio album from Polyphia. The music the band plays is typically considered math rock and this 10-song, 36-minute album definitely is in keeping with that style.

The whole album is entirely guitar-focused and it has an edgy feeling throughout. Helping add to that edginess is the work of the drummer, whose beats elevate each song to a new level. The one song on this album that best captures the positive aspects of Polyphia's style is "Nasty," which shows that the group goes beyond being just a normal guitar band.

Overall, *New Levels New Devils* is an interesting example of great guitar playing that can sound both clean and distorted at the same time. This album earns four out of five stars.

READING

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the existing ones in your brain.

Overall, it is clear that there are many benefits to reading. By reading 10 or more minutes a day, we learn many things and our minds begin to store the information about what we are reading. Personally, I really liked the recent book I read. While reading it, I learned new words, I learned to concentrate on what I was reading and I also learned to relax. These are just some of the many important benefits of reading.

Dracula an odd take on classic character

Released in 1997, *Bram Stoker's Dracula* has many interesting elements that fail to become a cohesive whole



Photo by COLUMBIA PICTURES

Some highlights of the Francis Ford Coppola film include its excellent performances, extreme costume design and ornate art direction.

By TESSA LENOCH
Quill staff writer

Vampires are back in 2025. Following the release of the *Twilight* saga in the early 2000s, it seemed that vampire movies had faded into obscurity, lurking in the shadows of pop culture as people moved on. However, the recent release of Robert Eggers' *Nosferatu* on Christmas day of 2024 has revitalized the flame of vampire relevancy.

Although *Nosferatu* is certainly a good watch, I thought it might be more interesting to revisit the movies that kept Dracula in the limelight in the first place and cemented his place in culture for decades to come. Dracula films, TV shows and any other sort of intellectual property have been coming out for years, but in the end, only a few stand out. One standout vampire film is *Bram Stoker's Dracula*, which was released in 1997 and directed by Francis Ford Coppola. In fact, this film came out exactly a century after the Bram Stoker book was first published in 1897.

When one thinks of Dracula, or vampire movies in general, the images that might pop into their head are ones of a dark and gloomy castle against the backdrop of a stormy, cold, Transyl-

vanian night. Coppola, however, opts for bright colors and exaggerated costumes. The film opens with bright red backdrops and armor, green mist and shining white swords, each and every detail in frame meticulously chosen to create an environment that both incorporates gothic looks and flashy sets. This choice is reflected in the unconventional cinematography techniques

Coppola's *Dracula* is retelling the famous book, it takes its creative expression seriously and separates itself from the many other adaptations from the very beginnings of Dracula all the way to the present day.

At the same time, although the sets, makeup and costuming are extravagant, they never seem to overshadow the performances. The film's lead ac-

cess for *Dracula* is its use of practical effects. Oftentimes, computer generated animation in the 1980s through the 1990s can create an eerie, uncanny valley that takes the viewer completely out of the film. Coppola recognized this, which is the reasoning behind *Dracula*'s lack of CGI. Although it was harder, the effects teams worked in conjunction with actors, cinematographers and Coppola himself to create the effects of the film completely practically. Through this, *Dracula* creates its own logic and its own world.

For fans of more eccentric and exaggerated filmmaking, Coppola's *Dracula* will quench your thirst. With an interesting story embedded both within the film and in the film's production, the movie opens opportunities to learn not only about vampires, but the abilities and successes of effect artists, makeup artists, costume designers and set designers.

Taking everything about *Dracula* into consideration, I realize now that I may not be the biggest fan of eccentric filmmaking. Although I can appreciate the effort put into a film of such scale and its lasting impact on the legacy of Dracula, this adaptation ultimately was not my favorite. I rate *Bram Stoker's Dracula* three out of five stars.

Gary Oldman is nearly unrecognizable when his vampiric form is first revealed. Covered in heavy makeup and fantastical costuming, the character design deviates from the more standard approach to Count Dracula.

used as well. Unnatural angles create an almost cartoonish environment, while still remaining a movie that is easy for the audience to sink their teeth into.

Gary Oldman is nearly unrecognizable when his vampiric form is first revealed. Covered in heavy makeup and fantastical costuming, the character design deviates from the more standard approach to Count Dracula. Although

tors have reimagined the story's key characters in their own unique ways as well. Along with Oldman's great performance, Winona Ryder, who plays the main love interest of Dracula across thousands of years, manages to attract attention to her acting despite her emerald green dresses and large headpieces that would engulf any other actress.

The highlight of the filmmaking

28 Days Later remains thrilling two decades after its debut

The continued interest in this film and its sequel has led to the creation of a new trilogy, the first installment of which comes out in 2025

By ROBIN JARMAN
Quill staff writer

28 Days Later is a 2002 horror film directed by Danny Boyle that takes place in a post-apocalyptic Britain after a rage virus infects London and turns people violent. The success of this film led to a sequel, *28 Weeks Later*, in 2007. More recently, the continued interest in the original films has led to a new film being released this spring, *28 Years Later*, which will be followed by two direct sequels. With all this activity surrounding the franchise, it is the perfect time to go back and watch *28 Days Later*.

The film follows the character Jim, played by Cillian Murphy, who wakes up from a coma 28 days after the virus spreads. While trying to navigate the new world that Jim wakes up in, he stumbles upon a group of survivors: Selena, a cab driver named Frank and Frank's daughter. As the film progresses, this trio goes on a journey to try and find a safe place to stay.

One thing about the film that I enjoyed is its unique approach to the genre. As a person who likes horror



Photo by 20TH CENTURY STUDIOS

Oscar-winning actor Cillian Murphy plays the protagonist in *28 Days Later*.

films, I have seen a fair number of movies that deal with the concept of zombies. Throughout most zombie films, the creatures are usually undead, slow and not as much of a threat to the characters as you would think. In this film, however, the zombies are not traditional zombies. Instead of being dead and slow, the zombies are aggressive, fast and strong. They are also not undead: they are still living human beings.

As a result, I find the concept of the film 10 times more terrifying than a regular zombie movie.

Another highlight of the film is its setting. It is very interesting watching a zombie film that takes place somewhere outside of the U.S. Usually, most characters in a U.S. zombie movie are automatically carrying a gun, but with this film taking place in the U.K., the characters have less immediate access to

weapons like that. Given their limitations, it is interesting to see how these characters fight back against zombies with whatever weapons they can find.

