



KAMALA HARRIS
CALIFORNIA SENATOR

PETE BUTTIGIEG
SOUTH BEND, IN., MAYOR

ELIZABETH WARREN
MASSACHUSETTS SENATOR

BERNIE SANDERS
VERMONT SENATOR

ABOVE: Photos of presidential candidates taken during various rallies and events in Iowa

PHOTOS BY LITTLE HAWK STAFFERS

THE PRESIDENTIAL ELECTION:

ONE YEAR OUT

From events like the Liberty and Justice Celebration in Des Moines to local rallies, a crowded field of Democratic presidential candidates is flooding Iowa

By Jesse Hausknecht-Brown

13,000

color-coordinated supporters cheered loudly as their candidates walked out to blaring music on a stage surrounded by fog machines. The Liberty and Justice Celebration in Des Moines on November 1, was a chance for 13 of the Democratic presidential candidates to present their ideas to Iowa Democrats.

The night started off with speeches from Iowa Democratic Party Chairman Troy Price and Democratic National Committee Chairman Tom Perez. They both spoke about party unity and the need to support the nominee.

"I know we will rally around our nominee," Perez said. "Why is that? Because we all share the same values. That is what unites us."

Former congressman Beto O'Rourke ended his campaign earlier that day, despite his presence being expected at the celebration. His campaign staff at the event cleared out his section prior to the event starting. Ads for his presidency still ran on televisions outside of the arena.

"Can we get a round of applause for Beto O'Rourke?" Perez asked, acknowledging and praising his candidacy.

Pete Buttigieg had thousands of supporters in his section cheering as he spoke about how, despite his age, he has the experience to be commander-in-chief.

"If talking about hope and belonging sounds optimistic for you at a time like this, fine. Call it op-

timistic, but do not call it naïve," Buttigieg said, "I believe these things not based on my age but on my experience."

Andrew Yang, the founder of nonprofit Venture for America, spoke about the economy and the workplace while speaking about his experience as a parent.

"Experts are calling this economic transformation, this period, the Fourth Industrial Revolution," Yang said. "When is the last time you heard a politician even breathe the words 'Fourth Industrial Revolution?'"

Senator Kamala Harris' message was about how high the stakes are for this election and how "justice is on the ballot" in 2020.

"It is time that we fight," Harris said. "This is a fight that is about all of us because...a harm against any one of us is a harm against all of us."

Locally, many candidates have been visiting Iowa City to share their message with constituents who will be caucusing in February. Ana Van Beek '21 feels lucky to be living in Iowa City at this time because she gets to be close to the political scene.

"I think it's really cool how close [a Harris event] was in Iowa City and how [Harris] spends a lot of time here," Van Beek said. "It was a really great opportunity."

While multiple Democrats have visited Iowa City, the Republican candidates have not been in town because there are not as many candidates in the field. Noah Hartwig '21 feels like the election could go either way but would like to see Donald Trump reelected.

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QUICK NEWS

THE NEWSPAPER
THAT LEADS

THE LITTLE HAWK

The Little Hawk journalists won the All-Iowa News Team award at the Iowa High School Press Association journalism conference.

WOMEN'S CROSS-COUNTRY

The women's cross-country team placed ninth at the state cross-country meet.

MEN'S CROSS-COUNTRY

City High's men's cross-country did not compete at state as a team. However, Ford Washburn '23 got 20th place in class 4A with a personal best time of 16:10.

DEBATE

Simon Weiss '20 and Ellis Chen '20 won the Iowa Caucus debate tournament and advanced to the quarterfinals of the prestigious Michigan tournament.

SWIM

The City High women's swim team qualified for state, which took place on November 8 and 9. Visit thelittlehawk.com for results.

IOWA CITY COMMUNITY SCHOOL DISTRICT

The Iowa Supreme Court dismissed the Hoover litigation. Superintendent Steve Murley has announced that he will not be renewing his current contract, which expires in 2021.

CONSTRUCTION

The junior varsity boys' locker room has been closed and students may have some classes in the old Hoover building next year due to construction.



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LETTER *from the* EDITORS

DEAR READER,

She correcc, she give facc, but most importantly, she bacc!

Long time no see, dear reader. It’s definitely been quite the month or so since our last issue came out, and we have some great news to share! In the picture to your right, you’ll see that we won an amazing award from the Iowa High School Press Association. In a couple of weeks we’ll be heading off to a national journalism convention to share our work with the world! But first, we’re excited for you to read it.

In the news section, you’ll see the photos that sum up this fall at City High, coverage of our superintendent’s resignation, and a showcase of City’s mental health resources. In opinion and culture, students weigh in on social media, high school relationships for members of the LGBTQ+ community, and the environment. In sports, we covered roller derby and cheerleading. In A&E, our featured talent for this issue plays the cello like nobody’s business.

The most important thing now, though, is that even though this issue took our time and toil and sometimes tears, we had a blast doing it. We hope you feel the same while you page through. Warning: you might get some ink on your hands. Hopefully it’s worth it.

LOVE,

Mira Bobannan Kumar

Nina Lavezzo-Stecopoulos

Mira Bobannan Kumar

Nina Lavezzo-Stecopoulos





fall 2019

THIS FALL

IN PHOTOS





ABOVE: Pstrick Sarsfield '21 working on his Chromebook

PHOTO BY MOLLY MCLAUGHLIN

ONE-TO-ONE, THREE YEARS LATER

Now that City High has had Chromebooks for several years, how do the students and faculty feel about them?

By Molly McLaughlin

In the year 2019, every student grades 7-12 in the Iowa City Community School District is given a Chromebook (a small laptop with limited functionality). This system was adopted in the 2016-2017 school year, in an attempt to make the classroom more digital.

As students have had time to adapt to a more electronic-based education system, most students have enjoyed the convenience of their Chromebooks.

"I enjoy [having my Chromebook] at home so I can do homework," Alexander Seamans '20 said. "It makes stuff easier, but other than that, I think it's just okay."

Nadal Elmak '21 agrees with Seamans about the uses of Chromebooks.

"I think it is useful. If you ever have anything urgent, you can get your bag and get your chromebook to work on what you need to work on," Elmak said.

The introduction of Chromebooks has enabled the use of new technologies for classes. The Chromebooks give students access to technology that they may not have had otherwise, due to lack of availability at home.

"They open up activities we wouldn't be able to do. Things like Flipgrid or NoodleTools or whatever the latest app is. It's really helpful to have access to those things all the time," Ali Borger-Germann, an English teacher at City, said.

One of the main new things the Chromebook offers is having an electronic daily agenda.

"Every single day, my agenda is on Canvas. Before we had Chromebooks, I kept my agenda on a blog, because that was the only way I could communicate with students, but now that we have Canvas...I've migrated everything to Canvas. It's kind of a one-stop shop for students," Borger-German said.

Despite the applications that some classes are finding useful, it doesn't come without drawbacks. Jason Schuman, a history

teacher at City, finds that his students often find themselves off-track because of their Chromebooks.

"I think the thing that I find to be most challenging with the Chromebooks are the transitions. Going from an activity with Chromebooks [to one without] can be a struggle," Schuman said.

However, some teachers believe that the Chromebooks aren't the root of student's distractions.

I don't think they're very likely to get distracted with Chromebooks. I think they're more often distracted by their personal devices," Borger-Germann said.

Tom Schnoebelen, one of City's chemistry teachers, agreed.

"It has been much better from my perspective this year than last year. If [something] is going to be a distraction, it's going to be their cell phones as opposed to their Chromebook. This year, there were less distractions than what we had last year with Chromebooks," Schnoebelen said.

Additionally, Chromebooks breaking can be a common problem seen in the tech room, and the cost of Chromebooks that City High distributes to students is around \$150.

"We had so many broken laptops that kids brought in from over the summer," librarian Daphne Foreman said. "Regardless of our situation, I think we would have struggled to turn it around right away. We've had many broken screens and we often have to wait for those to be

supplied from the district."

Many of the teachers at City High believed that the positives outweigh the potential downsides of the Chromebooks. Despite his initial opposition to Chromebooks, Schumann has started to come around.

"When the first discussion of Chromebooks came up, I was one of the naysayers," Schumann said. "I do think at the end of the day it helps teach students 21st-century skills that are going to be necessary."

Steve Murley Retires

After 21 years as the ICCSD's superintendent, Murley has decided not to renew his contract

By Romey Angerer-Sueppel

After 21 years of service, the superintendent of the Iowa City Community School District, Steve Murley, will be leaving his job. His previous contract expires in 2021 and Murley has chosen to not renew it.

"I asked the board not to renew the contract this time, because I'm planning on transitioning at the end of that time frame. I wanted to make sure that they were aware and that the community was aware so we could start planning for next step," Murley said.

Murley explained his reasons for leaving the position he had held for so long.

"My middle child graduated from college here in Iowa, so from a family perspective it's a good time to retire, but more importantly I think it's a good time for transitions," Murley said.

Murley also talked about his accomplishments, such as constructing Liberty High School and the gym renovations at City, both of which he conducted.

"We're three years ahead on our facilities master plan. The last set of projects are either underway or will break ground this spring and bringing that home and getting that work done is just a huge gift to the community," Murley said.

Both of the projects are part of Murley's ten-year plan to improve the school district. Murley also talked about what he would continue to do in the remaining years until he retires.

"Anytime you have facilities that don't meet your kids' needs or your staff needs, rather than being invisible, they then become an impediment to learning, whether it's [students] sweating in the fall and in the spring when it's too hot at City High or whether there are not enough classrooms available," Murley said.

In the end, Murley expressed his gratitude to the staff who he has worked with and the students he worked to help.

"The hardest thing I've ever done in my career was telling people that I was going to step away. I mean, you know you have an impact on people, but you don't necessarily know what that impact is. People don't walk around and tell everybody the impact that each other has on one another," Murley said.

Scan the code below for LH Video: "Students create Alzheimer Awareness Club"



Wellness Wednesday

*AP Capstone students now use every other
Wednesday to de-stress*

By Victoria **Weckmann**

As concerns about the mental health of students has risen, new ways to cope with the stress of school are being integrated into the classroom.

Teachers at City High have begun to search for solutions to this problem.

Michael Ayers, the AP Seminar teacher at City High School, had something to say about this.

“My goal is to provide students with a toolbox of skills that they can use when they are feeling overwhelmed or stressed out,” said Ayers.

Ayers is referring to a new system which has been put into place, providing guided meditation and mindfulness practices during AP Seminar and AP Research every other Wednesday.

According to Psychology Today, “mindfulness means paying attention on purpose, in the present moment, and nonjudgmentally.” Ayers hopes to use idea this to help overly stressed students.

“I’m concerned about students who take a lot of AP classes and honors classes. A lot of those same students are in a lot of activities, have jobs, and may also have various home responsibilities,” Ayers said.

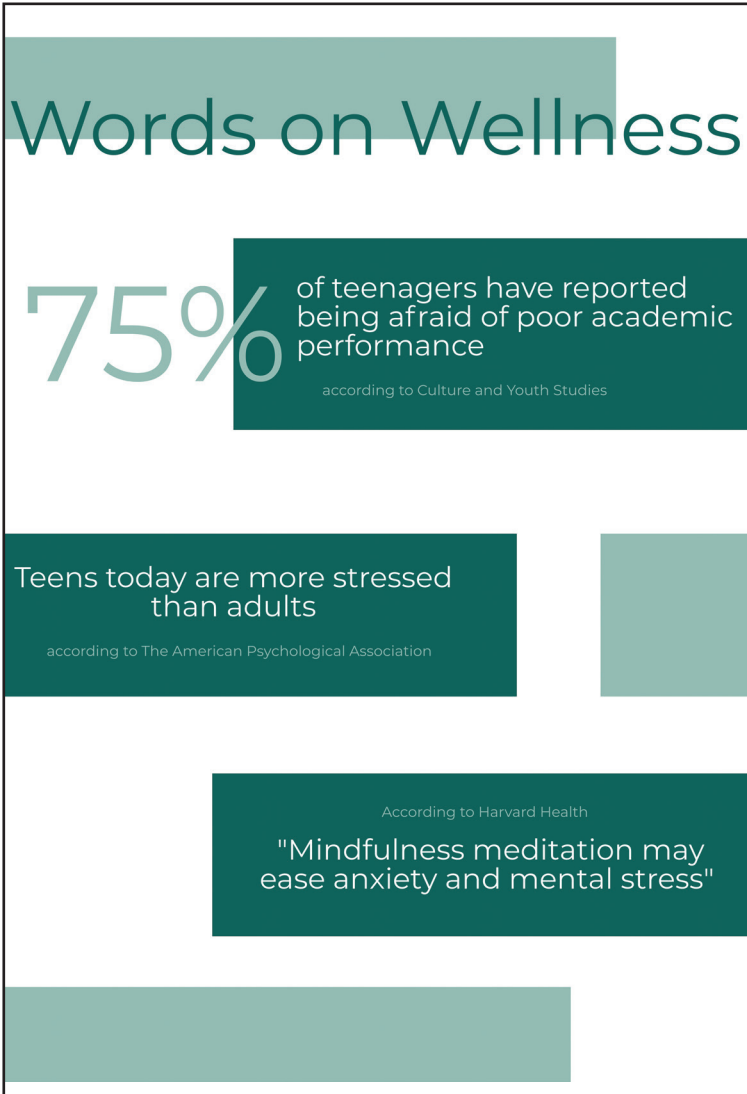
According to the US Department of Labor, after sleeping, the most time-consuming thing in a teenager’s life is school. In addition to that, classwork has gotten more strenuous and more teenagers are taking advanced classes to prepare for college.

“I worry about high-achieving students over the long term, because if you don’t figure out how to manage the anxiety that kind of high-paced life produces, you can go your whole life living like that,” Ayers said, “racing from one thing, to the next, to the next, always playing catch-up.”

In addition, the APA reported that about 30 percent of teenagers feel depressed or sad as a result of stress. While a study conducted by New York University found that 26 percent of teenage students reported symptoms of depression at a “clinically significant level.”

“I hear students talking about how exhausted they are and how much homework they have,” Ayers said. “When I heard some specific stories from AP Seminar students at the end of last year, my goal was to try and figure out what we could add to the curriculum to help students learn to deal with it.”

According to Ayers, the new mindfulness system has not



INFOGRAPHIC BY EMME PERENCEVICH

interfered with the preexisting AP Seminar curriculum.

“AP Seminar is a good opportunity to try and help students because it is a one-period class where we have a lot of control over the curriculum,” Ayers said. “[The layout of the class means] we don’t feel like we are constantly racing for control over a test at the end of the year. We can manage our time to have a system like this.”

Ayers has reported that his students have taken enthusiastically to the new program. For example,

Maggie Ballard ‘21, a student in Seminar, finds that the mindfulness activities help her deal with stress.

“[When I’m stressed,] I play with my hands a lot, I twist my bracelets constantly, I shake my leg up and down, and crack my neck. I just mess with everything that I’m wearing,” said Ballard. “But now I notice when I start to do this, and I tell myself, ‘Try to breathe,’ to calm myself down. I think it definitely helps.”

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Construction update:

*Students struggle
to find parking
while renovations
take place*

By Kate **Kueter**

With the bang of shovels and jack-hammers, City enters into its fifth week of construction on its new \$27-million addition. Students are beginning to see changes around the “jock lot” with the demolition of the tennis courts and the addition of a fence surrounding the construction zone.

“So far, they’ve torn out the tennis courts and the grassy area to the entrance of the building,” Principal John Bacon said.

Construction was planned to begin at the end of the 2018-19 school year, but the start date was forced back due to budgeting issues. The original design was five million dollars over the proposed budget of 25 million. Even with the late start of construction, the end date has not changed. The new addition is expected to open in the fall of 2021.

“We were slow out of the gates on this because of the big delay over the summer,” Bacon said. “[The project] was overdesigned by a few million dollars.”

Construction has already faced setbacks that have delayed the process.

“They are rerouting an existing sewer line to get it in the appropriate place for the new project, and that was the first step,” Bacon said.

Throughout the year, students will be facing more interruption in their day-to-day school activities.

“One impact of [the construction] is that we’re losing that locker room for the foreseeable future,” Bacon said.

A major impact on students next year will be the addition of a central heating and air conditioning system. In order to add central air and central heating wings of City will need to be closed. One proposed solution to this problem is to move some classes to Hoover temporarily.

“An example would be using Hoover possibly for an optional site to get some classes there. That way, the class time isn’t disrupted,” athletic director Phillip Hansen said. “It would be a little bit of a short walk but at the end of the day it’s a quiet setting; you’re not hearing the bang.”

“Much of the addition is athletics. You think of the new gym, you think of the new locker rooms, the wrestling room,” Hansen said. “I want to have a direct say in it.”

As many of the new additions to the school will occur inside as well as outside, it is a priority for the administration to not disrupt City High’s academics during this construction process.

“This isn’t a stand-alone addition. This edition is actually being connected to our current building,” Hansen said. “They’re trying to make sure that disruptions to class are as limited as possible.”

Seal of Biliteracy students begin volunteer projects

By Mira **Bohannan Kumar**

The Spanish and French V: Seal of Biliteracy program has begun its first year at City High. Among its differences from lower-level language courses is a volunteering requirement for students involved in the program.

“We feel that one of the best experiences is having the connection to the culture in the language and to directly have an impact from the get-go, because one of the biggest components in our curriculum across the board for languages is global-local connection and the different themes,” Dolores Silva, the Spanish V: Seal of Biliteracy teacher, said. “I think that the more people are connecting and interacting within the culture in the language, the better success they have and more confidence.”

Saye Traore ‘20, a French V student who will be volunteering for Taste of Broadway, said that she thought that the volunteering requirement is tailored for a class of students looking to go above and beyond in the learning of a language.

“Four years is where a lot of people stop to fulfill the language requirement for school,” Traore



PHOTO BY JESSE HAUSKNECHT-BROWN

ABOVE: Sra. Dolores Silva teaches Spanish V: Seal of Biliteracy

said. “There’s the idea of taking a language past four years...because of motive[s] other than fulfilling your requirement for school. You genuinely want to use it in the community and with your life experience.”