A third element that helps make *28 Days Later* more memorable is the acting. I really liked the cast in this movie, which includes Academy Award-winning actor Cillian Murphy, who will also be returning in the upcoming sequels. I think Murphy and the other actors do a good job portraying their respective characters, which makes the post-apocalyptic scenario more believable.

Also making the film more engaging is its use of music. I especially liked the soundtrack, which was composed by John Murphy. My personal favorite song from the film is a music selection called "Church."

Overall, *28 Days Later* is a really good horror film. I think the characterization, setting, acting and music are well done. I cannot wait to watch the upcoming third movie, which is coming out in June. *28 Days Later* deserves four out of five stars.

SAY SOMETHING HELPS MAINTAIN SCHOOL SAFETY continued from page 2

enforcement if necessary.

"It works as a safety net. Most students will feel more comfortable that way," Assistant

Principal Mr. Nelson said.

As a reminder, Nelson added that both students and staff can make a report. Though some

people may be hesitant to use the anonymous reporting system for fear of being labeled "as a snitch," Nelson encourages stu-

dents to not be afraid and to report the issues that concern them about the school community's safety.

Fall Guy is an underappreciated gem

The 2024 movie's perfect blend of action, comedy will successfully satisfy fans of both movie genres



Photo by UNIVERSAL PICTURES

The considerable charisma and chemistry of Ryan Gosling and Emily Blunt (left to right) make the movie an entertaining watch.

By OWEN HOLLE
Quill staff writer

The name of the film is I am reviewing *The Fall Guy*, which is directed by David Leitch and was released on May 3, 2024. I chose to write about this film because it is a more lighthearted movie than some of the other films I have seen and because it is a Ryan Gosling movie. David Leitch uses the story of a movie stunt guy to show how the people who serve this role in filmmaking are often easily forgotten about. *The Fall Guy* uses music and special effects to highlight how it is important to stay connected to the people you love even when things are not going well in your own life.

As *The Fall Guy* begins, we meet Hollywood stunt performer Colt Seavers (Ryan Gosling), who breaks his back doing a stunt for action star Tom Ryder (Aaron Taylor-Johnson). The accident leads to Colt abandoning his career and his girlfriend, camerawoman Jody Moreno (Emily Blunt), who was working on the same movie. Eighteen months later, Colt, who is now a valet for a small Mexican restaurant, is contacted by film producer Gail Meyer (Hannah

Waddingham), who tells him that Jody is directing her first film, a science fiction epic called *Metalstorm* starring Tom, and wants Colt to join the production in Sydney, Australia. After arriving on set, Colt learns that Jody never asked for him and is still angry about their breakup. Meanwhile, Tom suddenly disappears and Colt is tasked by Hannah with bringing him back to the production. Colt willingly takes on this assignment knowing that his failure to find Tom may lead to Jody being unable to finish her first film.

Music plays a critical role in *The Fall Guy*. It is used to show the emotions of the characters and convey the importance of what is happening to the people on screen. In the beginning of the film, Colt is sitting in a car listening to a sad Taylor Swift song, thinking about his past relationship with Jody, when she suddenly walks up to his car to talk. The music that plays from the car radio in this scene conveys his emotions about his former, and perhaps future, love interest and how he feels about his past actions that led him to this moment. Thanks to the music, the audience knows how Colt feels about the current situation with Jody. Colt is regretful about shutting ev-

eryone out after his accident and it is clear he wants to win her back.

The next filmmaking element that is important to *The Fall Guy* is special effects. Since this film is about stunt men and what they go through, there are multiple scenes in which we see how special effects and stunts are created for films. One scene that shows a lot of effects is when Colt performs a difficult car roll while driving across a beach as explosions are going off around him. In a way, the scene features two levels of stunts and effects because the stunts and effects we are seeing are for the movie we are actually watching and the movie within the movie we are watching. Another interesting aspect of the scene is that we hear the fictional director Jody yelling out instructions for the stunts and special effects should be happening as the scene unfolds. The impact of the special effects on this scene is that they make *The Fall Guy* feel more realistic. In a sense, we are seeing "behind the camera" and witnessing how movies are made.

One central message of *The Fall Guy* is that it is important not to shut people out of your life even when things go horribly wrong. In ways that echo Colt's

stunt accident at the start of the film, there are sequences later in the movie during which Colt's mission to find Tom goes off the rails and Colt is encouraged by Hannah to leave and go back to America. However, Colt chooses to stay in Australia and do whatever is necessary to help Jody finish her film. Colt's decision to not turn his back on Jody for a second time shows his growth and demonstrates to her that they may make a good couple at work and in their private life. In a broader sense, I think the film is trying to show audiences that, even after a massive failure in your life, you should not shut people out of your life because that will only lead to more suffering. Instead, you need and should accept the support of the people around you.

In *The Fall Guy*, David Leitch uses music and special effects to convey the message that it is important to depend on other people when things are not going well in your life. This is a fun and action-packed film with many unexpected twists and great performances from Gosling and Blunt. It is not an exaggeration to say that this is one of the best films I have seen in the last two years. *The Fall Guy* deserves five out of five stars.

Classic *Notebook* deserves praise as great tearjerker

The 2004 film helped launch the careers of actors Ryan Gosling, Rachel McAdams

By LILY SCHMELTZER
Quill staff writer

The Notebook is directed by Nick Cassavetes and was released on June 25, 2004. I decided to review this movie simply because it is one of my favorites. *The Notebook* seems like such a classic movie now. I enjoy the love story aspect of how the characters Noah and Allie always find their way back to each other. Also, because it takes place around the 1940s, I love the clothes, old cars and other historical aspects of the film, which helps make everything more realistic. The Nick Cassavetes film *The Notebook* utilizes the filmmaking techniques of editing and costume design to teach a lesson about how true love will always lead people back to one another.

The Notebook starts with an old man reading a story to an old woman in a nursing home. The story he reads follows two young lovers, Allie Hamilton (Rachel McAdams) and Noah Calhoun (Ryan Gosling), who meet at a carnival. However, the pair are separated by Allie's parents, who disapprove of Noah. After waiting for Noah to write to her for several years, Allie meets and gets engaged to a young soldier named Lon (James Marsden). Not too long after this, Allie reconnects with Noah, and it is evident that they still have feelings for each other. Now, Allie has to choose between her fiancé and her first love.