Kimberly Marquez ‘22, who is enrolled in the Spanish program and will be volunteering at the Center for Worker Justice of Eastern Iowa, said she thinks the volun-

teering aspect is something she will find valuable.

“I think it’s good that we have it because it does help with others to get them out of their comfort zone [and] do good for the community as well,” Marquez said. “I personally like to volunteer. If I get a chance to do it, I’ll do it. And I think volunteering will help me get a better knowledge of the world and un-

derstand more of what’s going on, especially with what we’re doing in class right now with poverty and climate change.”

Silva said that although the class focuses on global issues, it also seeks to highlight diversity within the community.

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City High family battles cancer

By Emily Martinez

Breast cancer is one of the most common types of cancer in America, representing 15.2 percent of all cancers in the U.S. It is estimated that there will be roughly 268,000 cases of women diagnosed with breast cancer in 2019 and about one in eight women will develop breast cancer in their lifetime.

"I found out [I was diagnosed with breast cancer] for certain on May 4th, 2018. Staging is complex and relies on factors such as how large a tumor or how many tumors, whether your lymph nodes are involved and whether the cancer has spread beyond your breasts. There is even a stage 0 breast cancer! I was staged as a type of stage II, grade 3 HER2-positive ER/PR-negative. It is a less common type of breast cancer, as about 80 percent of breast cancers are estrogen or ER-positive," Jennifer Teitle, who is married to City High English teacher Dr. Michael Ayers, said.

Many are aware of what breast cancer is and but don't have a basic understanding of how it works. Breast cancer is when cancer cells form in the tissues of the breast(s) at an unusual rate. As these cells continue to spread and divide quicker than usual, it can create a lump or mass in the breast. The cells then resume spreading to different parts of the breasts.

"I was shocked, of course, because everything changes when you suddenly have a diagnosis of cancer in the family. We knew that we were in for the long run," Ayers said.

There are many different factors that contribute to the causes of breast cancer. The most well known are genetics, age, and just having breasts. Although there may be ways to "prevent" or reduce the risk of breast cancer, like self-examination and maintaining a healthy lifestyle, cancer does not discriminate.

"Treatment is very hard. Chemotherapy felt like adding poison to my body, a body that I tried so hard to be healthy and take care of. My first chemo took the whole day, seven hours or so, and I was allergic to Docetaxel, one of my chemo drugs, so they had to keep pulling it, giving my Benadryl, and starting again, because I had to have it. I cried while they hooked up the IV, but again, Mike was always there and we watched shows and he made me laugh. When chemo was done, I celebrated with getting a cool bird tattoo on my shoulder. Next year, I will get the other part of my tattoo done across my reconstructed breast," said Teitle.

Cancer itself has been known to be glossed over and represented lightly when it comes to media, which gives people an inaccurate representation of the true hardships of the illness as a whole.

"My exposure to chemotherapy was al-



PHOTO COURTESY OF JENNIFER TEITLE

ABOVE: Jennifer Teitle and her daughter, Zelda Ayers

most exclusively through media, so I expected her to be sick all the time. All I knew was that she had to go through six rounds of chemo that were three weeks apart, but each person's experience is different depending on what drugs you're getting and how far apart the rounds are. She was just physically weak. There were parts where she was starting to feel okay, but then stretches of several days where she got back to not feeling more normal. Her immunity was very hurt, very vulnerable, so she needed to be careful about not getting exposed to other people's germs because that could be devastating. There were many more changes and phases within each round of chemo than I had any idea of," Ayers said.

Many patients react differently to treatment like chemotherapy, as it is a drug-based treatment that has many side effects, including vomiting, nausea, fever, hair loss, and more, that can sometimes cause permanent damage to the body.

"I got very weak and my blood cell counts went very low. I became anemic quickly, and lost all of my hair, eyelashes, and even nose hairs. Before chemo, I did aerobics at 5:30 am three times a week...by the end of chemo, I couldn't have walked down my block on my own," Teitle said.

With all the hardships of fighting cancer, being able to have some kind of support system can be beneficial overall, not just for patients but family members as well, as they are also emotionally affected when it comes to having a loved one with cancer.

"I was most worried about her dying. It

is a devastating thing to think about when it comes to you the person who is the love of your life and having to contemplate suddenly not having them. In addition to that, there is thinking about, 'How will things be?' especially with four kids," Ayers said.

When it comes down to chemotherapy for breast cancer, there is an 89.9 percent survival rate when involving five-year-period treatments but results may vary in each patient.

"[Jen] had an excellent response to chemotherapy in that her chemotherapy killed an overwhelming number of cancer cells and it did a good job of stopping the growth by the time she had a mastectomy in October of last year," Ayers said.

There are many things scientists and doctors still don't know about cancer, so it is uncertain whether to deem patients "cancer-free" or not, because in most cases the cancer cells have chances of reappearing.

"Many survivors, myself included, live with a lot of fear of [relapsing]. That said, when my surgeon called with results after my surgery, I fell to my knees and prayed. I had been very scared about not surviving to take care of my kids or see them get older, including the love [of] my life—cancer reminds you of just how beautiful life can be," Teitle said.

When one finds themselves going through post-cancer, it can be a scary and difficult time as many begin to develop mental and/or physical issues that may be long-term effects from treatment or late effects.

"Post-cancer is its own psychological minefield, because you are always waiting. A

lot of people who have had cancer will tell you it's very difficult to go back to what was previously normal, because you previously didn't have to face your own death. We do all kinds of things in our lives and in culture to distract us from the fact that one day we will all die. It is inevitable. It is different to have to face that at a time of life when you don't think that that's going to happen. That also can be a blessing because it really does put some things in perspective for you," Ayers said.

Coping with cancer is different for everyone, as everyone has different ways of dealing with their emotions. It can be very overwhelming, but being able to find an effective support group or method can have a positive impact on patients.

"Cancer is very isolating. At first, I was having what felt like a constant panic attack. I used music and walking to cope. My husband is beyond amazing and helped me find ways to talk and also took care of kids so that I could escape and be alone. I have two friends who have had breast cancer at young ages and they were amazing, as well as other friends. There's also a great Instagram community around breast cancer and I relied on them a ton to help motivate me," Teitle said.

Each person's experience with breast cancer is different from the next, but each experience can be life-changing and have an impact on patients and their loved ones mentally and/or physically. "[Breast cancer] is like hitting a hard reset on your healthy privilege. I had just assumed that my health was good because I eat well and exercise, etc. In the words of [f] my surgeon, I got cancer 'because I had breasts,'" Jennifer said.

Breast cancer, and any cancer, in general, can be difficult. From first being diagnosed to the end of treatment, each stage has its impacts on patients and their loved ones, as many are unsure of what is to come next and become discouraged. For women who have not been diagnosed, self-checks and developing a basic awareness of breast cancer can help prevent or detect cancer at an early stage.

"As women, we still don't take enough time to notice changes in our bodies and educate ourselves. I am now an advocate and encourage all women to do monthly breast checks and just be aware of the signs of cancer. Another critical lesson cancer taught me is how critical healthcare is and how privileged I was with my care and job. Many women do not have enough access to care and information, especially some of the women that are more likely to be diagnosed with late-stage cancer. This experience emphasized disparities in the lives of American women in stark and painful ways. Women in the community are so strong and I mostly just would tell them they are my heroes for each day that they keep going," Teitle said.

AP World
History
curriculum
changes

By Molly McLaughlin

In April 2017, the College Board announced in the 2019-2020 school year, there was going to be a change to AP World History. Now it is AP World History: Modern.

“Instead of starting in prehistory, with the early man and everything else 40,000 years ago, we started in the year 1200,” AP World History teacher Judith Dickson said.

The College Board said the change was due to worries that the course was covering too much history and potentially glossing over important details, changes were made for this school year.

In addition to the change to only covering 1200 CE to the present in the new version of the course, they are developing a course called AP World History: Ancient. This course will go over the history before 1200.

“The lessons are a lot the same,” AP World History teacher Jason Schumann said. “We’re just doing them in a different sequence.”

Course changes also affected the required summer assignment for the class. Instead of just reading a book from a booklist, it is one of ten options to earn four stamps required for the course entry. A book is worth three stamps, while the other options, like watching a documentary, are worth one.

“I think it was pretty well-received,” Dickson said. “It gave students a lot more options and students [can] personalize the experience, which means that they’re going to have a stronger personal connection.”

However, not all the changes brought by the College Board were well received. Originally, the College Board proposed the class would be from 1450 to the present, but teachers thought this would make the class too Eurocentric. To counter this, they moved the start of the class to 1200 and included how indigenous populations resisted colonization to the course outline.

“I’m [unsure of] the changes,” Louise Shabani ‘21 said. “We need to know about the history [covered] in the course now, but you also need to know how it all started.”

Schumann and Dickson are finding difficulties figuring out what order and pace is best with the new material. They said that after a few years they should have an ideal way to teach the class figured out, but until then, they have to get used to the change.

“It’s a very daunting task to redesign a whole course as comprehensive as a world history class,” Dickson said. “We of all people are fortunate that there are two of us teaching in one building. We have to stick with it to the parameters that the College Board gives us, but we’re going to stick our own combination of cultures and events that we want to cover.”

Dance Marathon

recruits and raises money

Dance Marathon hopes to expand on previous years and raise more money for the University of Iowa Children’s Hospital



ABOVE: Layna Manjoine ‘20 leads a Dance Marathon meeting

PHOTO BY ALICE BOERNER

By Alice Boerner

In a bustling classroom each Friday morning, a group of students gather together to discuss Dance Marathon. Although these students are busy with schoolwork and extracurriculars, like any other high schoolers, members of the club devote time to helping kids with pediatric cancer.

Members of Dance Marathon are focused on helping people and making a difference in people’s lives, from spreading awareness within City High to raising money for the University of Iowa Dance Marathon.

“[I love] being there for other people, people that don’t really have as much as you do or are going through a lot more than a normal person would have to go through,” said Jake Roth ‘22.

This year, the club is motivated to push the limits and raise more money than it has in past years. Right now, it’s working on raising money for the dance it is planning for the spring by selling footballs and clothing. Annika Rutt ‘22 is excited for her first year being a part of Dance

Marathon.

“We’re selling some T-shirts at games and those will be for the kids,” said Rutt. “Hashtag FTK.”

However, there is more to Dance Marathon than fundraising.

“It’s not just about raising money; it’s about raising awareness,” said Roth.

“IT’S NOT JUST ABOUT RAISING
MONEY; IT’S ABOUT RAISING
AWARENESS.”

JAKE ROTH ‘22

Spreading awareness is a crucial part of the club’s mission, and it’s one of the biggest ways new members hear about it.

“I joined because I had heard about the cause before, I thought it was a good cause, and I wanted other people to hear about it too,” said Rutt.

The work Dance Marathon members do at

City also impacts the rest of the community and Iowa City, because of the money they raise for the University of Iowa. One of the club’s goals is to reach beyond the limits of City High. For Roth, Dance Marathon is especially meaningful.

“My sister has cancer, and she’s had it for about eight years,” said Roth. “We’ve been a Dance Marathon family for years now, so that’s kind of why I came in and stepped up here [at City].”

Dance Marathon strives to be inclusive, with a goal of welcoming anyone who wants to help.

“It’s open to anyone, and you can be as involved as you want,” explained Roth. “There are no requirements [to join] or anything, you just show up when you can.”

Both Rutt and Roth hope that Dance Marathon will continue to grow and gain more members throughout the school year. The club meets Friday mornings at 8:15 in room 3107.

“I really like helping out and it’s nice to move towards a goal, helping with something bigger than yourself,” said Rutt. “It’s really rewarding.”

Greenpeace Begins Recycling Program at Shimek

Greenpeace has set up recycling programs and is hoping to begin educating children about the importance of recycling at Shimek

By Jesse Hausknecht-Brown

While recycling may seem routine for students at City High, many elementary schools don’t have the same recycling opportunities. City High’s chapter of Greenpeace is working with elementary schools in the district, specifically Shimek, to set up a plastic recycling program. The school has paper recycling but doesn’t yet have a way to recycle plastic.

“We just started this program at Shimek Elementary School. We just met with them about two weeks ago and had a meeting with the principal and some teachers, and we’re setting up a recycling

program there,” Katherine Introna ‘20, a member of City High’s Greenpeace.

The program is starting with only teachers, with a recycling bin in the teachers’ lounge. Greenpeace’s members are hoping to expand to the students at Shimek as well.

“For now it’s just the teachers,” Introna said. “We just started figuring this out, so a lot of what we’re doing right now is figuring out what next steps we need to do to make this system advance forward.”

One of the ways Greenpeace wants to expand the program to the students is to educate them about why recycling is so important. City High students are working on ways

to be able to give presentations about recycling and the environment to Shimek students.

“We’re going to start expanding, so we’re going to try to see if you can do some presentations,” Introna said. “They said they could work us during lunches to present to the students.”

Education of younger kids is important to the members of Greenpeace because it involves expanding awareness about the environmental crisis to younger generations.

“We can kind of get the kids to be early green-doers and have them start to understand what recycling is and how to do it correctly so they can be better in the future,” Introna said.

Along with expanding the recycling program to students, Greenpeace also would like to involve the homeschool center at Shimek.

“We’re supposed to be starting to pick [recycling] up from the homeschooling center there too,” Introna said. “A lot of parents of students will hang out there and possibly have a lot to recycle.”

City High students go to Shimek every other Friday, pick up the recycling, and take it to the recycling center on North Dodge Street. Students can receive Silver Cord hours for this. Another goal for the elementary schools is to have a marker recycling program.

continued on A9

Humans of City High

By Cecile Bendera



Throughout my whole life my parents have always been my biggest supporters, and they’ve also always been [for] each other. With their relationship, they’ve been able to accomplish a lot with the business that they own. It’s a family-owned business. It’s called Mesa Pizza. I believe that with them as my models I sort of have a clearer vision of what I’d like to do once I’m done with high school. I feel that sometimes when I explain to someone what I want to do and what my parents do, it almost sounds as though I want to impress my parents, but in reality, I want to see how far I can go and to overall just see if I can further their progression. I know it can’t be easy but I’m sure that with a good education and with my parents I’ll be able to accomplish a lot. They’re my biggest supporter[s], they always have been, and I don’t see that changing.

A mi vida, mis padres han sido mis apoyadores grandes. Con su relación ellos han podido cumplir con su negocio. Es un negocio familiar, su nombre es Mesa Pizza. Yo creo que siendo a mis padres como un ejemplo, puedo decir que ya casi tengo una visión más clara para lo que quiero hacer cuando termine la preparatoria. Siento que a veces cuando le explico a alguien lo que quiero hacer y lo que mis padres hacen, se siente como si quisiera impresionar a mis padres, pero en la realidad quiero ver que lejos (o tanto) puedo ir, y sobretodo a ver si puedo progresar más que mis padres. Ya se que no es fácil pero estoy segura que con una buena educación y con mis padres, sería capaz de cumplir bastante. Ellos son mis grandes apoyadores y siempre han sido y no veo que eso cambie.

Something that I feel is special about me is that I’m 15 and I’m playing with 18- and 19-year-olds. I got to that position through hard work and determination. This summer, I didn’t go anywhere or travel...anywhere. I just stayed home [and] played soccer every day. I am the only 15-year[-old] playing at that position. I was kind of scared and nervous when the coaches chose me because I’m 15. These guys were 6’4”. Now I know everybody and they know me. I’m part of the team now. My team is really good and this year...I expect us to win state.



Ce que je ressens pour moi, c’est que j’ai 15 ans et que je joue avec les 18 et 19 ans. Je suis arrivé à cette position pendant travailler dur et détermination. Cet été je ne suis allé nulle part ou voyagé n’importe où. Je suis juste resté à la maison [et] j’ai joué au football tous les jours. Je suis la seule 15 ans jouer à cette position. J’étais un peu effrayé et nerveux lorsque les entraîneurs m’ont choisi parce que j’ai 15 ans, comme ces gars-là étaient comme six-quatre. Maintenant, je connais tout le monde et ils me connaissent. Je fais partie de l’équipe maintenant. Mon équipe est vraiment bonne et cette année où je m’attends à ce que nous gagnions.

I like to work out and I’m passionate about health. I’ve dealt with a lot of health complications in my life. It’s interesting to me, seeing how all the different factors of health come together and everything that goes into making a person feel good. I do cross-country and that’s during the season, but I also like running on my own, and I like yoga a lot. Lately, I’ve been into hot yoga. I think it’s relaxing. it’s a time in the day to just take care of yourself, to work on yourself in a positive way, and just improve upon something that’s benefiting you physically.

Na salaka sport po na lingaka kozala en bone sante. Na zalaka naba problem ya sante mingi na vie nanga. Ezalaka interesent ndenge biloko misusu ekoki ko sala yo bien. Na salaka sport yako kima, nakimaka pe nga moko, nalingaka pe yoga mingi. Mikolo oyo na zo sala “hot yoga” e rexaka ngayi. Eza temp moko ya se soigne, ko mi ameliorer, na ko koma meilleur na makambu ya sport.



PHOTOS BY CECILE BENDERA

Seal of biliteraccy

continued from page AX

Many of the volunteering assignments were fairly open-ended, allowing students to use the language in a context that makes sense for them.

“A lot of it is made to let the students become creative and there are some of the organizations that do have something specific in mind based on what the programs are, but there are some there little bit more open ended to see where the students will take it, kind of like, ‘What would you like to see happen?’” Silva said. “I think they know that community kids are very well aware and eager to take the challenge and make a difference.”

Traore herself is looking forward to taking on volunteering in the community.

“[Speaking French] always was super uncomfortable for me—I don’t know [whether] my French is perfect,” she said, “but I think now realizing how much of a burden that takes off of another culture and how that’s just me choosing five minutes out of my day to be uncomfortable, and they experience that all day. So I think now, and I know in the future, [the volunteering is] definitely helping me interact with the cultures around me and make things easier for people and improve my own French, because I love French.”

One year out

continued from page A1

“[Trump] is not the best,” Hartwig said, “but, I mean, he’s not one of the worst.”

Jake Roth ‘20 has been to local political events, including seeing Buttigieg speak.

“I think it was cool because Iowa City is not a huge city, so I don’t expect a lot of famous people to come here,” Roth said.

The 2020 general election will be held on November 3, making it less than a year away.

“I think this is a really important election, especially because it is after an impeachment [trail],” Savannah Josephson ‘21 said. “All of the [Democratic] candidates have good ideas so [no matter who] gets the nomination I will be happy.”

Greenpeace

continued from page A7

“We are thinking of doing...marker recycling because dried-out markers can get sent back to the company and then they can recycle them,” Azzurra Sartini-Rideout ‘20, one of Greenpeace’s creators, said.

The club hopes to do a similar sort of thing at the other elementary schools.

“Kids are the future, so we want to get them started early,” Sartini-Rideout said.

Wellness Wednesday

continued from page AX

In the beginning, Ayers and Ballard reported feeling hesitant to try mindfulness. According to clinical psychologist Nick Wignall, people can be hesitant to start mindfulness because “they’re a little uneasy about it, often because any type of meditation sounds just a little too new-agey or ‘out there.’” Ballard felt a similar way before trying the new program.

“I didn’t think that [mindfulness] would help [me]. I also hadn’t really ever tried it,” Ballard said. “It just seems kind of dumb to count

your breathing. But when I did it, it definitely helped.”


Ballard also feels that incorporating more mindfulness into the school system would be a positive thing.

“I think it would be a really cool thing for other teachers to do, because junior year is a really stressful year for a lot of people. We should have more teachers do mindfulness instead of just one class,” Ballard said.

Ayers agrees that more teachers should take this on in their curriculum.

“I think any teacher who feels they

have space in their curriculum to build in opportunities for students to reflect on processes related to school and learning should,” Ayers said. “Not everybody’s going to feel like they have that and that’s fine. I don’t think every teacher needs to do this, although I think that all teachers need to be aware of the widespread problems with anxiety. I only hope that additional teachers will try to find some space for talking with students about mindfulness.”



Julie Dancer

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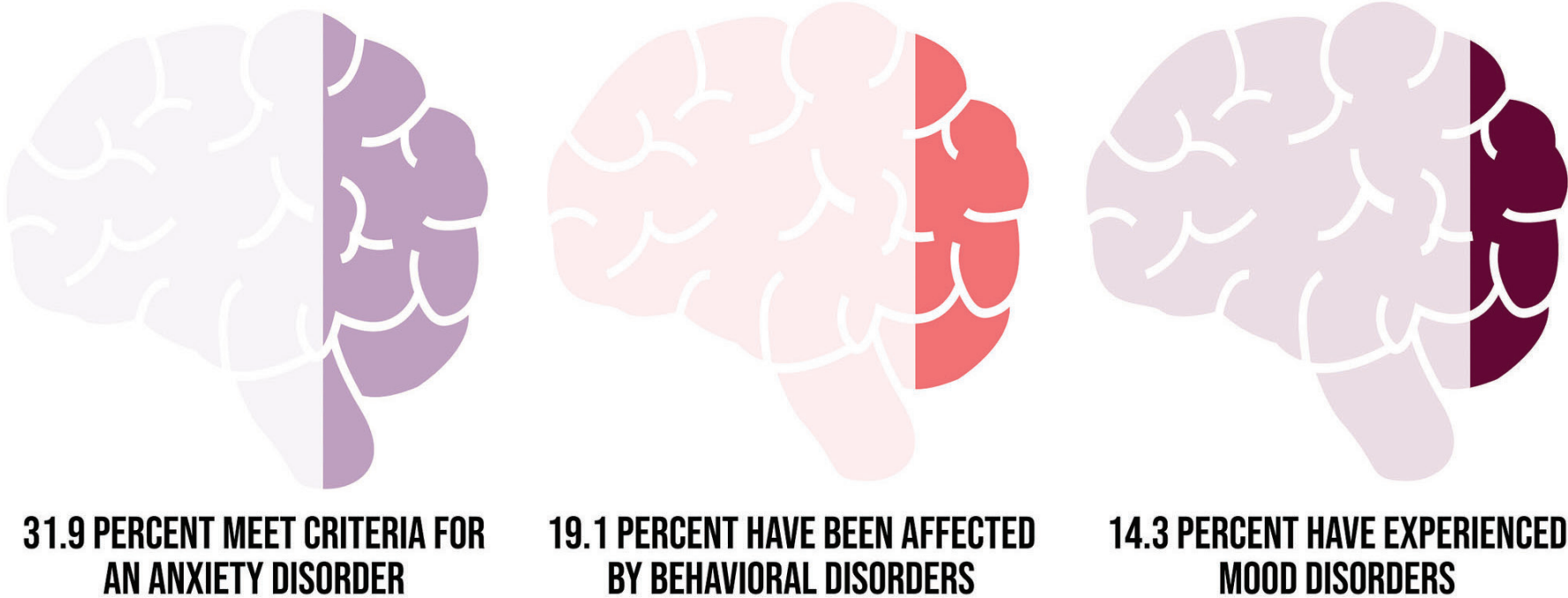
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A PLACE TO GO

Story and photos by Jesse Hausknecht-Brown and Henry Mildenstein
Infographics by Mira Bohannan Kumar

MANY TEENAGERS ARE AFFECTED BY MENTAL HEALTH ISSUES



STUDENT-FAMILY ADVOCATES AMY KAHLE AND THOS TREFZ CAN HELP STUDENTS AT THE WELCOME CENTER

As the two staff members who run the Welcome Center at City High, Amy Kahle and Thos Trefz’s goal is to ensure that no student’s life interferes with their academics. Trefz works to help find the resources that the student would need to be successful.

“If kids are having problems with their parents at home, we help them get hooked up with resources to help resolve that,” Trefz said. “Lydia Frazier is here; she’s a therapist from Four Oaks, a school-based therapy that we have a contract with. Also just finding an adult in the school, whether it’s with a club, Success Center, or what have you.”

The school also works with United Action for Youth to help solve issues between students and their families.

“They have a great family remediation program. Their skill set is working with families to solve problems. I think as a school, it’s tricky to wade into that. It’s great to have that outside resource that you know can be impartial enough to help the kid and the family.”

Trefz says he’s noticed an uptick in kids who are struggling with mental health.

“This is my fifth year at the job and it seems like every year there are more and more kids who are experiencing anxiety and depression, and that’s having a big impact on them,” Trefz said.

The Welcome Center helps work to provide resources for a student’s mental health. Kahle helps work with students to determine how to best work through mental health struggles.

“If a student comes to me and they’re having some mental health issues, then I will

chat with [them] about specifically what’s going on and then what is the best path forward,” Kahle said.

The path forward that Kahle described changes from student to student, so she has to ask several questions to determine how she can help the student find a solution to their issue.

“[We ask if] they have a therapist, we talk a little bit about medication, the pros and cons of medication, and have them reach out to their family doctor to discuss [medication],” Kahle said. “I also work with a lot of students who need to take a break during the day for mental health. They might come in here and just chill out for a little while, take a breath, and then go back to class when they’re ready.”

Kahle thinks that mental health is a real barrier for a lot of students,

“Mental health and attendance are closely

linked. If you are not healthy mentally, it’s hard to focus on academics and oftentimes students just won’t even come to school,” she said. “I think we have to address [mental health] in school and part of the school’s responsibility is addressing mental health needs.”

Although the Welcome Center has a few resources for students who seek help, they have also been working to integrate better mental health practices in the classroom.

“One thing I’m doing is going into classes and teaching mindfulness, so I’m going into two AP classes, and then there’s a Success Center that is just focused on mindfulness and coping skills and mental health awareness,” Kahle said.

Although in previous years Success Center was only open to students with an individualized education plan (IEP), City High

became the first school in the district to offer this program for students without an IEP. Trefz thinks that a success center can be an important resource for students.

“There’s a variety of areas where a kid might be struggling, whether it’s academically or something else. [Success Center] supports [students] that could use help with organizational or study skills,” Trefz said.

Kahle also believes that the Success Center teaches students valuable skills.

“The Success Center is a group of students who have asked for just a few extra coping skills. It’s called dialectical behavioral therapy; it’s not a therapy, it’s just more of skill-based learning,” Kahle said. “They’re relearning how to have better emotional regulation and distress tolerance, so that when big emotions do happen they have better-coping skills on how to deal with...emotions.”

Despite the fact that the Success Center is now available for all students, Kahle wishes that more people would take a class similar to it.

“I wish that every student at City High would take a class like the Success Center that we’re piloting. I wish that every freshman that walked through the door would have a have a class that taught coping skills,” Kahle said.

For Trefz, helping students make it through high school is something that he’s proud of.

“When you see a kid that’s spent hours in your office see the light at the end of the tunnel at graduation, it’s something that gets you a little teary eyed,” he said.





STUDENTS CAN ALSO
FIND A PLACE AT

THE STUDENT ADVISORY CENTER

Located in the oldest part of the building, behind the study hall room, the Student Advisory Center, or SAC, serves as a place in the building for students to take a breath and is a place where students can find help.

“[The purpose of the SAC is] to advocate for students when they are not having their greatest days,” Doug Hammill, one of the two counselors working in the SAC, said. “That would be my job here, but to also advocate for teachers, so that there’s a mutual respect between both the student and the teachers.”

Students who are having a conflict with another student, with a teacher, or with someone from home are able to go to the SAC and work out their issues.

“I allow those students [to] come up here; we can talk about it, or [if] they need a quiet place to sit and think about stuff before they go back to class, or if they want us to make connections within the building, we can do that for them,” Hammill said.

As technology becomes more and more prevalent in everyday life, cyberbullying becomes more of an issue. Mediation of conflicts both online and in real life is one of the biggest jobs of the SAC.

“We do mediation with students when there’s issues here [in] the building, fights, cyberbullying, and anything like that,” Hammill said.

The other counselor in the SAC, Ja’Korey Walker, appreciates that City High has a variety of people who are able to help students with mental health concerns.

“We have a lot of resources to help,” Walker said. “The thing I like about it is [that] it doesn’t have to be one person, because if the student doesn’t feel comfortable with me, they can find several other people who are just as well.”

Students who have a concern about their mental health or a friend’s mental health are encouraged to talk to someone at City High about it. Walker and Hammill are always happy to help students that come to talk to them.

“My first goal is always just to make sure

they’re safe,” Walker said. “That’s what I want to focus on first is making sure everyone’s safe and just in a good space. If I can provide a student with just a safe place where they can come and just get away and have their time away, that’s the biggest thing I want to do.”

Hammill thinks that it is important that students have access to mental health resources so that they can gain some control and have connections to help them through any troubles.

“Sometimes if things aren’t going so well and they’re not feeling the greatest, to have that person that they know they can go to

“EVERYONE’S VOICE SHOULD BE
HEARD...WE NEVER KNOW THE
TYPES OF THINGS PEOPLE ARE
GOING THROUGH, SO TO HAVE
SOMEONE HERE TO SUPPORT YOU
IS VERY IMPORTANT.”

JA’KOREY WALKER
STUDENT ADVISORY CENTER COUNSELOR

give them a little bit control about their day and maybe about their situation [is a good thing],” Hammill said.

When a student comes to Hammill with some sort of problem, he asks the student what they would like the school to do for them. Hammill explains the options and is able to work with the student to help them find a solution.

“I can explain things and give them a choice,” Hammill said. “[I try] to give them some choices and some things that they may not know about that we can offer them that a lot of times en[d] up helping them.”

Walker thinks it’s important that students know that their concerns will be taken seriously, no matter what issue they have.

“Everyone’s voice should be heard and their concerns [should] be taken seriously,

because we never know the types of things people are going through, so to have someone here to support you is very important,” Walker said.

Common mental health issues that are seen in the high school setting are students who have struggled with mental health in the past but never been diagnosed.

“Kids may or may not know what to look for and be able to get the help they need by the time they get here,” Hammill said.

When helping a student who may have undiagnosed mental health issues, Hammill and Walker are able to work with the family to get them involved with somebody at the school to set up a doctors appointment and start the process of getting professional help.

“Get a doctor’s appointment set up—just a checkup would be better than nothing—and let your doctor know what’s going on, I guess just making other people aware of how you’re feeling and [if something] doesn’t feel right [is helpful],” Hammill said.

Looking into the future, Hammill and Walker are excited about new programs and have hopes for new resources to be added.

“It would be nice to have another counselor in the building, because I feel like the drug and mental health piece a lot of times goes together,” Hammill said. “Maybe even drug counseling [program] within our building would be a great thing to reestablish here.”

City High used to have drug counseling, but it went away with budget cuts. The staff at City High are currently working on creating a mentoring program between students.

“We’re going to empower our upperclassmen to mentor some of the underclassmen,” Walker said. “I feel like that will be a good way to help people get connected and build relationships and make the school a better place.”

Walker stresses how important it is that students reach out if they ever need help.

“No one’s immune to needing help. I’m an adult and I need help, just as much as any student does,” Walker said. “I feel like it’s important for everyone to be able to have their voice heard.”

mental health resources available to students

A guide to the
resources
available both in
and outside of
school.

Student- Family Advocates

Amy Kahle
Also contact
for school-
based
therapist
Room 2105
Thos Trefz
Welcome
Center

the health office

Angie Dean School nurse Health office	Jen Barbourousko School nurse Health office
--	--

the SAC

Doug Hammill Student Advisory Center (SAC)	Ja’Korey Walker Student Advisory Center (SAC)
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other resources at City

Gerry Coleman Dean of Students Attendance office	Natalie Swan Assistant Principal Main office
Linda Hoel Mary Peterson Tom Carey Ben Fraga Guidance Counselors Guidance office	Scott Jespersen Assistant Principal Main office
John Bacon Principal Main office	Lauren Darby IJAG
Russ Johnson Career and Internship Coordinator	Fred Newell IJAG

services outside of City

United Action for Youth 1700 1st Avenue #14, Iowa City (319) 338-7518	CommUnity (Crisis Center) 1121 South Gilbert Court, Iowa City (319) 351-2726
Abbe Center 1039 Arthur Street, Iowa City (319) 338-7884	Prelude Behavioral Services 430 Southgate Ave, Iowa City (319) 351-4357
Free Medical Clinic 2440 Towncrest Dr, Iowa City (319) 337-4459	Shelter House 429 Southgate Ave, Iowa City (319) 351-0326
Iowa College Access Network 2301 Oakdale Blvd, Coralville (319) 423-7702	Rape Victim Advocacy Program 108 River Street, Iowa City (319) 335-6000
University of Iowa LGBT Medical Clinic 920 East 2nd Avenue, Coralville 3640 Middlebury Road, Iowa City	105 East 9th Street, Coralville (319) 356-1616
Domestic Violence Intervention Program 1105 S Gilbert Court, Iowa City (800) 373-1043	

phone and online resources

Mobile Crisis Outreach Program 1-855-800-1239	Suicide Hotline Iowa Helpline: 1-855- 800-1239 National Hotline: 1- 800-273-8255
Crisis Chat lowacrisischat.org	National Runaway Safeline 1-800-RUNAWAY



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Staff editorial: Dating in high school is hard. Being queer makes it harder.



ART BY ALISON KENASTON AND HAILEIGH STEFFEN

High school is one of the most important times of our lives. It's where we truly mature and find who we are. It is a turning point between child and adult. One of the most significant milestones in this process of coming of age is falling in love. High school is where most people have their first relationship—but the experience of queer students in relationships is far different from their straight peers.

"It's hard because I obviously I want to date but I don't know who else is queer, who else is into dating girls," Lily Vanderlinden '21 said. "It's hard because I don't want to be that girl, that queer girl that asked a straight girl out."

Before relationships even start, for queer students, seeking them out is a difficult process. Even with progress made, many students are still closeted due to stigma, so finding people to date can be difficult. Furthermore, there's the fear of asking out someone who is straight.

"If I were to ask someone out that I thought was gay but actually wasn't, I feel like I'd be so so embarrassed," Vanderlinden said. "But normally what happens is I'm too much of a chicken, so I don't do anything."

For Lizzi Ayers '20, she wasn't sure if her first girlfriend was simply being friendly, or if she had feelings for her.

"It was just a whole lot of mess. There's just another layer of no one knows what they're doing," Ayers said.

Further complicating matters, it's hard to find a dating pool when some of the students themselves are unsure of their sexuality.

"I think there's just an added level of anxiety because there's the normal, it's your first few relation-

ships and you don't know what you're doing," Ayers said.

Not only does the lack of knowledge of who is queer complicate dating for LGBTQ students, but being closeted makes everything much harder.

"I never know if people suspect me [being bi] or not. If there were a girl who were interested in me, I wouldn't know whether she would think that we could be in a relationship or something because I'm not out," Alyssa*, a closeted student, said. "I feel like sometimes you can tell, sometimes you really just don't know unless you are told."

For some, the fear of 'outing' their partner can change the way the relationship itself functions.

"It was really hard because I didn't know if it was appropriate to show PDA, hold hands or hug at school or in public because I didn't want to make my ex-girlfriend feel uncomfortable," Vanderlinden said.

For Alyssa, and many other closeted students, she fears her parents would be unaccepting of her dating a girl.

"It feels like you have to almost work to keep the secret. It's something that is constantly running through your mind," Alyssa said.

Even if students are out, there is still stigma surrounding their relationships.

"I remember there were just so many people asking questions like, 'Oh you're dating her?' 'Oh you're gay?' 'Oh, what's happening?' And I just remember being like, 'Why does this have to be such a big deal?'" Vanderlinden said.

The lack of normalization and education can heighten the stigma. For some, they experience little to no sex education. For others, it simply is a lack of lessons and resources that reflect who they are.

"Even though [gay relationships] are accepted, it's just not as mainstream, so people notice them much more and you might get more attention for that and potentially get negative attention," Alyssa said. "You don't actually see a lot of gay relationships, because it's a completely different thing to actually be in a relationship with someone. You see heterosexual couples walking around the hallway and [don't] really think anything of it. I feel like if I were to be in a relationship with a girl, I would feel the stares and feel that...people aren't necessarily judging me, but thinking about it in a different way, like, 'Oh, that's interesting.'"