The first filmmaking element that makes this a memorable movie is editing. There are sequences in which the movie switches back and forth between Noah and Allie as they live separate lives apart in the past. We see Allie with a different man living a fancy life while Noah is living by himself and working his life away. We also cut back and forth between these scenes in the past and scenes in the present day of the old man reading the love story to the old woman. This shows a form of cross cutting as an editing technique. This is used to show the progress between the characters' lives in the past and where they are at now. This editing technique is used to advance the story of the characters and show how far they have come and the challenges they have faced. This gives the audience a feeling of warmth and happiness because we are able to see the characters in the past and the present. Ultimately, the editing makes the story more emotional for the audience.

A second filmmaking element that is important to the movie is costume design. One scene that shows the impact of costume design is when Noah is walking down the street with a group of his work pals. His clothing is full of dust, dirt and sweat, which makes it clear he has been working hard. Suddenly, he runs into Allie, who is walking down the street. She is wearing a nice green dress and Noah stops to flirt with her for a while. Eventually, she walks away to a fancy car and drives away, leaving Noah mesmerized. The costume design in this sequence gives us insight into the characters. The costumes show how the characters live, where they come from, how much money they have and their personalities. For example, the way Allie dresses and acts shows that she comes from a wealthier family, feels more entitled and has more opportunities. Meanwhile, Noah's outfits show that he cannot afford nice clothes and has to work harder for possessions and opportunities. This difference in costume design also shows that the way they are dressed and the money they have or do not have will not put a stop to their connection or the love they feel.

Not surprisingly, the central message of this film is that true love will always win. A scene that strongly represents this message is when Allie shows up at a house Noah built. Allie is in town and she sees an ad in the paper for the house. Allie goes to visit Noah and that is when she falls back in love with him and decides to stay with Noah even though the decision will hurt her husband and her family. This scene is a breaking point in the movie. After all the years that Noah and Allie have been apart, they found their way back to each other and cannot live without one another. This

NOTEBOOK
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Toy Story remains a highpoint for smart storytelling

Now hitting its 30th anniversary, *Toy Story* has lost none of its charm thanks to a great plot, excellent animation

By MAX WALLACE
Quill staff writer

This year marks the 30th anniversary of the Pixar film *Toy Story*. Directed by John Lasseter and released in 1995, *Toy Story* is a film that is still being enjoyed to this day thanks to its excellent characters and moving story. Also noteworthy is that *Toy Story* was the first animated film made entirely with computer-generated imagery (CGI). I have watched this movie at least a dozen times and it never fails to improve my mood. *Toy Story*'s use of costume design and music help the film teach the audience important lessons about growing up.

The plot of *Toy Story* revolves around a little boy named Andy. Like most young boys, he loves to be in his room and play with his toys, especially a cowboy doll named Woody. What Andy does not know is that his toys come to life when Andy is not playing with them.

While Woody believes that his life as Andy's toy is good, two unforeseen changes complicate things for him and the other toys. First, he learns that Andy's family is moving, which means the toys will be packed up for the journey. Second, Andy receives a new toy for his birthday: a Buzz Lightyear action figure. Unlike Woody and the other toys, Buzz does not believe that he is a toy. Worse still for Woody, Buzz quickly becomes Andy's favorite toy.

Woody becomes consumed with jealousy and tries to get rid of Buzz. Unfortunately, that coincides with the preparation for the family's big move, which leads to Woody and Buzz getting lost. The two must then learn how to work



Photo by WALT DISNEY STUDIOS

The odd-couple pairing of Woody and Buzz is central to the movie's appeal.

together to get back to Andy before he moves without them.

One filmmaking element that is essential to the telling of the story is costume design. Just like a live-action film, the outfits worn by the characters in this animated movie let the audience know things about their personalities. One scene in which this is apparent is when Woody and Buzz are in pursuit of their other toy friends, who are in the back of a moving van. Woody is in the cowboy attire he wears throughout the movie, which includes a hat, a kerchief, a long-sleeved shirt, a big belt with a holster, blue jeans and boots with spurs. Meanwhile, Buzz is wearing a protective space suit that looks like a mix of what is worn by astronauts and the armor a knight might wear. One key to his suit, however, is that it has retractable wings on the back of it. While those wings have not been func-

tional throughout the movie, Woody and Buzz decide to light a firework on the back of Buzz's suit, which launches them into the sky toward the moving van. Fortunately for them, Buzz is able to release his wings as the rocket burns out, which allows the two of them to continue flying. In this sequence, the costume design not only plays a role in reinforcing that one character is a cowboy and the other is a space traveler, it also advances the plot by allowing them to chase the moving van. This scene is a comedic and uplifting one for the viewers, who now have hopes that the movie is heading for a happy ending.

A second filmmaking technique that benefits the movie is its use of music. All of the movies in the *Toy Story* series have memorable songs and background music, but the most famous tune is heard at the start of the first *Toy Story*, and that

is the Randy Newman song "You've Got a Friend in Me." As that song plays in the background, the audience witnesses Andy and Woody playing together, which gives us a look at the daily life of these two central characters. As the title makes clear, the song is a peaceful and uplifting one about friendship, which captures the nature of the relationship between Andy and Woody while also setting the tone for the entire movie. *Toy Story* is a family friendly film about friendship and that fact is established for the audience from the outset through the use of music.

The subject of friendship is a key theme in the film. *Toy Story* deals with the idea that growing up can be challenging but one can face the changes life brings through friendship. The fact that Andy's family is moving is one of the life changes he has to deal with in the film. Additionally, Andy's need to pack up his belongings for the move forces him to reassess his collection of toys and the role they play in his life. While Andy ultimately sticks with his toys as the film draws to a close, the audience can see this decision will probably not be a permanent one when he gets older. For the time being, his friendship with the toys allows Andy to face the life transition of a move.

When coupled with the excellent costume design and use of music, the message of *Toy Story* helps make this a movie that reaches viewers of all ages. Whether you are watching it for the first or the fifth time, *Toy Story* will possibly inspire you to dig out some old toys from the back of your closet. This film deserves five out of five stars.

Premier Performers

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

Ulises Lopez Tapia

By MARIAH WASHINGTON
Quill staff writer

A Hawks musician who has been involved in the Cooper band program for many years is Ulises Lopez Tapia (12). In fact, this is now his sixth year in band.

"I started because I knew I had the passion for music and wanted to attempt actively playing it," he said.

Lopez Tapia cited several things he has enjoyed during his years in band.

"I have met new people, learned to be more social and became a stronger musician over the years," he said.

Reflecting on his time as a musician, Lopez Tapia singled out an event from his junior year as one of his favorite band memories.

"My favorite memory is playing at TCF Stadium for the University of Minnesota band day during my junior year,"



Photo by R. VANG-LOHNES

Lopez Tapia said.

While Lopez Tapia does not have an official leadership role in band, he said he has worked hard since his junior year to step up and serve as a positive role model, especially in his section.

Outside of his band class, Lopez Tapia said that Government is the course he currently enjoys the most at school.

"The teacher is usually chill and the material of the class can be fun to learn about," he said.

When he is not at school, Lopez Tapia focuses his attention on auto racing, trucks, gaming and Motley Crue. In fact, his auto racing interest is connected to his future goals.

"My ideal path would be going to University of Northwestern Ohio and studying high-performance motorsports, but I may have to go to the Air Force first because that would be expensive," he said.

42nd Street pushes skills of cast, crew

The dance-heavy musical is a welcome challenge for the students putting on the show



Photo by MARIAH WASHINGTON

The cast of *42nd Street* works on the choreography of a scene during their January 31 rehearsal.

By MARIAH WASHINGTON
Quill staff writer

This year's winter musical, *42nd Street*, started its run last week on February 20-23. Additional shows will take place this week on February 28 and March 1 at 7 p.m.

Set in the 1930s, *42nd Street* follows the production of a Broadway play. The plot takes the audience behind the scenes, showcasing the casting process of the play, the rehearsals and then the opening night.

The audition process for *42nd Street* started before winter break. Once the cast was selected, the practice process started. In fact, rehearsals ran throughout winter break and every weekday since.

According to director Ms. Wurzer, the audition process "looked pretty much the same" as it does every year. The students were asked to select a character and then bring that character to life on stage. Wurzer then collaborated with choir director Ms. Rowan to decide where to place the students who auditioned.

To be selected in the musical, students have to be what is known as a "triple threat." According to Wurzer, this means "you have to be able to sing, dance and act."

However, Wurzer added that many members of the senior class had no trouble with being a "triple threat."

"This year's senior class are a talented bunch. We have excellent singers and dancers. This is why I

chose such a dance-heavy show," Wurzer said.

In order to create the show's extensive music, some Cooper student musicians were paired with semi-professional musicians from the Robbinsdale City Band and the North Hennepin Jazz Band. This combination has caused excitement among the students as well as providing them with many learning opportunities.

"The music in this year's show is also intricate with a lot of harmonies, so there is a lot to learn and perfect prior to show time. They're

learning the dances and balancing schoolwork with rehearsals have been two challenges of staging the winter musical.

"The most challenging part of the rehearsal process has been teaching people to tap while also keeping pace with how much we have to learn in such a short amount of time," she said. "Balancing schoolwork with the intensive rehearsal schedule can also be a lot, but after the first few weeks, you find a balance."

While the challenging aspects of preparing for the winter musical can be stressful, Van Sistine said they can also produce a sense of accomplishment.

"When a dance or scene comes together, especially if it is frustrating, it is super cool seeing it all come together and click," she said.

In addition to the on-stage performances, Wurzer said the tech crew, which is in charge of the off-stage aspects of the musical, has been working hard to put on a good

"The most challenging part of the rehearsal process has been teaching people to tap while also keeping pace with how much we have to learn in such a short amount of time," Eliana Van Sistine (12) said. "Balancing schoolwork with the intensive rehearsal schedule can also be a lot, but after the first few weeks, you find a balance."

doing well," Wurzer said.

Helping bring the music to life are the on-stage performances of *42nd Street's* cast. One member of the cast is Eliana Van Sistine (12), who plays the role of Lorraine Flemming.

"I have a few lines and am a featured dancer in most numbers," she said. "It gets hard not to feel behind with two-and-a-half months to put together a show this big, but we are in a pretty good place right now."

According to Van Sistine,

show. The tech crew is a group of students who control the lighting, the sound and set construction. One member of the crew is Elizabeth Monner (12), who said the show is going well.

"It is a great community of people," Monner said.

Monner added that students considering getting involved with Cooper's theater program on-stage or backstage should do so.

"The worst thing that could happen is you regret not doing more in the future," she said.

Lily Schmeltzer

By MARIAH WASHINGTON
Quill staff writer

Taking part in choir, dance and theater is Lily Schmeltzer (12). Each of these activities have been part of Schmeltzer's life for many years.

"I have been dancing since I was three and I have been in choir since middle school," she said. "Also, this will be my second year in the school musical."

One element of these arts activities that Schmeltzer enjoys is the ability to work with her peers.

"I just enjoy being around all the people. It's like a big family," she said.

For all of her arts activities, Schmeltzer said the performance component has produced her favorite memories.

"In dance, I love the competitions with the team. As for the musical, I like

performing. For choir, we go to do a lot of fun concerts," she said.

As she moves into the second half of the school year, Schmeltzer said she is looking forward to the upcoming performances of the winter musical, her spring choir concerts and her dance competition and recital in May.

In addition to her work in the arts, Schmeltzer is also involved in sports. Specifically, she is on the Armstrong-Cooper trap team, for which she serves as one of the captains. This connects to her involvement in the police explorers program. Schmeltzer is currently a sergeant in that program. Schmeltzer's interest in law enforcement connects to her future plans.

"I am going to the University of Minnesota, Duluth for criminology in hopes of becoming a crime scene investigator or police officer," she said.



Photo by R. VANG-LOHNES

Anna Smith

By MARIAH WASHINGTON
Quill staff writer

Anna Smith (12) has played a key role in Cooper's theater program since her arrival at Cooper.

"I have been doing theater for a while and have done most shows here at Cooper," she said. "I started doing theater because I thought it was fun to bring a show to life and entertain people."

When it comes to her favorite aspect of taking part in Cooper's many stage shows, Smith pointed to the sense of accomplishment that comes from seeing a show through from the auditions all the way to the final performance.

"What I enjoy most about theater is the payoff after months of hard work when you finally get to put a show on for others to enjoy," Smith said.