The stigma facing queer high-schoolers is augmented once students start dating. Someone's sexuality is hard to visualize and has a lack of tangibility until you truly see two people of the same sex holding hands and showing affection.

"I think that, especially in high school, it's aggravated because everyone's mixed up and nobody knows quite where they fit in yet. And so all of the tensions are elevated because everybody has to be there, and everybody has to get along," Ayers said.

With the stigma comes stereotypes.

"In high school, there's this weird misunderstanding that there's always a more masculine and a more feminine person in the relationship. That doesn't really exist, we just like boys," Ian Allen '21 said.

Those stereotypes lead to the fear that many queer students have that their same-sex friends will think they have feelings for them.

"I worry about my friends who are female that I've been friends with for a long time and what they

might think of me. Or if their behavior might change, if they'd feel uncomfortable around me," Alyssa said.

Not only is there a fear of what queer students' friends will think of them, but in the case of bisexual students in heterosexual relationships, there is a fear of being stereotyped and judged by their significant other.

"I wonder if they would like me less perhaps if they knew. If they knew going into the relationship, I wouldn't be worried, but if it were something that came out during the relationship I would be worried about if they might start acting differently or lose interest or their jealousy increases," Alyssa said.

While there is stigma that queer students face when dating in high school, they aren't alone.

"I would say the biggest advice I have is if someone doesn't like you for who you are, that's not your person. And there's tons of gays out there. It's a really big gay world; just go out, be yourself, and be happy. Don't try to make other people happy," Allen said.

Being LGBTQ+ in high school will inevitably have difficulties, and it's hard to avoid them. Dating can be hard for anyone, regardless of sexual orientation. However, a lack of normalization and education surrounding LGBTQ+ relationships fuels the difficulties for those students. We cannot end by simply tolerating our LGBTQ+ peers. We must accept them and normalize their experiences. The more de-stigmatization and representation we see, the easier it will be for queer students to feel comfortable being in relationships. Queer students should not feel the need to hide their affection for their significant other.

Impeachment: Will it help or hurt Trump?

By Isaac Bullwinkle

If you haven't been living under a rock for the past couple months, you will have heard that Nancy Pelosi, the Democratic Speaker of the House, has launched an impeachment inquiry against President Trump on the basis of a nefarious call he made to the President of Ukraine, Volodymyr Zelensky. Pelosi and House Democrats believe that Mr. Trump was looking to gather compromising information about former Vice President Joe Biden, the front-runner of the Democratic 2020 presidential race. Trump has defended himself repeatedly, launching attacks at Pelosi and other leading Democrats for not agreeing to bills he has proposed, tweeting, "The Democrats are now to be known as the DO NOTHING PARTY!"

Despite the excitement of many Democrats about the pending inquiry, if the Senate votes to not remove the president (the most likely outcome considering that Republicans have a Senate majority), Trump will take to Twitter to brag about the so-called "witch hunt" that took place. He will denounce Nancy Pelosi and other leading Democrats as corrupt and many will believe him. He will advance himself as the outsider, draining the Democratic swamp. And most importantly, he will compel many undecided voters to vote for him in the 2020 election.

Of course there's the question about what will happen if Trump does get impeached. If the House of Representatives votes to impeach, the trial will be brought to the Senate, where a two-thirds majority vote must be achieved to result in impeachment and removal from office. Normally, the Vice President would become President and the line of succession would be updated from there. However, news of Pence's involvement in the accused scheme with Ukraine has recently been uncovered, which could eventually result in a President Pelosi and a horde of angry conservatives in the House.

Let's not get too ahead of ourselves, though. The chance that a Republican-controlled Senate would vote to remove is unlikely, given that Republicans who vote to remove could have trouble being reelected. This is why Trump won't get removed from office and will use a failure from the Democrats to better his chances in the upcoming election.

Pelosi and other high-ranking Democrats understand that there is a high risk to the impeachment inquiry. However, they believe that nobody is above the law and that asking a foreign power to investigate a political rival has to prompt an impeachment inquiry, drawing a much-needed line at where a President can tip-toe away from the law.

When the Senate votes not to remove Trump from office, he'll resume his bullying at the front steps of the Democrats of the House. He'll display himself as the alpha, treated horribly and still able to persevere, prompting 2020 voters to believe he is the greater man in the situation. He will compel undecided voters to vote for him in the 2020 election, launching America into four more years of trickery and abuse of office.

The impeachment could lead to a much worse situation for Democrats, leading me to ask the question: Is impeachment worth it?

The Little Hoax: Bottomless chasm where "jock lot" used to be posing parking troubles for students

ART BY REESE HILL



By Reese Hill

When students returned to school this August, many were shocked to discover the entire upper parking lot was gone. In its place was an enormous, pitch-black hole, chunks of cement still crumbling slowly off the rims and tumbling endlessly into the echoing chasm below.

"I almost drove my car right into it," Carrie Mark '22 said, recalling the harrowing moment she first saw the latest renovation to City High's campus. "I was just singing along to the radio, racing over 4th Avenue's speed bumps, and then, BAM! The jock lot's gone."

The jock lot, as Mark and most other City students fondly dubbed the location, was once a hallowed ground on campus. For students who made it to school early, the

parking spots cradled by the tennis courts and the crosswalk offered a reward of a short walk to and from the building and immediate street access. In after-school hours, it was a place to hang out with friends and enjoy the sun. Students are now sorely missing this beloved space.

"It's like losing an old friend," Daniel Hammond '21 said. "I'm still very upset it was taken from us, even after having a few months to adjust. I guess I'm still in denial about it. Every morning when I drive up there, it's gutting, just like it was the first time."

The mysterious disappearance of the jock lot has caused significant traffic problems in addition to its nostalgic impact. The loss of nearly 80 perfectly good spots in the already difficult-to-navigate parking layout has backed up cars horrifically. It is now common to see many cars parked over the curbs on the sides—and even the middle—of the

remaining section of the upper lot. Arguments over secondarily-favorable spots in the jock lot's estranged cousin, the "pot lot," have been reported to result in injuries and tears. Students now take extreme measures to avoid the morning traffic.

"One day, I just didn't come to school," Anna Moskowitz '20 said. "I woke up late because I missed my alarm and I was so anxious realizing I wouldn't be able to snatch a spot in the upper lot, I just stayed home. I missed a test in AP Physics because of it, but it wasn't worth risking my life in that chaos."

It remains uncertain why and how the jock lLot disappeared. According to authorities within the Iowa City School District, it marks the beginning of an impromptu construction project that will eventually result in another basement cafeteria, a third gymnasium, and a curling court. Others, doubtful of

the legitimacy of these renovation plans, believe it was a rift in the Earth's plates beneath the school that caused the lot to collapse on itself. However, the general consensus among students is that the teachers demolished it over the summer in an attempt to teach them a lesson.

"I'm convinced they just wanted to put us in our place," Paul Levak '20, a prominent believer in this theory, said. "It was a reminder of the pecking order. Getting rid of so many spaces forced the freshmen to actually park off-campus like they're supposed to. A lot of kids carpool now, which leaves more room for us seniors to get first dibs like we deserve. I also think they destroyed our favorite spots to make us appreciate what we have."

Eco column: What's really happening to our recycling?

By Alice Boerner, Callista Robertson, and Sophia Wagner

Recycling has long been romanticized as a universal solution to problems we face regarding trash and pollution. It has become such a habit that people no longer consider all the paper and plastic waste they're creating, because they can safely assume it will all be recycled. The question is, is that true?

For decades, China has been one of the largest buyers and processors of recyclables from around the world. According to an article from NPR, this included over half of the world's plastic, paper and metals, amounting to nearly seven million tons of material each year. From the U.S., roughly 70 percent of all recycling was being exported to China, where it was processed and resold as raw material. Countries like the U.S., Canada, Germany, the U.K., and Japan did not have big enough

recycling facilities and needed a solution for all of their waste. For a while, this worked well.

However, these millions of tons of recycling began to overwhelm China's capacity for manufacturing. Last year, China shut down imports of many recyclables. This included several types of papers and metals and most types of plastics, save for a few high-quality ones.

Without China's demand, there is nobody left who wants these materials or has the means to recycle them. The process of recycling is incredibly expensive and for individual businesses, it is impractical. Local governments across the country are beginning to stop collection of recycling. There is nowhere left to ship it, and they can't afford large enough facilities of their own. Now we don't have much of a choice except to send all this material directly to the landfill.

In Iowa City, the curbside recycling program fortunately still

accepts many materials, which are sent to a sorting facility in Davenport, then off to companies who still have a market for these products. However, there are now tighter restrictions on what materials are accepted. According to the recycling guidelines from the Iowa City government, styrofoam, #6 plastics and any other plastics without a recycling symbol can no longer be collected. Products like glass and plastic bags must be taken to special locations in order to be recycled.

The worst part is that most people don't even realize their recycling is no longer being recycled. Millions and millions of people living across the globe continue producing countless amounts of plastic and paper waste every day, thinking it's fine because it will all get recycled and dealt with. Except... there's no guarantee.

We, as students, have no control over foreign economic decisions in China. But this doesn't mean we get

to just forget about the problem of all the waste humans are creating. What we can do is to reduce our creation of waste as much as possible. Recycling is the last R; we need to reduce and reuse first. This could include simple changes such as bringing a reusable bag to the store or a reusable water bottle to school, to reduce all of those single-use plastic bags and bottles. We can also try to reuse plastic packaging containers, because many of them are sturdy enough to use more than one time. Better yet, you can make an effort to reduce the amount you buy in the first place.

All in all, it's amazing how far we've come in our efforts to recycle. Unfortunately, simply tossing our plastic and paper waste into the recycling bin and forgetting about it isn't going to be enough. In order to sustain the well-being of the planet and our future, we need to start striving for even bigger and better solutions. It's all up to us.

By Shoshie Hemley

Social media has been in my life since I got my first phone for Hanukkah at eleven when my mother started working, leaving me to become more independent. My older sister, who was living in Wisconsin, downloaded Snapchat to my phone so we could stay in touch. The next year, my parents finally gave me permission to download Instagram. Since then, it's played a significant role in my life.

In sixth grade, I moved from Iowa City to Singapore. Then back to Iowa, back to Singapore again, and finally back to Iowa. With each move, I kept in touch with my closest friends from each school. We stayed friends because of social media. We were able to direct message and keep up with each other's lives through social media platforms. Although I rarely talk to my best friend in Singapore, we still know what is happening in each other's lives by following each other's social media. Keeping in touch was the initial reason I downloaded social media. I have sisters who live in different states and it helps us keep in touch without having to make time for a daily call that our busy lives don't allow. Being able to see milestones in my friends' and family's lives, regardless of distance, at the click of a few buttons, is a blessing I wouldn't have without social media.

Social media can also create amazing experiences. Without the power of Twitter, Greta Thunberg would have never seen the Iowa City school strikes, nor would she have reached out to come here. Social media has enhanced the power of activism, birthing a generation of young activists. The March For Our Lives and Fridays For the Future movements wouldn't have been so successful without it. For me, as an activist, my message is spread through Instagram stories. People show up to walkouts and other protests due to the spread of screenshots on social media. The renaissance of youth activism wouldn't be possible without the connections created by social media.

Social media isn't simply a necessity for practical matters. It can be a fun way of expressing yourself. Taking pictures, organizing your feed, and making video are forms of art. While many criticize the culture of influencers and content creators, it's a passion for many and people enjoy consuming that content. Regardless of if you have thousands or a few hundred followers, being able to express yourself to a platform of people is a creative outlet. Just because it's social media doesn't mean it's taken less seriously. Expression on social media can be graphic design, video editing, or photography in professional careers. It can be a way for many to share their creations and their art.

While there are inevitable downsides of social media, we're not getting rid of it. It came out of nowhere, and it's here to stay. As long as users can educate themselves on how to use social media safely and be smart, it can be an amazing platform for so many. We live in the digital age and if you don't catch up, you'll get left behind. If social media were bad, it wouldn't be so prevalent today. While there are downsides—as there are downsides to any technological advancement—social media can create meaningful connections and creative outlets that are far too valuable to give up.

By Emme Perencevich

You look around your classroom as you settle into your seat. Almost everyone has a phone in hand. Your teacher gets up from their desk and asks everyone to put their phones away. Most resign their phones to their backpacks but others move their hands under their desks and continue scrolling.

When about 70 percent of teenagers have and regularly use at least one form of social media, in this case a public forum rather than instant messaging, you might think it's hard to be connected without it.

I don't have social media, and while that used to be because my parents were worried that it would affect my grades and mental health, I now believe that it's in my best interest to avoid socials.

Social media scandals range from Russian interference in a US election via Instagram and Facebook and the countless instances of misinformation spread on almost every platform. The number of personal information leaks has also increased and become more significant with the rise of public forum platforms. They also give hate groups a way to spread their message, not to mention that the failure of Twitter to moderate content gives Donald Trump a platform to encourage hate speech and neo-Nazism.

These instances of misinformation can have dire consequences. Misuse of Facebook as a platform led to Russian interference in the 2016 U.S. presidential election. According to the Washington Post, "Russia carried out a vast cybercampaign in an effort to help elect Donald Trump." This "cybercampaign" also directly targeted minorities and specifically African Americans in an effort to suppress voting. This not only harms our democracy, but the people most directly affected by the misuse of it.

On a smaller, but no less important scale, social media greatly affects the mental health of its users.

Instagram models and the great majority of those who are "TikTok famous" create unrealistic expectations and insecurity. Filters on TikTok and Snapchat also create absurd beauty standards, especially for young women.

Not only do these cause anxiety, but the amount of time spent on them cuts into time for doing homework or sleeping. Social media platforms prove to be incredibly distracting. People turn into zombies, mindlessly consume content for hours. I know so many people who have, literally and metaphorically, wasted their lives away on social media.

With all of the controversies surrounding social media, I have decided it is best to avoid them for the time being. They've been riddled with political scandals, information leaks, and research proving the detrimental effects they have on mental health. They're cesspools of hate speech and foster anxiety in teens. I haven't even had time to discuss their problems with catfishing or cyberbullying. To be clear, I'm not advocating for everyone to quite social media. I'm just trying to bring to light some reasons to avoid using public forum platforms and defending why I have chosen not to use social media. While staying connected and keeping up with friends is fun, at the end of the day, the harms of social media outweigh the possible benefits they could have.



Head to Head: Stigmatizing social media

ART BY REESE HILL

RIGHT TO REMAIN SILENT

Don't satisfy yourself in class... that's weird.
-Burkle

MINIMAL DISH SOAP IS MY IDEAL BEVERAGE.
-MR. WELP

If you stop singing I will literally fall to the floor and die.
-Mr. Hagy

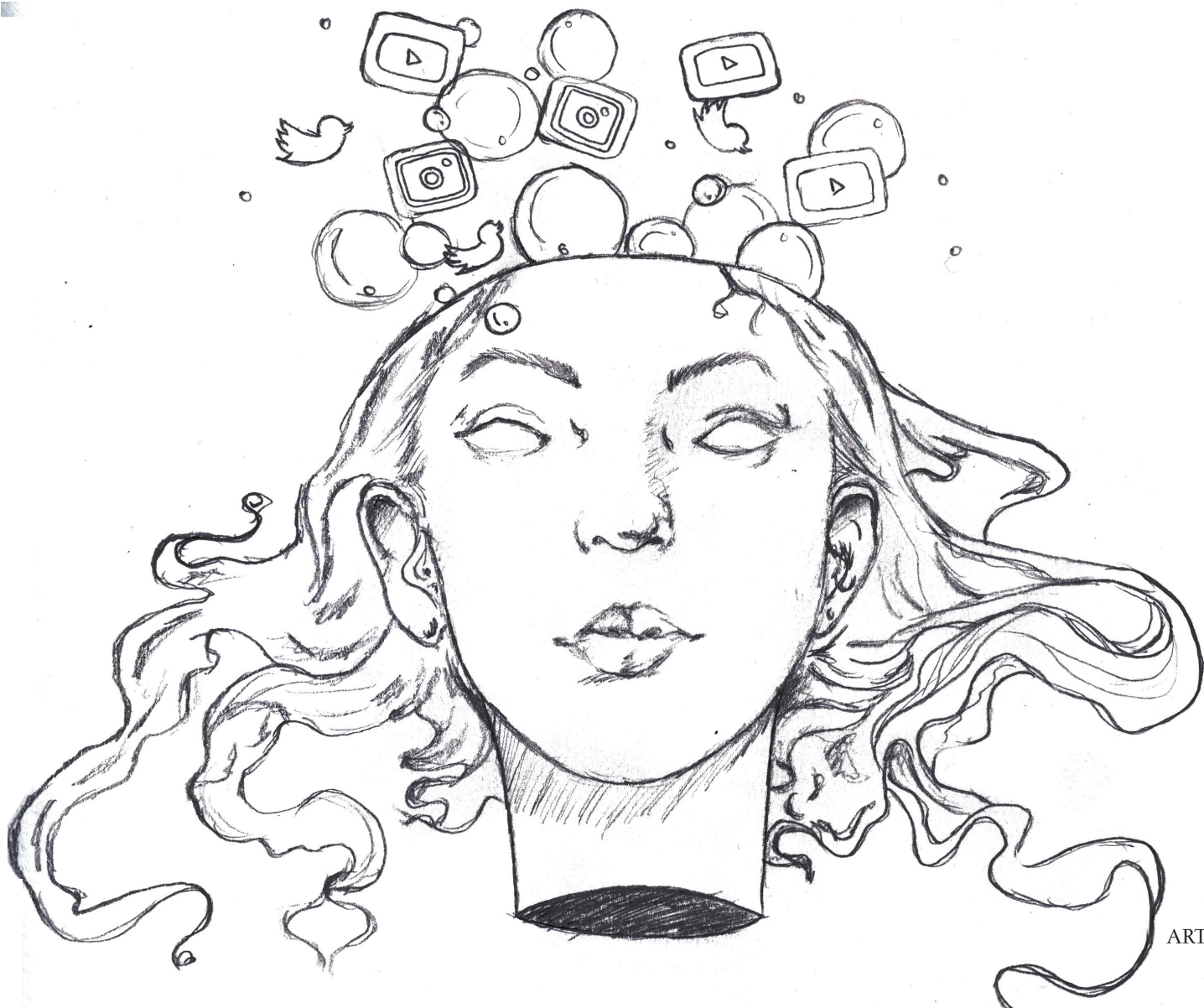
I'm, like, shook. No. I'm not shook. I'm just appalled.
-M. Balcaen

Slight destruction might lead to growth. Total destruction... that might lead to issues.
-Mr. Miller

If you have a crush on her, take it outside. No kinky games.
-Sra. Silva

Invading Iowa is definitely something that should happen.
-Mr. Hartwig

WHY IS MY TIK TOK APP TAKING SO LONG TO DOWNLOAD?
-MR. ROGERS



ART BY MAHA MOHAMMED

CANCEL CULTURE

Cancel culture has become a norm in our social media-oriented society, but has it taken over more than just the Internet ?

By Shoshie Hemley

It goes without saying that social media has planted itself within our everyday lives. It has infested our slang, our mannerisms, and our society, but has it gone too far? Influencers have become a norm of the 21st century, spreading their reach past YouTube, onto Instagram, Twitter, and even newer platforms such as TikTok. These influencers make money off of their content, which is consumed constantly by their viewers. However, when scandals arise, viewers are quick to “cancel” their once favorite influencers. The internet takes the slightest offensive remark or wrongdoing and tears them apart. This happened in the James Charles and Tati Westbrook scandal last spring. Westbrook released a video explaining some of Charles’ misdeeds, “exposing” him, and Charles in turn lost around 3 million subscribers to his Youtube channel, according to CNN. However, modern society has taken “cancelling” from social media influencers, and applied it to their normal lives. We now take anyone’s

transgressions and we abandon them, fueling this society of cancel culture. Those affected by cancel culture range from politicians, singers, comedians, and every day people. With the current 2020 presidential election being in full swing, many are finding some of the stains on the records of the candidates, choosing to dislike them based on a handful of headlines. Ariana Grande has been cancelled by some for supposedly being anti-black and has faced criticism for too much tanning, allegedly committing brownface. Comedian Aziz Ansari has faced controversy due to a scandal surrounding alleged sexual misconduct. However, the situation itself was cloudy and not necessarily criminal, more uncomfortable than anything. Kevin Hart stepped down from hosting the Oscars after a blow up about previous homophobic comments. Even closer to home, during the Iowa State versus University of Iowa football game, a fan held a sign to Venmo him for beer money. He raised over a million dollars, which he then donated to the University of Iowa Children’s Hospital. However, the

hospital almost didn’t take the money after a reporter dug up racist tweets from when he was a teenager. While all of these are transgressions, and they shouldn’t be forgotten or justified, we need to remember these people are human. They made mistakes, yes, but to what extent? Is it worth not taking a million dollars in donations from someone’s teenage tweets? Do celebrities deserve for their entire fan bases and careers to be over? Do we forget everything good they’ve ever done? Are we not allowed to make mistakes, and learn from them? They have wrongdoings, but they deserve a chance to learn and to change. To ask for forgiveness. They made mistakes, they didn’t commit crimes. Recently, a video of “Jane the Virgin” actress Gina Rodriguez, saying the n-word was brought to the Internet’s attention. She has been criticized for being anti-black and is being cancelled by many. A non-black person saying the n-word is of course wrong, and shouldn’t be done. But we need to consider the fact that if it were someone close to us, we would most likely tell them not to, and then

move on. Simply being in the public eye does not make anyone less human. We are aware our celebrities, politicians and other figures are not perfect, so why do we act surprised when they make mistakes? Almost every mistake of theirs is broadcasted for the world to see. Why do they not deserve the chance to be human too? We as a society need to judge people not on the mistakes they make, but on how they learn from them. This view we have of YouTubers, celebrities, and influencers being perfect makes it impossible for them to make mistakes. It sounds cliché, but we all make mistakes; the only difference is that ours aren’t shown to the world. Ours are private, which means we have even more room to make even worse ones without criticism. Our society needs to part from the toxicity of immediate cancellation of any celebrity who makes a mistake. Instead, we must try and understand them. We must educate others. We must give constructive criticism. And we must give people time and room to learn.

Languages
of
City High

Arabic

English

Swahili

Spanish

French

German

Vietnamese

Central Khmer

Chinese

Russian

Lao

Bosnian

Portuguese

Urdu

Japanese

Korean

Amharic

Italian

جميلة

beautiful

kupendeza

hermosa

belle

schön

đẹp

美丽

прекрасный

prekrasno

bela

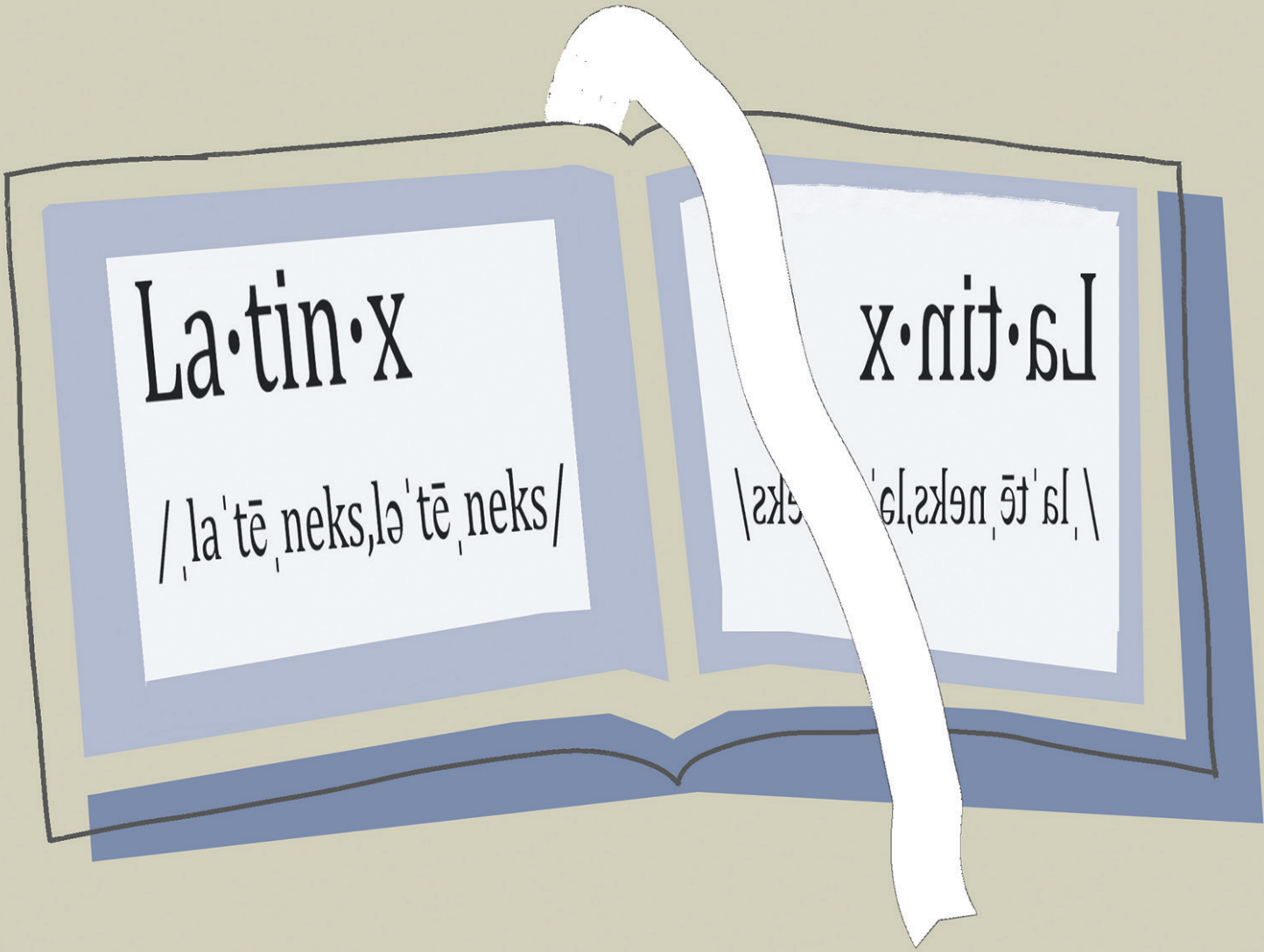
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SOCIETY - CULTURE - CITY LIFE



The impact of the term “Latinx”

What does the ‘Latinx’ label mean to the community it represents?

By Emily Martinez

Origin, ethnicity, and race have different meanings to people, as they define where they came from and what their culture is like. Origin, ethnicity, and race represents communities as a whole, especially in the Spanish-speaking community (Latino, Latina, Spanish, Hispanic, etc.).

In 2004, a new term was introduced that combined both Latino and Latina. City High Spanish teacher Maria Angulo, who also identifies herself as Latina, believes “Latinx” is a more inclusive term that has become more commonly known in recent years.

Terms people use to identify themselves depend on their family’s origin and geographical location. For example, “Hispanic” means people who have Spanish-speaking ancestors/descent from countries like Spain and Latin America, whereas “Latinx” is defined as origin or ancestry from Latin America, not including Spain.

“I’ve heard there are different definitions for Hispanic and Latino, so I usually tend to categorize myself in being Hispanic,” Frida Escoria ‘21 said.

When it comes to the term “Latinx,” inclusivity is the main purpose for the term, but the struggle comes when trying to incorporate it into the community.

“I think it benefits everybody because it doesn’t only include Hispanics or Latinos, but also includes females that are part of the LGBT community, which is like intersectionality. It brings more people together.” Escoria said.

The motives for creating the term were to create a non-binary term to help people in the Spanish-speaking community who neither identify as Latino or Latina to feel more seen and represented. It has allowed room for conversations to happen about

gender in Spanish-speaking communities particularly in the U.S., Angulo believes.

While the term is gaining some attention, there are still others uninformed about what it means or where it came from.

“I don’t think [Latinx] benefits the community as much as it should and people should be more informed about it,” Erika Yovvis ‘20, who also considers herself Hispanic, said.

There are still debates over whether the term complicates the language because of adding the extra “X” at the end of adjectives.

“Everyone comes from different places, so they have their own way of speaking, but I don’t see how that can complicate it,” Yovvis said.

But others argue that the extra “X” doesn’t define the language as a whole. There is some pushback, but Angulo believes that the Spanish-speaking language is always evolving.

Many see the term as unnecessary, as “Latino” or “Latina” have been the most well-known terms in the Spanish-speaking community.

“I don’t think it was like, like, ‘Oh, this has to happen now,’ but I also don’t think it’s something that’s bad. I think it’s a good term to be used around everybody. In my Ethnic Studies class, we use that term all the time to include everybody,” Escoria said.

Others argue that it is necessary and has allowed for people to openly talk about gender. Angulo thinks that it also creates the opportunity for non-binary individuals to use the term “Latinx” and not be forced to use Latino/a.

“I really do think it’s necessary, because we are in the Latino community and more Latinos should come together,” Yovvis said.

El impacto del termino “Latinx”

¿Qué significa la etiqueta ‘Latinx’ para la comunidad que representa ?

By Emily Martinez

El origen, el origen étnico y la raza tienen diferentes significados para las personas, ya que define de dónde vienen y cómo es su cultura. El origen, el origen étnico y la raza representan a las comunidades en su conjunto, especialmente en la comunidad de habla hispana (latinos, latinos, españoles, hispanos, etc.).

En 2004, se introdujo un nuevo término para la comunidad latina que combinaba a latinos y latinos; La Sra. Angulo, quien también se identifica como latina, cree que Latinx es un término más inclusivo que se ha vuelto más conocido en los últimos años.

Los términos que las personas usan para identificarse dependen del origen y la ubicación geográfica de su familia. Por ejemplo, hispano significa personas que tienen antepasados / descendientes de habla hispana de países como España / América Latina, mientras que Latinx se define como origen o ascendencia de América Latina, sin incluir España.

“Escuché que hay diferentes definiciones para hispano y latino. Por lo tanto, suelo clasificarme como hispano ”. Frida Escoria ‘21, dijo.

Cuando se trata del término Latinx, la inclusión es el propósito principal del término, pero la lucha surge cuando se trata de incorporarlo a la comunidad.

“Creo que beneficia a todos porque no solo incluye a hispanos o latinos, sino que también incluye a mujeres que forman parte de la comunidad LGBT, que es algo así como la interseccionalidad. Atrae a más personas,” Frida Escoria ‘21, dijo.

Los motivos para crear el término fueron crear un término no binario para ayudar a las personas de la comunidad de habla hispana que no se identifican como latinas o latinas a sentirse más vistas y representadas. Ha permitido que haya conversaciones so-

bre el género en las comunidades de habla hispana, particularmente en los Estados Unidos, cree la Sra. Angulo.

Si bien el término está ganando algo de atención, todavía hay otros desinformados sobre lo que significa o de dónde proviene.

“No creo que [Latinx] beneficie a la comunidad tanto como debería y la gente debería estar más informada al respecto,” dijo Erika Yovvis ‘20, quien también se considera hispana.

Todavía hay debates sobre si el término complica el lenguaje debido a la adición de la X adicional al final de los términos descriptivos.

“Todos vienen de diferentes lugares, así que tienen su propia forma de hablar, pero no veo cómo eso puede complicarlo”, dijo Yovvis.

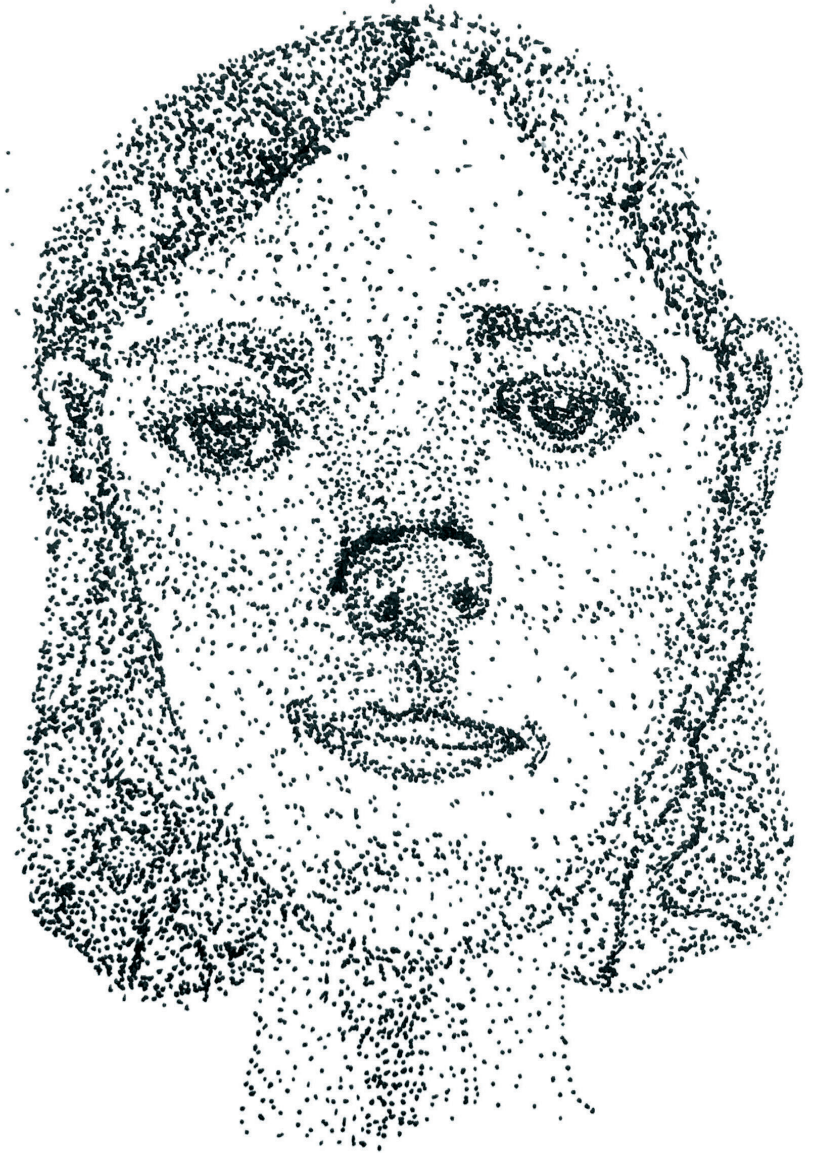
Pero otros argumentan que la X adicional no define el lenguaje como un todo. Hay algunos retrocesos, pero el idioma de habla española siempre está evolucionando, cree la Sra. Angulo.

Muchos ven el término tan innecesario como Latino o Latina han sido los términos más conocidos en la comunidad de habla hispana.

“No creo que fuera como, Oh, esto tiene que suceder ahora, pero tampoco creo que sea algo malo. Creo que es un buen término para ser usado en todo el mundo. Ya sabes, a cualquiera con quien no se identifique, pero como en mi clase de estudios étnicos, usamos ese término todo el tiempo para incluir a todos,” dijo Escoria.

Otros sostienen que es necesario que haya permitido que las personas hablen abiertamente sobre el género. También crea la oportunidad para que las personas no binarias usen el término Latinx y no se vean obligadas a usar Latino / a, cree la Sra. Angulo.

“Realmente creo que es necesario porque estamos en la comunidad latina y más latinos deberían unirse,” dijo Yovvis.

ARTS &
ENTERTAINMENT

ART BY DAPHNE KNOOP

FEATURED TALENT:

Daphne Knoop

Daphne Knoop '20 on her passions and talents in the arts

By Reese Hill

Adorned with a vintage dress, her hair in a casual updo, Daphne Knoop '20 smears plaster and paint over a wooden board in the art room. When finished, her creation will be interactive, tangible, and chaotic, contributing to her developing portfolio of evocative artwork that will serve as the cumulative project of her second year taking AP Studio Art.