Smith's on-stage and behind-the-stage theater experiences has allowed her to take on some leadership roles. One example goes back to her sophomore year when Smith directed a segment during the spring one-act festival called *Letters*. Smith once again plans on participating in the spring show this year once her work with the winter musical comes to an end.

When she is not working on Cooper shows, Smith shifts her attention to school. She said her IB History of the Americas class is her current favorite.

"I really enjoy studying history and I want to make it my career someday," Smith said.

Making that career goal a possibility is Smith's post-graduation plan. She said she will attend the University of Minnesota, Duluth to major in history.



Photo by R. VANG-LOHNES

Owen Tourtelotte

By MARIAH WASHINGTON
Quill staff writer

Owen Tourtelotte (12) is a musician currently involved in band, Marching Band and Jazz Band. His work in these groups stretches back to middle school.

"I've been doing band since sixth grade because my mom made me do it," he said. "I've been doing Marching Band since 10th grade because I wanted to go on the group trip that was happening that year. I've also been doing Jazz Band since 10th grade because I wanted to prove I could."

According to Tourtelotte, all three music groups have given him a chance to make good friends. Additionally, he said Marching Band provides a chance to "take part in a lot of fun events," while Jazz Band plays music "that is just cool."

Tourtelotte said he has made many memories over the years in these activities, but his highlight has been the three competitions he has taken part in during trips to Chippewa Falls, Wisconsin.

In recognition for his skills as a musician and his commitment to each group, Tourtelotte is serving as the lead trombone player in Marching Band. That leadership will be on display this July when Marching Band takes part in the Independence Day Parade in Washington, D.C.

In addition to his work in music, Tourtelotte is committed to his studies. He cited IB History of the Americas as a favorite class thanks to the fact that he "has a good group of friends in there."

Next fall, Tourtelotte will go to college but is still in the process of deciding which school he will attend out of the many that have accepted him.



Photo by R. VANG-LOHNES

GRADUATE ENJOYING SUCCESS AS A PODCASTER continued from page 1

Crime.

While true crime has been an increasingly popular genre in recent years, Stanton's interest in covering true crime as a topic on her podcast stems from a personal brush with crime.

"In the fall of 2020, I hired a financial advisor to help me take my financial goals to the next level," Stanton said. "Like many Black people in the United States, I didn't know the most strategic way to manage and leverage my finances to build generational wealth for me and my family. So, I hired a highly recommended and credible financial advisor to help guide me through saving and investing my money, or so I thought. What I didn't know at the time was that I'd

soon discover that my financial advisor had stolen my entire life savings, tens of thousands of dollars that he claimed to have invested for me."

As it turns out, Stanton was one of 23 victims of this advisor's investment scheme, which defrauded them of a combined total of more than \$2.3 million and resulted in a federal investigation and eventual prosecution of the advisor.

"Suddenly, I was learning firsthand what the 'justice' in 'criminal justice' really meant," Stanton said. "In the months that followed, I found myself obsessively listening to true crime podcasts as a coping mechanism, albeit a strange one. While I had listened to true crime podcasts in the past, I was now listening to them

from my new perspective as a crime victim and I couldn't shake the feeling that the picture felt just so incomplete."

With encouragement from her partner, Stanton said she decided to start her own podcast so she could explore true crime with an eye toward issues other podcasts do not usually cover, such as: "Does the story really end with a headline arrest or a guilty verdict? How can we actually support victims? What if the perpetrator, the criminal, is the government, the same government that decides what counts as crime in the first place? What does justice really mean and who is it really

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Quill Comics Corner

Treat Yourself

By John Papenfuss



Lynch's genius on full display in *Mulholland*

Released in 2001, *Mulholland Drive* captures all of the quirky themes, obsessions of the recently deceased director



Photo by UNIVERSAL PICTURES

The film follows main characters Betty and Rita (left to right) as they journey through the dark underbelly of sunny Los Angeles.

By TESSA LENOCH
Quill staff writer

Mulholland Drive is a 2001 surrealist mystery film directed by David Lynch. In the days since Lynch's passing on January 15, 2025, discussion about his films has been revitalized. An example of true, unbridled artistry, Lynch created films that will be remembered for decades to come. With a distinct, sometimes confusing style, Lynch's colorful and familiar small-town, America-esque movies create a feeling of recognition while at the same time making the viewer feel as if they are venturing into the unknown. If one has not begun the dissent into the world of Lynch's art, now is a great time to do so. In my opinion, the best starting point for Lynch's surreal and almost magical filmmaking career is *Mulholland Drive*.

Mulholland Drive follows

Betty Elms (Naomi Watts), who has just arrived in Hollywood to kickstart her dream of becoming a big star. While moving into her Aunt's apartment, she finds a disheveled brunette woman (Laura Harring), who is unaware of her own name. Eventually, she begins to call herself Rita and the two work together to discover the underlying mystery behind her amnesia. As this is unraveling itself, the movie periodically cuts to Adam Kesher (Justin Theroux), a movie director experiencing extreme pushback to his artistic vision.

When anyone is recommending a David Lynch film, the same sentence will probably be uttered: "Don't try to understand it while you're watching it. Just go with it." No matter how pretentious that advice may sound, ultimately, it is true. Watching *Mulholland Drive* is like watching a replay of someone else's dreams: foggy scenes

that would only make sense with the context of living someone else's entire life. However, this is not a detriment to the film in any shape or form. By using this format, the film offers a truly unique experience that only continues to pull the audience into the mysteries upon mysteries within the plot.

Much like its sometimes seemingly nonsensical plot, the cinematography of *Mulholland Drive* takes risks in its framing, colors and transitions. The movie is beautiful, with deep blues and bright reds filling up the frame as fade transitions connect characters across the boundaries of time and space. Filmed everywhere from extravagant modern mansions in West Hollywood to old theaters displaying the architecture of centuries past, *Mulholland Drive* embraces its Hollywood setting to explore every nook and cranny of Los Angeles.

However, this exploration is

not only skin deep, as Lynch uses his characters as a way to explore Hollywood as an industry as well. As Betty tries to make it in her auditions, she is bombarded by leering stares and uncomfortable commentary. As Adam attempts to cast his film, he is pressured by shadowy executives who disregard any sort of vision he may have to simply get their way.