"I don't have a professional or technical art background," Knoop said. "I was really nervous [about taking this class] because I'm not a very good drawer and I don't measure things, and I don't know the proportion rule, but it was really great. My favorite thing is that it's really self-driven, so you get to see all the different students who are doing their own thing. Everything everyone's doing is super cool and it's amazing to see the way different people come together to do different kinds of art. You can really see people's personalities manifest in their art and the way they interact with each other. It's real fun."

One aspect of Knoop's life that is widely known about is her aptitude as a cellist. She has played the cello for a very long time, becoming very dedicated around the age of 14. Currently, Knoop is the first chair cellist in the City High orchestra and has received much recognition for her achievements. But the prominence of cello in her life has not stopped her from becoming a rising visual artist.

Last year, Knoop experimented with many standard media such as acrylics, watercolors, and ink. Her pieces included explorations of heteronormativity, recycling, pink and blue color schemes, and several portraits of Oscar Wilde. This year, she is plowing a path for a focused, experimental portfolio, beginning with two pieces she made over the summer.

"I made a quilt this summer, and that was really great because I've always wanted to make a quilt," Knoop said. "It's a very feminine quilt. I tried to use a bunch of materials I find really comforting, but then I also didn't worry if I made a mistake. If you look at it from far away, it looks like a nice quilt, but then you look closer and [there's] some frayed edges; the fabric is all reused. Clearly it's not mapped out perfectly, but I'm a big fan of that one because I like the way it looks, and it's comforting, and it was a big step because it was something I'd wanted to do. My other favorite piece is a

painting that was titled 'Anxiety.' I was going to channel anxiety when I was making it. I got a stomach ache! But I made it, and it was really rewarding to see it finished."

Knoop's quilt and the "Anxiety" painting have two things in common: the goal of channeling her emotions when crafting the work, and the ability for them to be touched by an audience. On the day of presenting her artwork, Knoop invited the class to touch her pieces, and, one by one, students lined up to feel the paint-covered twine and hand-stitched quilt.

Her current piece featuring plaster and paint will represent her vision of love: buried in the plaster are words cut from scraps of paper, string, lace, and other items she hand-picked to collage. Knoop's portfolio is supported in process and concept by her own personality and way of dealing with challenges.

"I consider myself to be an absurdist," Knoop said. "I tend to laugh [challenges] off. I'm an emotional person in the present. If something bad happens to me, I will sob and sob, and then an hour later I'll be laughing at it. It's the same thing if I don't like a piece of art. I'll get really frustrated and then I'll stop, but then I'll make jokes about how bad it was from then on."

Knoop shares a similar philosophy when recommending others to take the class, particularly encouraging people to get out of their comfort zone and welcome possible failures.

"[Think] of something you actually don't necessarily understand," Knoop said. "For some people, their first instinct is 'Oh, I want to draw,' and so they try and draw something without having much experience, and then they get discouraged because it's hard to draw. For me, I was really curious about finger painting, so I just finger-painted to see what

would happen. Kind of like that. [Find] a medium you want to try and draw just for the fun of it to see what will happen, without expecting an end product [or] how it'll look, but more about the experience of making it."

The AP Studio Art experience has been a very positive one for Knoop over the course of both years.

"It's a chance where I get to actually think," Knoop said. "When you're doing art on your own, it's more about what you're actually capable of and what you can make. You just have to constantly be thinking about what you want to do, how you're going to do it, and sometimes you fail. I think it's best to acknowledge that. In the grand scheme of things, it's okay."

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GOING TO DO IT."

DAPHNE KNOOP
CITY HIGH SENIOR



ART BY HAILEIGH STEFFEN

A&E
2019-2020 UPCOMING EVENTS

- 11.21 ALL-STATE MUSIC FESTIVAL
- 11.22 IOWA JUNIOR HONORS ORCHESTRA FESTIVAL
- 12.6-8 "A CHRISTMAS CAROL"
- 12.14 SHOW CHOIR WINTER SHOW
- 12.18 WINTER BAND CONCERT
- 1.8 CHOIRS FOR A CAUSE BENEFIT SHOW
- 1.11 SEIBA HONORS BAND AUDITIONS
- 1.18 "SUPERNOVA" SHOW CHOIR COMPETITION
- 1.23 SIMPSON COLLEGE JAZZ BAND FESTIVAL

Lizzo: breaking stereotypes through music

The rising young young artist Lizzo reaches teens all around the world through her music. She promotes positive self-image and contradicts society’s stereotypes

By Victoria Weckmann

The opening scene of the video “Water Me” cues up. Lizzo sits in a stark white heart-neck dress, her long curls cascading over her shoulder. She keeps her eyes closed, as if she may fall asleep. Surrounding her are dark, opulently patterned curtains allowing very little light to reach her.

“The video was kind of confusing at first, but I think it’s about breaking the stereotypes on the woman in the video,” said Sierra Josephson ‘21.

The video scenes using imagery of hair specifically grabbed Sierra’s attention.

“I think the video was all about hair. In the video Lizzo washes her hair, and there’s a little boy being washed in a sink,” Sierra said. “This is important because it featured natural hair and people expressing themselves through their hair.”

She went on to explain the importance of this imagery to society today.

“It is important for people to show their natural hair because society tells women they need to straighten or curl their hair to fit certain societal standards. They are pressured to be anything but themselves,” Sierra said. “This video portrays hair as a form of expression, showing that women, and people in general, should be encouraged to be who they are.”

However, Sam Strathearn ‘21 had a different take on the music video.

“I noticed that in the video there are some interesting family dynamics. In the beginning Lizzo was in a kitchen making food and washing children, while a male was running and doing ‘male things,’” Sam said. “I thought that was weird

because I think of Lizzo as being empowering. I wouldn’t have thought that she would take on such a stereotypical role.”

Despite his take on “Water Me,” Sam still had positive things to say about Lizzo as an artist.

“Lizzo gives me be-positive-about-your-body vibes. She spreads the idea that you should just be wild and free and not let things keep you down,” said Sam. “Just be yourself and have fun.”

Aidan Burdinie ‘22, another Lizzo enthusiast, agreed.

“I find Lizzo’s music very interesting. She’s unique and she has a very strong presence on her tracks,” said Burdinie. Not only did he feel her presence, but Burdinie also feels that Lizzo spreads a good message.

“Lizzo addresses that a lot of the time women are expected not [to] be powerful and self-positive,” Burdinie said. “I think the fact that she is all about that is good.”

Others have also attributed Lizzo to a change in social problems.

“The idea of body positivity has become more popular in 2019, but it’s just good to have a singer that has that message and is popular in our society,” said Savanna Josephson ‘21. “She’s a good role model.”

Sophia Strathearn ‘21 agrees with the idea that Lizzo embodies the idea of a good role model, even if it is not necessarily because of her music.

“I wish there was more diversity in artists, because I think that it is a really good thing to have somebody to look up to, somebody that is like you,” Sophia said.

However, some feel that her music doesn’t always come off as having positive messages.

“I don’t always understand her lyrics,” Sophia said. “Sometimes I wonder if some of her lyrics are just all about sex. But regardless, I do think the energy that she brings to people is definitely a positive thing.”

Even with the positive messages that people view Lizzo as spreading, not everyone wants more artists to take on Lizzo’s characteristics.

“I don’t really think more artists should be like Lizzo. Obviously she is a great role model and a great singer, but I think she holds that up on her own,” Sierra said. “She is her own person and she revolutionized the industry on her own. We shouldn’t have a ton of people copying her because she is good enough as she is.”

Savanna had similar thoughts to Sierra.

“Her message would kind of be drowned out if there were a bunch of artists like her,” Savanna said.

However despite all of her work on social justice, Lizzo has been under fire recently for claims that she plagiarized the opening line in her song “Truth Hurts,” according to Rolling Stone. Still, this has not been shocking news to everyone.

“There is no such thing as a totally original piece of music. The whole thing about owning a chord progression is kind of stupid,” Sam said. “Every musician has cases like that against them.”

Sierra also found that these claims didn’t tarnish her view on Lizzo.

“It doesn’t change what I think about her. She still took the music and made it her own,” Sierra said.

The Little Hawk *Album* Review



ART BY HAILEIGH STEFFEN

ABOVE: *The album cover from "Micropop"*

"MICROPOP" BY JACK STAUBER

By Owen Sorenson

A lesser known music genius, Jack Stauber has been in the music scene for quite some time, even recently having released his fourth album: "HiLo." Throughout his discography, Stauber has continued to develop and fine tune his sound. In his earlier works, the sound that he has grown associated to wasn't fully refined, it had a consistent electronic and surreal sound, however it seemed to go all over the place, and just didn't hit the mark. It wasn't until his third album, "Pop Food," that his sound fully consolidated. In "Pop Food," Jack Stauber landed on a general aesthetic that the rest of his art followed.

Despite not necessarily discovering his sound until recently in his career, something that has survived is his unique series of music called "Micropop." Playing into his strange and surreal character, Micropop is a lengthy series of 30-60 second songs that are usually followed by some sort of equally surreal video. There is a consistent aesthetic to these videos, usually using an 80s-90s home video aesthetic that paints over a stylized animation. The music, on the other hand, tends to be completely separate from one another. Each one might tell a story, sometimes even having multiple Micropops that form an arc, however most of them seem to be completely random thoughts that come out of Stauber's mind, most of

the time even lacking some sort of actual message.

The magic of the Micropop is how it manages to capture so many different sounds, stories, and styles. If one of the songs doesn't suit you, there is a good chance that there are multiple others that will. While there is a consistent sound, most of them have some sort of different genre that they emulate. Micropops like "Love Bug" and "Love and Company" have a jazzier style, having the instruments, and sometimes Stauber's singing, played in swing. On the other hand, Micropops like "These Eggs aren't Dippy" and "Penny" fall back to his more original surreal pop sound.

Overall, most of the Micropops are

amazing. Musically, the sound is unique and fresh with many different genre inspirations. Lyrically, the fact that Stauber has the ability to fit so many different stories into such little time is insane, not to mention that the majority of his music are accompanied by a unique video that does well to convey the imagery of the music itself. I personally wouldn't recommend it to everyone however, as it's surreal and strange nature may not fit into everyone's taste. If you are someone who enjoys strange, indie, and alternative pop, I would recommend it to you. Personally, I think that more people should listen to Jack Stauber or at the very least give his Micropop album a try.

"HERE COMES THE COWBOY" BY MAC DEMARCO

By Owen Sorenson

Mac Demarco is another indie artist who has caught my attention. He has been in the underground for quite some time, with only one or two of his songs seeing massive popular recognition. However, despite not having a large normal following, he has garnered a large underground following. Mac Demarco himself is a goofy, everyone's best friend type character, who is in a constant state of joking and having fun. His music, on the other hand, can be taken as quite a surreal and psychedelic sound, with weird warbling guitars and stinging synths. However, he has also mastered the ability to make this strange sound turn into something that is groovy, laid back, calming, and as some describe it, "Half-Asleep."

Here Comes the Cowboy is Demarco's fifth album in his discography, having been a follow up to a highly-acclaimed "This Old Dog." In "This Old Dog," Demarco turned his normal sound into something much more serious, dealing with very personal topics such as his history with his father. There are also times where he strays away from his normal synth sound and picks up an acoustic guitar, showing just simply the progression of his character. "Here Comes the Cowboy" is a continuation of that maturity seen in the previous album. Having been the first album produced under his own label, he guided the production of each of the songs. The album itself, however, received very mixed reviews from critics.

The main thing that hurts this album



ART BY HAILEIGH STEFFEN

ABOVE: *The album cover from "Here Comes the Cowboy"*

is simply how unlively it sounds, with most of his normal warm synths being replaced by stark, bleak, and almost empty progressions. Most of the songs take his normal, laid-back and calm approach and amplify that by one-hundred percent, changing it from relaxed to, as many called it, asleep. Something else that doesn't help the album is Demarco's own vocals, which forwards the narrative

of Demarco being distracted, bored, or simply half-asleep during the recordings.

With all of the bad things being said, however, there are certainly some songs off the album that are really good. My personal favorite, titled "On the square" manages to fulfill and deny many of the criticisms and continue to advance Demarco's sound from the previous album. The song itself lacks the warbly guitar

lead and replaces it with a warm bass and piano. Alongside it is a very, very surreal music video that depicts a single man watching a play, or maybe some sort of ritual? There is almost featureless faced man who looks into a scrying ornament which reveals a world of white. Inside this world are a few more characters, all animals faced and suited in tuxedos. They all seem to be building a square. The video ends with the camera panned back to the lone patron clapping and making strange noises. It creates an intense sense of unease, and yet it is fun to try and make any sense of what is happening.

An interesting outlook on to the album is the idea that much of the criticism that are in place were actually intentional by Demarco, with Rolling Stone's Joe Levy stating that the album was "stark, meditative, lonely, and stubbornly isolated, like spending 45 minutes petting a cat. A static search for comfort." In my opinion, it is quite plausible that Demarco simply wanted this to invoke that feeling, rather than write an album that was supposed to break charts, however there is very little proof for that so I digress.

Overall, I think that I too agree with most of the critics in saying that the album was not one of Demarco's best works. I think that it has some good songs on it, however there are many songs that I simply do not like. I am honestly disappointed that the album turned out this way, seeing that I was looking forward to a new "Salad Days." However, I am still hopeful for his next release.

NAVARO NEHRING FEATURES HIS PUPPETS IN “A CHRISTMAS CAROL”

Navaro Nebring works with directors Lauren Darby and Troy Peters to bring Charles Dicken’s classic tale to life through his puppet creations

By Shoshie Hemley

Navaro Nebring was six years old when he was given his first marionette puppet. The sophomore behind the puppets in this year’s winter play, “A Christmas Carol,” has had a fascination with the craft his whole life. When he was a child, his father would put on puppet shows for him in the basement puppet house his father made.

“I’d like to watch old reruns of TV shows like ‘The Howdy Doody Show,’ and some of the Gary Anderson ‘SuperMarionation’ series from England,” Nebring said. “And those were all done with marionette[s], and I thought it was fascinating that these people built these puppets that they used to tell these interesting stories. I was very interested in how it could act like a person, even though it was an inanimate object.”

This expertise in puppet mechanics lead Nebring to be the mastermind behind the three puppets for the ghosts of Christmas past, future, and present in “A Christmas Carol.” Director Lauren Darby first proposed the idea of using puppets last year, and the adults on the production team started gathering references and research to construct the ghosts. When Nebring demonstrated his extensive background knowledge in puppetry to Darby, he became a primary member of the puppet construction crew.

“He’s kind of in charge of puppetry movement,” Troy Peters said. “He’s good at coming up with the ideas for the structure underneath and making [the puppets] move. We treated him as an equal, [asking], ‘What do you think about this? What should we use? What are your ideas?’ and we just bounced ideas off each other and came up with the basic movement design for the puppets.”

The biggest challenge for Nebring, Peters, and the crew as they’ve built the puppets is balancing navigability and artistry. Although the actors who will operate the puppets are meant to be visible to the audience and don’t need to be hidden by fabric, the crew has struggled to work out how the structures, especially the eleven-foot-tall Ghost of Christmas Future, will be moved onstage from the limited space in the wings.

“It’s really a team effort because we were not always in the same room at the same time,” Peters said. “We don’t know what the challenges are going to be like, how much the fabric is going to weigh us



ABOVE: Director Troy Peters helps build one of the life-sized puppets featured in this year’s winter play, “A Christmas Carol”

LEFT: Navaro Nebring ‘22 builds the structure for one of his puppets backstage of Opstad auditorium

PHOTOS BY
SHOSHIE
HEMLEY

down, and how are we going to keep that on. We didn’t know the blocking of the scene, so we’re just learning by doing it, [by] trial and error.”

Part of what made Nebring’s involvement in the team essential to their progress is his knowledge of, specifically, marionette puppets, which he describes as “an extension of your hand,” allowing one to control different parts of the puppet without directly manipulating it. Although the ghosts are technically not marionettes, being familiar with how they function has helped Nebring engineer the mechanics of the ghosts.

“Marionettes are probably the most complicated types of puppets,” Nebring said. “They’re the most indirectly connected to the puppeteer...So, there are things involved in making marionettes that apply over to just about any kind of puppets.”

The Christmas ghosts are made of wooden and metal poles, chicken wire,

and newspapers, and draped in fabric and flowers for decoration. Three actors, Wolfe Fullenkamp ‘21, Maya Richards ‘21, and Kiva Weeks-Mosely ‘22, will be within the structures, operating them onstage. They also voice the characters while moving the limbs and torsos. Because the puppets are so large, it was essential the team found a way to construct puppets that could be navigated in a way that was safe as well as interesting to look at.

“I think the fascinating thing about puppets is in order to do them well you need to understand all kinds of different areas of expertise,” Nebring said. “You need to know the engineering aspects and the storytelling aspects for it to come across as as effectively as possible.”

Although his interest in puppetry is currently taking the spotlight in the production of “A Christmas Carol,” Nebring boasts many other unique passions. For example, as an AP Studio Art student, he

is able to explore his interest in ethnic art history.

“For a long time, I’ve been very interested in African art and Native American art,” Nebring said, “as well as various science subjects. For example, I’m very interested in early paleontology. I find it very interesting, all of the unusual and obscure species that have lived on our planet. Many of us don’t know [much about the] paleontology of dinosaurs.”

While Nebring’s many interests contribute to his life, puppetry is currently providing opportunities that have broadened his horizons, from being deeply involved in helping the winter play come to life to expanding his talents beyond backstage.

“I’ve certainly considered going into puppetry as a field outside of high school,” Nebring said. “Everyone has done an excellent job with putting everything together and making things work. It’s just been a really good time.”

SPORTS

THE LITTLE HAWK | THELITTLEHAWK.COM November 15, 2019

EAT, SLEEP, DERBY.

Iowa City Bruisers, a local free roller derby team, serves as a support system for City High students and adolescents in the surrounding area

By Nina Lavezzo-Stecopoulos and Alison Kennison

The smell of sweat fills the air as team members of the Iowa City Bruisers push past their opponents, gaining points to win the match. The team is the only free roller derby team in the world. It includes members from all three high schools in the district with an age range of 6-18 years old.