In the end, much like other works by David Lynch, *Mulholland Drive*'s meaning is left to the audience to decide for themselves. Unsatisfying for some, but extremely fulfilling for others, *Mulholland Drive* is a film that will stick with you like a dream you have a bad feeling about or a fortune you believe in a bit too much. In my personal interpretation, *Mulholland Drive* is about greed; greed in relationships, in careers and in all the small things in life. I rate this movie five out of five stars. Rest in peace David Lynch.

PODCASTER

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for?"

Stanton said her ability to tackle complex topics on her show stems from the skills she first developed as a student at Cooper.

"While at Cooper, I joined the debate team, which helped me hone my research, writing and communication skills. One of the aspects I appreciated most about my IB [International Baccalaureate] background was the global perspective woven throughout the program. Over the years, I've come to realize that my IB experience exposed me to a more diverse range of texts than many of my peers in AP programs or at other high schools. I believe that truly effective storytelling requires empathy for all people and experiences. My early exposure to a variety of worldviews through IB laid the foundation for this belief, and it continues to shape my writing and storytelling approach today," Stanton said.

As she looks back on the two seasons of *Truer Crime*, Stanton she said there have been many rewarding aspects of working on a podcast.

"For *Truer Crime* specifically, I love releasing the episodes and hearing what people think. It's really meaningful to be able to share these stories that need more visibility," Stanton said.

Another element Stanton has enjoyed about making *Truer Crime* is the ability it has given her to learn all aspects of the podcast business.

"Because I was an independent podcast for season one and am still working with a small team for season two, I've been able to learn about and execute virtually every step from ideation to release. In most other forms of media, I probably wouldn't be able to be involved in hosting, writing, researching, producing and marketing all on the same project, especially not this early in my career," Stanton said.

Stanton's *Truer Crime* podcast can be found at truercrimepodcast.com.

LATINOS UNIDOS

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Latinos Unidos actually goes back to a long time before he became the club's advisor. In fact, Reyna is a Cooper graduate who belonged to Latinos Unidos during his time as a Hawk.

"When I was a student here at Cooper, I was a part of Latinos Unidos as well and that helped me make connections with other people who identified the same as me, so I want to be able to provide the same experience for those students now here at Cooper," he said.

Although the focus of the group is on Latino culture, Reyna emphasized that students do not need to be Latino to become part of the group.

"Our group is open to anyone and everyone," Reyna said. "You do not need to even speak Spanish to join. One of our group values is 'Be Inclusive,' and we want to make sure everyone from different backgrounds has a safe space with us."

One student who has been enjoying her time in the group this year is Joy Flores Hernandez (11).

"I wanted to join the Latinos Unidos club because I'm passionate about celebrating and promoting my cultural heritage. I saw it as a fantastic opportunity to connect with other students who share similar backgrounds and experiences," she said.

Another club member, Ana Canada Cerrito (10), said it is her hope that the club will continue to grow in the future.

"I hope that even after we graduate, the Latino Unidos club keeps doing activities and fundraisers to show people our culture and for them to be able to express themselves," she said.

NOTEBOOK

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shows the message that, no matter what happens or how long you are apart, you will always find your way back to your one true love.

The Nick Cassavetes film *The Notebook* utilizes the techniques of editing and costume design to teach the lesson that true love will always lead people back to each other. I love the emotion that is shown in this film, which is testimony to the creativity of the director and the chemistry between the characters on screen. I think it is a beautiful piece of art. Even though it has a sad ending, the conclusion effectively ties the whole movie together and really shows the theme of true love. Nick Cassavetes' *The Notebook* earns five out of five stars.

Snowpiercer earns its status as essential dystopian film

With director Bong Joon Ho just about to release *Mickey 17* in 2025, it is a perfect time to revisit his 2013 movie

By SOFI SWANSON
Quill staff writer

The movie *Snowpiercer*, directed by Bong Joon Ho and starring Chris Evans, Jamie Bell and Tilda Swinton, was released on August 1, 2013. I choose to review this movie because I think it shows excellence in the visual arts department. I think this movie's makeup, costume designs, set and lighting all help tie the movie together regardless of its sometimes mediocre plot. These filmmaking techniques help convey the hidden and deeper messages within the movie and showcase the struggles of the film's characters. *Snowpiercer* uses detailed makeup and costume design to help teach audiences about the struggles of the lower class as well as convey the message that greed makes people do immoral things.

The movie is set in 2031, 17 years after the leading nations of the world release a substance called CW-7 into the atmosphere in an attempt to control global warming. However, this move accidentally results in another Ice Age and destroys nearly all life on Earth. The only survivors live in the train *Snowpiercer*, which is powered by a perpetual motion engine created by the millionaire Wilford (Ed Harris), who lives in the front of the train along with the other people wealthy enough to afford it. Meanwhile, in the back of the train live the poor people, who, although lucky to still be alive, begin to question their treatment and the division between the haves and have-nots. As the film begins, the leaders of the poor passengers,



Photo by THE WEINSTEIN COMPANY

An environmental collapse creates the grim future faced by the film's characters.

which includes Gilliam (John Hurt) and Curtis Everett (Chris Evans), are plotting a scheme to reach the front of the train and bring to an end to their mistreatment.

The first filmmaking technique Bong Joon Ho uses to portray the film's message is makeup. The makeup in this movie is used to communicate class differences, from the dark eye-rings and the dirty nails of the poor to the tan skin and red lips of the rich. A specific scene in which makeup shines is at the end of the movie when Curtis, the main character, is staring into the engine. He has this blank, almost defeated look in his eyes while Wilford is spewing philosophical nonsense in his ear. However, the nonsense seems to be working and you can see the conflict in Curtis' eyes as he thinks about Wilford's "wise" words. In this scene, the engine is beaming this bright white light onto

Curtis' face, which really highlights the purple-and-blue rings under eyes along with his shocking pale face. Additionally, he has dirt and soot all over his face, along with dried blood and nasty bruises. What is more, his nails are extremely dirty, seemingly never being cleaned before. All these makeup elements show the audience the struggle people from the back of the train had to endure. Throughout the movie, the audience has never seen a detailed close-up of Curtis' face, but with the new lighting, all the wrinkles and pain are revealed, leaving the audience in awe as they realize the gravity of Curtis' struggle as a poor person on the train.