Roller derby provides a community for members to express themselves and to relieve anger. Max Cabaret '20 experienced harassment and bullying throughout the time in which he lived in Williamsburg. Derby provided an escape for Cabaret.

"I was feeling very depressed and very anxious all the time. Even when I was at home in my room, I felt very anxious, all people know where I live because it's such a small town," Cabaret said. "We have had people try to burn our gay flag in front of our house."

Cabaret was trying to find an outlet to help with his depression. His sister came to him one day and recommended that he join ICB.

"I mainly joined because first my sister found out about it through people going [to] the woman that told her about it," Cabaret said.

After joining, Cabaret found a sense of family outside of his immediate one—and it isn't just him. Multiple players have found comfort within the family that is ICB. One memory that has stuck with Cabaret is from a day when he had experienced issues within his family.

"I was very depressed that day because something had happened and just set me into a spiral," Cabaret recalled. "[My teammate] just helped me keep my spirits up. [This] has always stuck with me."

Like Cabaret, Izzy Jurgins '22 has also found a family in ICB.

While remembering a time she felt overwhelmed during a match, Jurgins explained how her teammates and coaches made sure she was okay.

"I was not ready to play on the charter team against a good team. We're going against the team that we never won against and I just broke down," Jurgins said. "They're like, 'Hey, are you okay?' and they comforted me a lot. My coaches made fun of me, but in a friendly way."

The founder and coach of the team, Brian Ferreira, was

inspired to create the ICB because of how expensive most roller derby teams in the area were.

"I wanted this great sport to be able to be played by anybody who wanted to give it a try," Brian said. "Money should never be a reason why someone cannot try a sport. Why do coaches have to make money? Why do venues constantly have to make money? Why can't people just be happy and give back, just a little bit? It makes you feel good to give back."

Without funding from team members, the Iowa City Bruisers raise money for their organizations by hosting fundraisers throughout the year. The main event they host is the Skatathon. Donations come from visitors who donate through the craft fair or per lap the Iowa City Bruisers skate. Last year, \$5,000 was raised by this function alone.

"We skate as fast as we can in a circle for an hour straight," Casper Ferreira '20, a member of the team said.

"There's people who come for [the craft fair] and people who come to watch the skaters."

The team has one practice per week. The charter team, which competes for rankings, practices from 9:00 am to 12:00 pm every Sunday. Nationally, the Iowa City Bruisers are ranked 11th, but the ranking doesn't mean much to them.

"It's not so much the ranking that is the accomplishment, it's all the work that you do to get there," Tim Williams, a trainer and officiator for the team, said. "It's the discipline. It's the support of each other. That's how you get there. They're not stopping. They're not quitting. They're not giving up. They're doing everything they can to succeed."

Many members originally joined the team because of a friend or family member, but stayed because of the community and the sport itself. One aspect of roller derby that Jurgins enjoys is the fast pace.

"When I got on the track, everything I had to do had to be meaningful,"

Jurgins said. "As soon as you get off the track, you're like, 'What just happened?' It was a blur.

You have to be thinking fast. It's surreal."

Another aspect of the sport that members enjoy is the release they feel while playing.

"[Roller derby] gave me a place to safely let out how I was feeling and safely dispose of my anger without actually hurting anyone," Max said. "I developed worse mental health issues because of my old school, but then I had derby as a place to go, where I had this supportive team. [It's] almost like a support group because we're all messed up in our own way."

The support system ICB provides is vital to its members. Members feel that the roller derby community not only alleviates their stress and anger, but also gives them a home when they need one.

"[Roller derby] has helped me so much through all of my mental health," Casper said. "It's a part of my survival. Just like I need food and water, I need roller derby."



JAMMER

THE JAMMER IS THE "SCORING PLAYER." THEIR JOB IS TO SKATE COUNTER CLOCKWISE AGAINST THE MOVEMENT OF THE PIVOTS AND BLOCKERS.

IN THE CENTER: Molly Hippert '21 takes on Phoebe Burt, a junior at West City Bruisers practice. PHOTOS BY ALISON KENASTON

PIVOT

THE PIVOT IS THE LEADER OF BLOCKERS ACTING AS DEFENSE.

BLOCKER

BLOCKERS ACT AS DEFENSE AND OFFENSE BY PREVENTING JAMMERS FROM ACCUMULATING POINTS.



THE FINAL GAMES



Seniors' quotes about their last runs, swims, tournaments, and matches of fall sports



1: Liam Barron '20 running his last cross-country race of his high school career. "[I felt] tired, but overall pretty good. I ran better than I have this whole season and I tied my lifetime PR. That feels good. It was a good way to end," Barron said.

2: Kolbe Schnoebelen '20 was a lineman on City Highs varsity football team. "I would have liked to win a lot more than we did, but I think just building the culture for the classes was a big thing," Schnoebelen said. "I just really enjoyed playing at City High and I am going to miss it a lot."

3: Portia Klefstad '20 has swum on the City team for four years and is an alternate for state this year. "I'm definitely sad that my swimming career is over but I think this was such a fun way to end the season," Klefstad said.

4: Mia Loughran '20 is planning on playing volleyball for Cornell next year. "It's the end of an era, which is kind of sad, but it's easier for me since I'm playing volleyball in college, so, it sucks but at the same time, I know I'm still going to play [volleyball]," Loughran said. "[I will] definitely [miss] my teammates. My teammates made my year. I'm very happy that I got to play alongside all of them."

5: Reese Hayden '20's last golf meet was the state tournament at the Tournament Club of Iowa. "[I am] a little sad to be done with competitive golf and will definitely miss the coaches and teammates that helped me throughout the years," Hayden said. "I think I will simply just miss golfing everyday with my friends and getting to play different courses."

6: Mary Bounds '20 ran at the Mississippi Valley Conference Super Meet at the end of the main cross-country season and later continued on into the championship season. "It's so surreal. I've been doing cross-country for six years," Bounds said. "It's hard to believe that it's over after this. I'm so glad we got to end it on such a good note. We're here at our home course, and I'm with all of my best friends. It's just a crazy experience. I'm really proud of myself and what I've done so far."

PHOTOS BY RACHEL MARSH, NATALIE GREEN, JESSE HAUSKNECHT-BROWN, AND WOLFE FULLENKAMP

Letter from the Editors



We are back again for another issue. It has been a challenge to put this together and it is finally done. The full eight-page sports section is complete, so enjoy. To answer your question, yes, we did cry more—or at least, Alison did.

With the end of the fall sports season, we have tons of exciting stories to share with you all. For all of those interested in mental health of athletes, we have a story about mental health of competitive

athletes as well as a story on those who participate in roller derby as a way to combat depression. We also bring to you the story of two clubs that are new to City High: Running and Curling clubs. Whether you have only vaguely heard about them or are already a member, be sure to check out these stories.

This year, we have some incredible freshman athletes that you just have to know. They are already impacting City athletics and will continue to be important names

in sports for the next few years. Turn to the double truck and start reading.

What you are still here? Has none of this intrigued you? Well, in that case...did you know that our Sparkle cheerleading team is part of a nationwide organization to be more inclusive to students with disabilities? We have the story both in English and in German (you can thank The Little Hawk's culture editor for that).

Finally, we end this issue with briefs about all the fall sports and a scoreboard

where you can see how our sports teams did this season.

We are so grateful for all of you readers and we hope you read most of the stories. Because let's be real, reading the newspaper isn't always the most exciting thing. We just hope that the compilation of these amazing stories will grab your attention.

Alison & Julianne

Sparkle Cheerleading

Sparkle Cbeerleading provides special education students a place that is welcoming to students of all abilities

By Sophia Wagner
and Alice Boerner

The football team crashes through the City High banner, flanked by Sparkle cheerleaders excitedly waving pom-poms towards the stands. Although often overlooked by the crowd due to the bustle of a home football game, the Sparkle team continues to bring enthusiasm and energy.

Laura Schwab is the City High sponsor for the Sparkle Effect, a nationwide organization dedicated to fostering friendships and inclusion among students who have disabilities and those who don't through cheerleading.

"I want members of this school to see that kids with disabilities can be a part of a conversation," Schwab said.

The first official Sparkle team was created in Bettendorf in 2008. Since then, over 220 teams have been formed, becoming a nationwide program promoting courage, compassion, and connection.

"I want [the members of Sparkle] to build their confidence and to know that they are a part of this school socially, because social inclusion is just as important as academic inclusion," Schwab explained. "I can put them in algebra, in science, in English, but we still have to foster friendship. I want them to feel important and included in all areas of their life."

Confidence is key in the Sparkle community. According to the official website, the program works to help students with disabilities feel more welcomed and involved in their community. One message from the Sparkle Effect is as follows: Students gain acceptance and confidence, become passionate leaders, and help schools and communities to embrace connection over perfection.

Schwab wants to remind the school to embrace this connection just as much as those on the team do. She notices how much recognition goes to athletes, and the special awareness reserved for sports teams. Schwab described how people who may never otherwise speak to each other can find common ground congratulating one another on a recent win or triumph, and she would like to spread this to the Sparkle community.

"I want these kids to be able to go out into the hallways and have students come up to them and say, 'Hey, I saw you perform! That was really cool!' They should get the recognition a volleyball player gets,"



ABOVE: A group of Sparkle cheerleaders pose for a photo
PHOTO BY SOPHIA WAGNER

Schwab said.

Julia McReynolds '21 and Mia Garcia '21 are this year's team captains. They are happy to be spending time with the group while performing their roles teaching cheers and choosing the games they cheer at.

"I joined because it looked like a lot of fun. We're an inclusive team, and it's so much fun seeing everybody have such a great time together," said McReynolds.

Garcia went on to explain that everyone enjoys getting together at practices.

"Some of [the cheerleaders] just started getting out of their comfort zones," said Garcia. "They love stunting and doing cheers, and it's just awesome to see them have a lot of fun."

Schwab's main goal is to create a fun atmosphere and activity for any and all students at City. All students are welcome, whether they are professional cheerleaders or have never been on a team in their lives.

"We include everyone. We don't really have a mentor role. Our mission is truly just to be inclusive and promote friendship,"

Schwab said.

The football team crashes through the City High banner, flanked by Sparkle cheerleaders excitedly waving pom-poms towards the stands. Although often overlooked by the crowd due to the bustle of a home football game, the Sparkle team continues to bring enthusiasm and energy.

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Schwab wants to remind the school to embrace this connection just as much as those on the team do. She notices how much recognition goes to athletes, and the special awareness reserved for sports teams. Schwab described how people who may never otherwise speak to each other can find common ground congratulating one another on a recent win or triumph, and she would like to spread this to the Sparkle community.

"I want these kids to be able to go out into the hallways and have students come up to them and say, 'Hey, I saw you perform! That was really cool!' They should get the recognition a volleyball player gets," Schwab said.

Julia McReynolds '21 and Mia Garcia '21 are this year's team captains. They are happy to be spending time with the group while performing their roles teaching cheers and choosing the games they cheer at.

"I joined because it looked like a lot of fun. We're an inclusive team, and it's so much fun seeing everybody have such a great time together," said McReynolds.

Garcia went on to explain that everyone enjoys getting together at practices.

"Some of [the cheerleaders] just started getting out of their comfort zones," said Garcia. "They love stunting and doing cheers, and it's just awesome to see them have a lot of fun."

At each game or performance, anyone can tell that the Sparkle cheerleaders have a great time, especially when the crowd has just as much energy as them. "It's great when we do an event where people get super excited for Sparkle," Schwab said.

Sparkle enjoys supporting sports that may not draw the biggest crowds, and they love how their cheers raise the teams' spirits. Jennifer Morning '22 is excited to be in her first year of Sparkle.

"I can make more friends and it's great to hang out with everyone," Morning said.

Schwab's main goal is to create a fun atmosphere and activity for any and all students at City. All students are welcome, whether they are professional cheerleaders or have never been on a team in their lives.

"We include everyone. We don't really have a mentor role. Our mission is truly just to be inclusive and promote friendship," Schwab said.

"WE INCLUDE EVERYONE. WE DON'T REALLY HAVE A MENTOR ROLE. OUR MISSION IS TRULY JUST TO BE INCLUSIVE AND PROMOTE FRIENDSHIP."

LAURASCHWAB
SPONSOR OF SPARKLE CHEERLEADING

German Translation

Translated by Julianne Berry-Stoelzle

Das Footballteam durchbricht das Banner der City Highschool, flankiert von Sparkle Cheerleadern, die aufgeregt mit Pompoms in Richtung der Sitzreihen wedeln. Obwohl sie vom Publikum wegen der Hektik eines Footballspiel oft übersehen werden, bringt die Sparkle Mannschaft immer Begeisterung und Energie zum Spiel.

Laura Schwab ist bei City High die Sponsorin für Sparkle Effect, eine nationale Organization, deren Ziel es ist, durch Cheerleading Freundschaften und Inklusion zwischen Schülern mit und ohne Behinderung zu fördern.

„Ich möchte dass alle in dieser Schule sehen, dass Kinder mit Behinderungen auch mitreden können," sagt Schwab.

Die erste offizielle Sparkle-Mannschaft wurde 2008 in Bettendorf gegründet. Seit-

dem wurden über 220 Mannschaften gegründet und das Programm fördert inzwischen landesweit Werte wie Mut, Mitgefühl und Verbundenheit.

„Ich möchte dass [die Mitglieder von Sparkle] ein stärkeres Selbstvertrauen bekommen und merken, dass sie auch im sozialen Bereich ein Teil dieser Schule sind, weil soziale Inklusion genauso wichtig ist wie schulische Inklusion," sagt Schwab. „Ich kann sie in Algebra, in Naturwissenschaft und in English stecken, aber sie brauchen trotzdem Freundschaften. Ich möchte, dass sie sich wichtig und beteiligt fühlen in allen Gebieten ihres Leben."

Selbstvertrauen ist das Wichtigste in der Gemeinschaft von Sparkle. Der offiziellen Webseite zufolge arbeitet das Programm daran, dass Schüler mit Behinderungen fühlen dass sie in ihrer Gemeinschaft willkommen sind und mit einbezogen werden. Eine Zielsetzung von Sparkle Effect ist wie folgt: Schüler werden akzeptiert und ihr Selbstvertrauen wächst.

*The rest of the German translation of this story at
www.thelittlehawk.com*



ABOVE: Sparkle cheerleaders pose for a photo
PHOTO BY SOPHIA WAGNER

FRESHMEN

Freshmen who have exceeded expectations in the

Iris Wedemeyer



By Julianne Berry-Stoelzle

Everyone has one thing that helps them function, that brings meaning to their life, and they just can't live without it. For Iris Wedemeyer '23, that one thing is running.

"I feel like if I didn't run, I would not be okay," Wedemeyer said. "It keeps me sane."

Wedemeyer participated in triathlons when she was little and ran on her own before participating in cross-country at South East. Her success at elementary track meets sparked her interest in running.

"It makes me feel good to have something that I'm good at," Wedemeyer said. "[Running has taught me] that my body is strong, and it can do a lot."

Over the summer, she ran with many of the girls on the team during summer running and really appreciated the team atmosphere.

"It was easy, over the summer, to get to know people and make friends in cross-country. I don't mean that I wasn't expecting to make friends, but I wasn't expecting it to be that easy," Wedemeyer said.

This season, Wedemeyer has been a consistent third runner on the cross country team. She started the season with a 5k time of 22:03 at the IMS Early Bird Invite on September 3 but has shown rapid improvements since then and ran a time of 19:47 at Mississippi Valley Conference Championships on October 17.

"She's just a pleasure to coach. She asks good questions. SHE KNOWS THAT SHE WANTS TO BE AS GOOD AS SHE POSSIBLY CAN BE."

RYANAHLERS
GIRLS CROSS-COUNTRY COACH

tions and she wants to learn about the sport. She just works so hard, and she's fast because of it," head coach Ryan Ahlers said.

One of the biggest differences between junior high and high school cross-country for Wedemeyer is the number of meets throughout the season. This gives her more experience racing.

"I've been sort of learning about [mental preparation] as I'm going along," Wedemeyer said. "I don't really have a set thing that I do [before races]. I tell myself that I prepared for this, that it is temporary, and that I'm just going to do my best."

At Districts, Wedemeyer ran a time of 20:18 and placed sixth, making the All-Districts Team. The girls cross-country team placed second overall, qualifying for state.

"She knows that she wants to be as good as she possibly can be. And ultimately, she knows that the better she is, the better the team will be," Ahlers said. "I can certainly see her being somebody that's contending for a really high, high honor, in terms of running."

Wedemeyer placed 42 at state with a personal record of 19:43. She will try to continue training all year and watch over her health by getting enough sleep, eating good food, and showing up to practice every day.

"I want to keep getting better, keep training consistently, and stay healthy," Wedemeyer said. "Just keep going strong with the team and pushing myself."



LEFT: Iris Wedemeyer '23 running in the state cross-country race
PHOTO BY RACHEL MARSH

Ford Washburn



ABOVE: Ford Washburn '23 running in the state cross-country meet
PHOTO BY RACHEL MARSH

Sometimes people surprise themselves. They attempt something and do so much better than they ever expected.

Ford Washburn '23 did not have high expectations for his first high school cross country season, and would never have guessed that he would be the only boy from City High who would qualify for state cross-country meet.

"I didn't think that as a freshman, not doing summer running at all, I would be fastest on the team by the end of season," Washburn said. "I thought I was going to be really bad."

Washburn played soccer for several years in New Mexico, but when he moved to Iowa City during junior high, he decided it was time for a change.

"I was like, 'Hey, now that I moved to Iowa, I should try something new,' so I went out for track in eighth grade," Washburn said. "I just thought I would try running and see how it went."

At the first cross-country meet, which was hosted by the Iowa Mennonite School, Washburn ran a time of 19:07. Since then he has improved steadily, progress that culminated in a personal

best time of 17:18 at the Bud Williams Cross-Country Invitational.

"At the beginning of summer, the coaches were like, 'We've got this fast kid named Ford.' I was waiting for Ford to show up and all of a sudden he showed up and started doing really well," cross-country coach Jay Welp said.