The second filmmaking technique that is important to the film is costume design. This movie is really good at making sure audiences can visually separate the rich and the poor. The scene that I have selected to showcase the amazing costume

design is when Curtis and the others in his group are able to finally capture Minister Mason, someone who has been dictating their day-to-day lives for the past 17 years. They force her to lead them to the front of the train, which she does due to fear of losing her life. As she leads them through the train, she explains the purpose of the different cars, such as the farming car and the aquarium car, and how they work. She even stops at the classroom car, where the students make fun of Curtis and the others for being from the end of the train. During these scenes, you are able to visually see the difference of class in the costumes worn by the actors. The people from the back of the train are wearing torn, dirty and layered clothing; the layering being significant due to the freezing weather outside and the fact that the clothes they are given are not warm enough for their conditions. Meanwhile, Minister Mason is wearing an all-white suit with a skirt, along with beautiful pendants, medals and jewelry. There is a huge contrast between her pure white clothes and the super dirty clothes worn by the poor passengers. It shows that the poor have done labor and work, while the rich have done nothing to earn their advantages. Additionally, throughout the movie, the higher-class people are able to change their clothes, so this is just one of the many outfits we see Mason wearing. Meanwhile, the lower-class people are always wearing the same clothes throughout the whole movie, which underscores

SNOWPIERCER

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Swimmers welcome new coach

Mr. Quinn is a veteran coach who made it to state as a swimmer for Armstrong High School



Photo by ANDREW BROOKS

Mr. Quinn (second from left) encourages his athletes between events at a February 6 swim meet.

By MARIAH WASHINGTON
Quill staff writer

Mr. Quinn became the new head coach of the Armstrong-Cooper boys swimming team this season, leading to a fresh start for the swimmers and a new philosophy for the program. Quinn's new position represents a homecoming because of his past connection to the Robbinsdale district as an Armstrong student and a record-holding swimmer who competed at the state meet.

"I am an Armstrong alumni and I had heard from friends that Armstrong-Cooper was missing a head coach and I thought I'd throw my hat in the ring and possibly come home and be a part of a team that did so much for me," Quinn said.

Although he is new to the Armstrong-Cooper coaching position, Quinn is not new to coaching. He first started coaching through his old club team out of Bloomington called The Barracudas. Quinn had just moved back to the Twin Cities area after college when his old coach from that club team contacted him to see if he wanted to get involved in coaching the team.

"On the very first day, I fell in love with coaching," Quinn said. "I started at Barracuda Aquatics for four years, then I was the assistant coach of Bloomington Jefferson girls for two years. I then took over the team as the head coach and have been their head coach for the past four years."

His seven years of coaching experience has allowed Quinn to bring new training ideas to the Armstrong-Cooper program. Additionally, his years as a high school and college swimmer have had an impact on Quinn's approach to his new role.

"The biggest change I have made to this program is challenging the boys every day and allowing them to push themselves to find out what they are truly capable of. I have also brought a touch

of college-level training to the team, which has allowed the boys to reach times equal to if not faster than their championship meet last year already," Quinn said.

Along with his competitive experience, Quinn's past connection to Armstrong gives him a unique perspective on coaching the current team.

"I plan to motivate swimmers by bringing back old traditions that were a part of the team when I was there," he said.

Quinn's approach to training and team-building has been noticed and appreciated by the squad's veteran members. One swimmer, Andrew Brooks (12), said Quinn has made changes to the team's workout regimen that have benefited every person on the roster.

"The new coach has thrown a large amount of yards at us and

practice sessions feel different under Quinn's leadership.

"I would say that his presence has changed the atmosphere a bit," Brooks said. "The team has remained largely the same in feeling, but there is a larger emphasis on swimming than dorking around. He's certainly a good person to be around and does have a positive effect on the overall mood."

While Quinn said he is excited to return to Robbinsdale in the context of a coach, he added that he has not forgotten what it is like to be on the other side of the coaching as a high school swimmer.

"What excites me the most about working with this team is that I get to feel like a kid again. Stepping back on to that pool deck brought back some of the best memories I have. Being able to give these boys those memories is what makes this job so fun," Quinn said.

As he looks toward the future of the program, Quinn said one focus he has is on bringing more swimmers onto the team. It is Quinn's hope that the life-long benefits of swimming will be a selling point in his recruitment efforts.

"Swimming will shape you in more ways than I can count," Quinn said. "It's a full-body exercise, six days a week with great health benefits like a stronger heart, bigger lungs and no impact injuries. Swimming also can teach you some of the toughest life lessons. Those lessons include: sometimes hard work isn't the only way, take a step back and make a change, constantly set goals for what's next and stay away from stagnation. What I believe is most important is that swimming will instill a life-long, hardworking mentality."

For his part, Brooks said he appreciates what Quinn is doing for the team and will do in the future.

"He is a state champion. He knows how to swim well and he is willing to pass on his experiences to us and make us better," Brooks said.

"What excites me the most about working with this team is that I get to feel like a kid again. Stepping back on to that pool deck brought back some of the best memories I have. Being able to give these boys those memories is what makes this job so fun," Mr. Quinn said.

kept things very physically intense," Brooks said. "It's a more beneficial and taxing way of doing things, but there have been more noticeable improvements that I have seen this year in comparison to the teaching of the prior coaches."

The improvements Brooks has noticed in his own and the team's performance stems from the short- and long-term goals Quinn has for the squad.

"My short-term goal is to grow the team and to change the existing mindset to a winning mindset," Quinn said. "My long-term goal is to develop a team that is even better than when I was there and hopefully take my name off that record board."

Noticing Quinn's emphasis on developing a winning mentality is Brooks, who pointed out that

SNOWPIERCER EARNS ITS STATUS AS ESSENTIAL FILM continued from page 7

their lack of access to any basic necessities.

It is through his use of make-up and costuming that Bong Joon Ho portrays the message that greed can negatively impact people and cause them to do immoral things. One scene where this idea is shown is at the end of the movie when Curtis is in the engine with Wilford. Wilford has just delivered a long speech about the world and the human mind, during which he almost changes Curtis' point of view about the rebellion. However, one of Curtis' companions, Yona, points to the floor of the car, which piques Curtis' interest. Curtis lifts the grate on the floor and discovers Timmy and Andy, two young boys who had been kidnapped from the train car

of the poor people. Wilford then reveals that, when parts of the engine wear out over time, he is forced to use young children to keep the engine running because they are small enough to fit inside the machinery. Following this revelation, Curtis decides to go through with the plan to overthrow Wilford and destroy the train. This scene connects to the message that greed provokes immoral behavior because forced child labor is definitely not a morally correct way for Wilford to handle his engine problems, especially when it could cause the child to lose their life. This scene shows that Wilford's focus on keeping the train running so he can be seen as a god causes him to do things that most of the world would deem wrong. He is

so desperate to be seen as a savior that he not only refuses to help the lower-class passengers, he uses their children as train parts. Clearly, greed can make people blind to the problems of the real world. It can cause chaos and destruction, both mentally and physically.

In this way, Bong Joon Ho's movie *Snowpiercer* has an important lesson to teach about the struggles of the lower class and how greed makes people do immoral things. Overall, I think the movie is okay; it is not the best, but it is not the worst. I think the plot and script are good at times, but that is offset by the visual aspects of this movie, which are really well done. *Snowpiercer* deserves three out of five stars.

Cooper Competitors

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

David McKinney

By MARIAH WASHINGTON
Quill staff writer

David McKinney (12) is a member of the Hawks boys basketball squad. His involvement in the team goes back to his freshman year.

"I have been playing since ninth grade," McKinney said. "I've always liked basketball since I was about nine or 10 years old."

During his time with the Hawks, McKinney said he has enjoyed the ability to make friendships.

"I like playing on a team," he said.

Although he enjoys the time he spends practicing and competing on the court, McKinney said his off-the-court interactions with his teammates have produced the best memories.

"I like the many things we do together outside of just playing basketball,"

McKinney said.

Outside of the winter season, McKinney said he spends his time getting ready to play basketball. Specifically, he said the fall is a key time to get his "body in shape" for the basketball season.

As a student, McKinney said he enjoys his physical education classes the most because he "loves to be active." He also enjoys any classes he is able to take with his friends. As for hobbies, McKinney said basketball and video games are the two things that take up his time outside of Cooper.

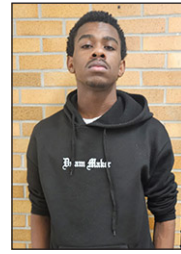


Photo by R. JARMAN

After graduating from Cooper this spring, McKinney plans on attending a trade school. Additionally, he said he will continue to play basketball, most likely through a recreational league.

"I want to play in a way where I still enjoy it," McKinney said.

Tann Chearapasaworn

By MARIAH WASHINGTON
Quill staff writer

Foreign exchange student Tann Chearapasaworn (12) has spent his time at Cooper getting involved in sports. In the current winter season, Chearapasaworn is participating on the Armstrong-Cooper boys swimming team.

"I have been swimming ever since I was a kid," he said. "I chose to do this sport because my knee was hurting and wanted a low-impact sport to do."

Of the many elements of swimming he enjoys, Chearapasaworn pointed out an unusual one as his favorite aspect of the sport.

"I like that it is very tiring," he said.

Prior to the start of the swimming season, Chearapasaworn played for the football squad as their kicker.

"It was fun to try something new," he said.

Looking ahead to the spring season, Chearapasaworn said he wants to try another "more American" sport. This time, he is leaning toward trying out for the boys baseball team.

In addition to his focus on taking part in sports, Chearapasaworn is also focused on earning his study abroad credits. Currently, Chearapasaworn said IB Math is his favorite class.

"I have always liked math as a subject," Chearapasaworn said.

In the free time he has outside of school and sports, Chearapasaworn said he enjoys playing guitar.

After returning home, Chearapasaworn said he will go to college. However, he said it is unlikely he will continue playing sports other than for enjoyment.



Photo by R. JARMAN

Gabe Cummings

By MARIAH WASHINGTON
Quill staff writer

The winter and spring sports season are busy ones for Gabe Cummings (12). Cummings is part of the Hawks Nordic skiing team in the winter, after which he transitions into ultimate Frisbee and trap and skeet in the spring. Prior to all of that, Cummings took part in the fall ultimate Frisbee league as well.

"I just started Nordic this year because my friends have been asking me since I was a freshman," he said.

In his short time on the team, Cummings said the camaraderie between skiers and the chance to compete with friends have been two main highlights of Nordic.

"I have enjoyed learning something new while making new friends," he said.

During the fall, Cummings was part of the Hawks ultimate Frisbee squad.

"We had a good fall season," he said. Also having a positive outlook are the two teams Cummings will join this spring. "Things are looking good for both the ultimate team and for the trap and skeet team," he said.

In addition to his athletic skills, Cummings is an accomplished musician. He plays in the school's Wind Ensemble unit.

"I like playing complex music with my classmates," Cummings said.

When he is not at school, Cummings said he enjoys skiing in the winter and tubing in the summer.

After graduating, Cummings said he will attend college.

"I am going to Hennepin Tech for fire services to become a firefighter," he said.

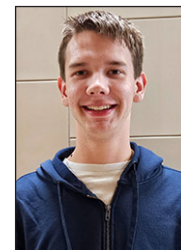


Photo by R. VANGLOHNES

Kayden Ableiter

By MARIAH WASHINGTON
Quill staff writer

Participating in Cooper's winter dance team and fall color guard is Kayden Ableiter (12).

"I've been on the dance team for all four years of high school," she said. "I've always wanted to do dance growing up, so I took it as an opportunity to fulfill that dream."

Ableiter cited the time she gets to spend with teammates and coaches as a key part of what she enjoys most about dance.

"I've made friends and we've bonded with one another. I look forward to the two hours I get to spend with my team each week," she said.

Ableiter's dedication to dance has resulted in her becoming a team captain this season.

"I feel like I am contributing something very important to this team," Ableiter said. "I am happy to always help my teammates and help them improve. This team has my whole heart."

Before the dance season, Ableiter took part in fall color guard.

"It was more fun than I could have imagined," Ableiter said.

During the school day, Ableiter said her favorite class is Dance.

"It's really enjoyable. Working with a small group helps you get to know each other more," she said.

Outside of school, Ableiter enjoys relaxing at home, exercising and drawing.

Next fall, Ableiter will start a gap year before eventually attending college.

"I want to study psychology at community college before transferring to a four-year school," she said.

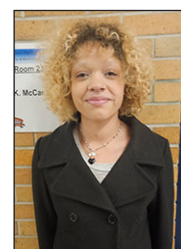


Photo by R. JARMAN