Washburn started off the season in the group called Other Varsity One and eventually moved up to Varsity as his times improved. At Divisionals, he achieved seventh place overall with a time of 16:31.

"I just felt super nervous for this last race because the one before that I finished first for City," Washburn said. "The last mile, there's always somebody in City that's ahead of me and I just look at them and just run faster until I catch them, and then try to pass them."

Though Washburn was the only one who qualified for the state meet, the rest of the team continued to train with him as he prepared for it.

"I'm really glad that they were kind enough to do that, because it would have just been the coaches practicing with me if they ha[d]n't,"

Washburn said. "I am truly thankful that they did that for me."

At state, Washburn finished 20th in class 4A with a personal best time of 16:10, beating all the other freshmen in any of the four classes.

"I was pretty nervous and scared that I might not be able to place as high as everybody thought I would. [Now,] I'm really happy about how I did and how I placed," Washburn said.

Washburn enjoyed the cross-country season, especially being able to meet new people and spending time with the team. He is sad about the end of the season, but has high hopes for the coming years.

"The dream is for him to just keep getting better every year. Getting some experience [at state] and coming back next year, a little more experienced and a little more seasoned," Welp said.



ABOVE: Ford Washburn '23 takes a breather after his race at the state cross-country meet
PHOTO BY RACHEL MARSH

TO WATCH

their sports—within their team and individually

Ben Kueter



The roar of the crowd becomes deafening as the match nears the end. Three more seconds, two, one. The referee blows his whistle and Ben Kueter '23 slowly gets to his feet. Another match won.

"[I like that wrestling is] an independent sport. It's all on you," Kueter said. "You don't have to rely on other people. You are the one who's out there."

Kueter started off wrestling with his brother at home until his parents decided to send them both to City wrestling's MatPac program when Kueter was four. There he met coach Cory Connell.

"Ben is [a] very hard worker. He's a kid that loves to do a lot of sports, but he always comes back to wrestling and I think that's kind of where his true love is," Connell said. "He loves working hard, he loves learning new things. He just enjoys the process."

Kueter went on to wrestle at West Liberty and then at Sebolt wrestling club before going to City wrestling practices during his years at South East. The junior high wrestlers are invited to work out with the high school wrestling team and Kueter took advantage of the opportunity.

"I've seen him grow since he's been here. His first year here, I saw him in the program. I have seen him wrestle and have known him ever since then," Connell said.

Kueter is a five-time Iowa Amateur Athletic Union Champion, 2019

Iowa USA Wrestling Triple Crown Winner, 2019 Folkstyle All-American and 2019 United World Wrestling All-American. He is also currently ranked in The Top 50 Freshmen Pound for Pound in the Country by FloWrestling.

Kueter is excited to finally be on the City High wrestling

"[IT IS IMPORTANT TO KEEP] TRUSTING YOURSELF, UNDERSTANDING THAT YOU MIGHT NOT BE ABLE TO WRESTLE OR TRAIN FOR A MONTH OR TWO MONTHS AT A TIME."

CORYCONNELL
CITY HIGH WRESTLING COACH

ing team and hopes to win both high school districts and state championships this year.

"I think he is going to fit real well," Connell said. "Last year, he was training with some of our best wrestlers on the team. They were seniors and he was doing really well against them."

During this year's football game against Davenport North, Kueter was tackled and injured his leg. He temporarily has to wear a boot and use crutches to move around. He is expecting to start practicing again a few weeks after the start of the wrestling season.

"[It is important to keep]

trusting yourself, understanding that you might not be able to wrestle or train for a month or two months at a time, but understanding that you're not going to forget how to wrestle within that time, especially somebody who has done as much wrestling as [Kueter] has. Just trusting your mind, trusting your body to get back out there, and compete at your highest level [is key]," Connell said.

The first varsity meet of the City wrestling season is on December 5, but districts is not until February 15. Kueter looks forward to wrestling again, but first, he wants to make sure that his foot heals correctly.

"[Wrestling has taught me to] just stick with things. It's a tough sport and there are a lot of times where you want to give up and this sport teaches you not to do that," Kueter said. "That really helps, because [in life] a lot of times you don't want to do something but you have to do it anyway."

"[I LIKE THAT WRESTLING IS] AN INDEPENDENT SPORT, IT'S ALL ON YOU. YOU DON'T HAVE TO RELY ON OTHER PEOPLE. YOU ARE THE ONE WHO'S OUT THERE."

BENKUETER
FRESHMAN WRESTLER FOR CITY HIGH

Greta Stanier



From flips in mid-air to back dives to twists, diving contains many interesting tricks. Greta Stanier '23 is already leaving her mark on the diving team.

"I was always into gymnastics," Stanier said. "I would go to classes but I didn't want to really commit to it. So diving was a way for me to do gymnastics, but it was also unique and different."

Stanier started diving at a young age because her friends encouraged her to join the Iowa Diving Club and she quickly began to love the sport.

"When I first started diving, I was really bad. I did a lot of basic training, like jumping on the board and just getting comfortable with [the board]," Stanier said.

Now, Stanier's favorite dives include back dives and twists. She jumps up off the board, propels herself into the air, and twists around as the water is rushing up to meet her. The whole dive only takes a split second and then it is over.

"I like that [diving] is challenging and that you can always add more on to what you know and get better," Stanier said.

This year, the City High diving team is made up of six girls, who are coached by Lori Meierbachtol, along with divers from West High.

"It has been wonderful having Greta on the team this year and getting to know her and her diving," Meierbachtol said. "She has a great deal of talent and potential."

At Regionals, Stanier got

11th place with a final score of 333.15 points, placing the highest of the three City divers at the meet and missing the qualification for state by only 26.85 points.

"Greta has a big advantage coming onto the diving team with a little bit of a background diving on a club team before high school," Meierbachtol said. "She has learned some great basic diving techniques on this club team, which will make it easier for her to start doing more and more dives with a higher degree of difficulty."

As of now, Stanier is trying to learn more difficult

dives that get a greater number of points at competitions. She hopes to keep improving her diving throughout high school and eventually get a scholarship to dive in college.

"My favorite part about coaching Greta is that she is very coachable. She tries very hard to understand the changes I am asking her to make and she puts a lot of effort into making corrections to improve her dives," Meierbachtol said. "She definitely has the talent to dive at the college level one day as long as she stays committed to building strength and power."



ABOVE: Greta Stanier '23 dives in the City v. Linn Mar meet
PHOTOS BY JESSE HAUSKNECHT-BROWN

Sports Clubs at City High

Curling Club

Curling Club was founded by three students and is sponsored by Ann Schaefer

By Rachel Marsh

It's 8:15 in the morning on a Thursday. Loud clapping fills the air in the hallway outside of Ann Schaefer's, a teacher, room. Words of praise follow as the members of the City High curling club celebrate the founding of this new club.

Curling, as defined in the Webster Dictionary, is a game in which two teams of four players each slide curling stones over a stretch of ice toward a target circle to score points. The idea for this club started about two months ago by Sam Myers-Verhage '20, Phong Nguyen '20, and Sam Strathern '21.

"We were sitting on a couch. Then we started watching curling videos thinking, 'This is a really cool sport, why isn't this city high?'" Myers-Verhage said. "That's what sparked the entire thing."

After the idea was formed, the students still had a significant amount of work to make their club into a reality.

"[We spent] a lot of time talking to people, a lot of just emailing Bacon, and the teacher, Miss Schaefer. Also the Meehan family, just because they funded it," Myers

said.

One of the biggest issues that faced the founders of Curling Club is that they needed money to buy a curling kit. A curling kit sells for \$576, but high schoolers do not always have that much money to spare.

"Rachel Meehan ['21] helped with getting us connected to her family who funded the entire thing. That really helped out a lot, and made [things] a lot easier. [The Meehan family] wanted to fund a City High club this year. Lucky for me, I was making [a] new club and I asked them to fund mine. They agreed; [that] made it a lot easier." Myers said.

Meetings take place on Thursday mornings, at 8:15, in Ms. Schaefer's room—room 1114. The first meeting was October 11. About 30 people attended. Members said an oath and learned about the pyramid of core values.

"[The oath] is very integral part of curling club. It's what distinguishes us from other clubs. In curling club, it's a little more concrete, while still being very flexible. The oath is a part of that. We want our members to be loyal to the cause of curling,"



ABOVE: The curling kit that the club bought from funding
PHOTO BY RACHEL MARSH

says Myers. "We have a pyramid of core values—values that we hold dear [in] curling club. One of them is loyalty, another one is love all curling members."

Since no other surrounding schools—West or Liberty—have a curling club, the members compete against themselves. With their curling kit, the plan is to use a

gym instead of on ice.

Whoever gets the stone closest to the target wins the point for that team. To steer the stone, a player sweeps in front of it and also can spin the stone slightly on the take off. Though the club has about 20 or 30 people, they are still looking for new members.

"Join. We want more people.

We need a lot of people so we can turn it into a real sport at City High at some point," said co-founder Elliot Tomek '20.

No previous experience with curling is required to join or participate. The founders say that everyone learns together, everyone practices together, and everyone gets better together.

"I know just as much about curling as anyone else. I know about it but I don't know how to play it. Actually, the first time I ever searched up curling was in that on that fateful day with Phong and Sam. That was the first time I've ever searched it up," said Myers.

Running Club

Running Club was founded by several former cross-country runners

By Aala Basheir

Homework, essays, and tests can make high school a stressful place, so having a flexible schedule is very important to the four City High seniors who founded Running Club. They saw it as a way to stay in shape without taking up as much time as competitive sports.

"[Cross-country] was a lot of commitment that I couldn't make. I knew that it wouldn't be fair to the team if I couldn't be fully committed, so I turned in my uniform and the coaches understood," Joe Schuessler '20 explained.

Schuessler had previously run track in middle school and completed three years of cross-country before quitting with five weeks left in the season senior year.



ABOVE: Running Club poses in a circle for a photo
PHOTO BY AALA BASHEIR

"When we quit cross-country, we knew we still wanted to stay in shape and we still wanted to run, so we formed a small running club that would have shorter practices," Schuessler said.

Along with Schuessler, Franklin Hornbuckle '20, Paul Cornell '20, and Anthony Murphy '20 founded Running Club.

"It's similar to the inven-

"I JUST WANT EVERYONE TO KNOW THAT RUNNING CLUB IS INCLUSIVE OF EVERYONE. ANYONE CAN COME RUN."
JOESCHUESSLER
CO-FOUNDER OF RUNNING CLUB

tion of the wheel, where multiple people all around the world at the same time just happen to come up with the same idea," Cornell said. "We are all from similar circumstances, all former members of cross-country, weren't very happy with the system of long practices and competitive...environment, so we founded Running Club as an alternative to that."

Cross-country practices often last for two hours at a time, while Running Club tries to stay under 45 minutes.

"I like to run just because it's healthy and it's a social thing, not because I'm trying to win races," Cornell said. "Cross-country didn't really allow for that. It's more focused on winning, as a sport should be, but Running

Club is more focused on just running for fun."

The club has a consistent three to five members that go to every meeting.

"We meet every day after school. We're always done before five, we go at eight-minute pace or faster. Depends on the run," Murphy said.

The club is planning on continuing to run partially into the winter.

"In the winter, we're going to try to run when it's not icy or snowy or super cold, then once it gets too cold to go outside and run, then we won't run," Murphy said. All of the members ran in Run for the Schools, and have future plans to enter Run for Relief.

"Running Club is pretty important to me now, something I go to nearly every day," Schuessler said. "It's got a very summer-running feel to it, and a lot of people are very intrigued by that."

More members are expected once the cross-country season is over.

"I just want to let everyone know that Running Club is inclusive of everyone. Anyone can come run; you don't have to stay. You don't have to make any contribution. We're just happy to have you there," Schuessler said.

It’s not all in your head: mental health in athletes

Sports psychologist Shelby Perkins talks about common mental health issues in athletes and how it can be hard for athletes to reach out for help. City High athletes and coaches share their thoughts on mental health

By Jesse Hausknecht-Brown

Before the sun has risen, Heidi Stalkfleet ‘22 pulls her goggles down over her eyes and dives into the cold pool. This early morning swim practice is followed by school, another swim practice, homework, and finally sleep—only to get up at five am and do it again. This is the daily routine of many high-level high school athletes. With all of the practices, games, meets, lifting sessions, and school on top of it all, student athletes can end up feeling overwhelmed, stressed and anxious.

“Since I swim and because it is an individual sport, it’s a lot of pressure riding on you instead of a whole team,” Stalkfleet said. “I feel like there’s a lot of added pressure on races and added pressure that I put on myself, because I tend to do that even though it’s not good.”

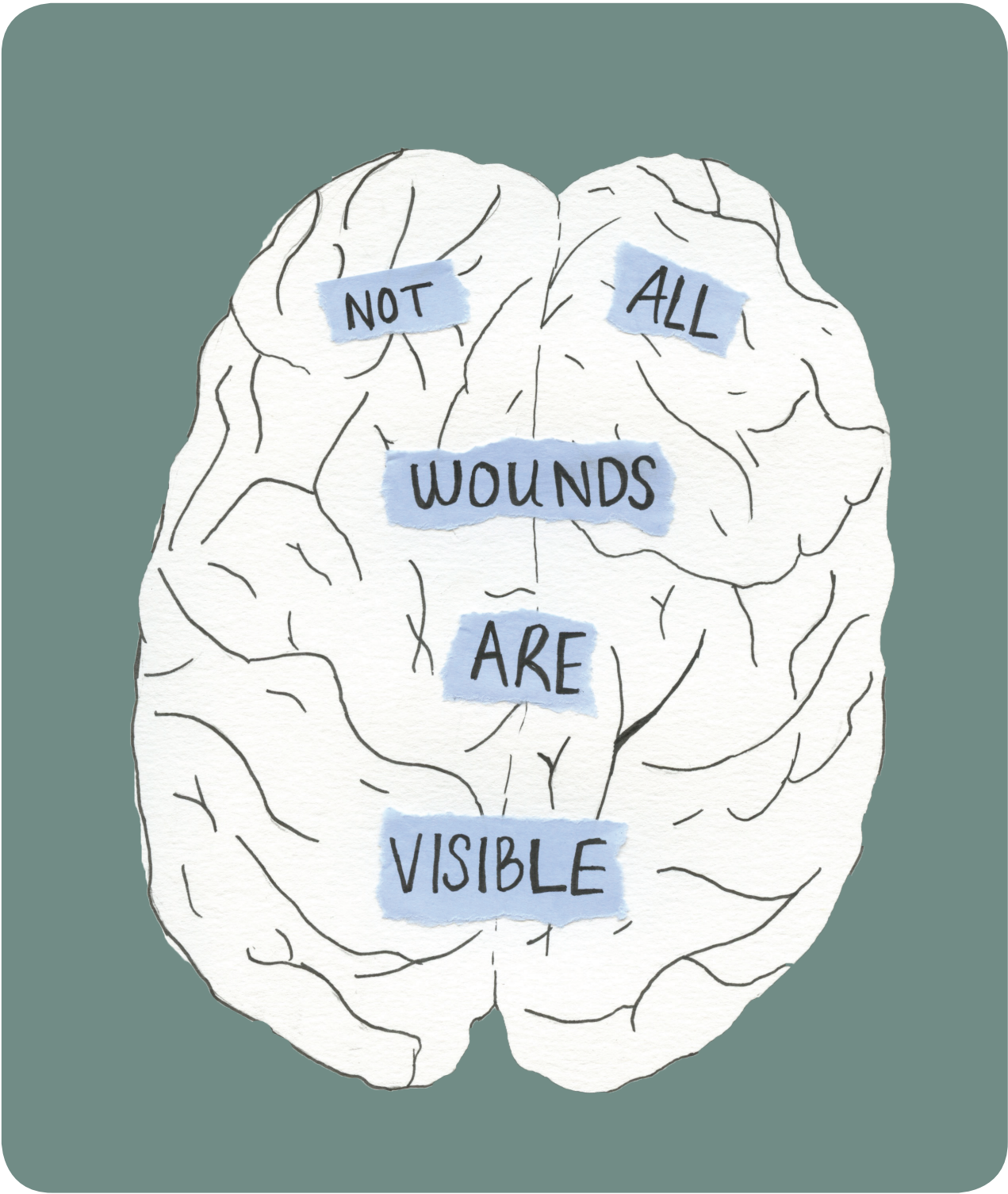
The most common types of mental health issues seen in athletes are performance anxiety and General Anxiety Disorder. Performance anxiety can include anxiety or stress before or during a sporting event or caused by pressure put on them.

“This is how I can distinguish between the two mental health issues,” Shelby Perkins, a sports psychologist who works at College Park Neuropsychology, said. “If an athlete is diagnosed with Generalized Anxiety Disorder, you will see excessive worry and noticeable changes to their daily functioning even when their sport is not present.”

However, performance anxiety is not only an issue related to sports. Non-athletes can develop performance anxiety around things like taking tests or performing on stage.

“Performance anxiety [in athletes] is when the athlete has anxiety specifically tied with the sport they are playing,” Perkins said. “But you may not see anxiety in other daily activities such as talking to peers, raising their hand in class, or meeting new people.”

Another concern with



student athletes is that they can be stressed out from the heavy workload from school.

“I think the biggest thing is [that] they are student athletes [and] we oftentimes expect quite a bit from them,” Philip Hansen, the athletic director at City High, said. “We expect them to go to class for seven hours, seven periods a day [and] we expect them to stay multiple hours after that.”

Iris Wedemeyer ‘23, a varsity cross-country runner, expressed concern over long days with meets and getting homework done.

“I think sometimes you can get back late from practices or meets or games and you go to bed late, so you get up earlier than usual and that can put stress

on getting homework done,” Wedemeyer said.

The coaches and athletics department at City High are aware that students often feel worried about balancing schoolwork with their sport and do everything they can to help.

“My coaches are aware of how getting homework done and stuff is important so they can help us with that,” Wedemeyer said.

Another issue that can cause mental health issues is early specialization in a single sport. Early specialization is something that is greatly debated within the sports community. At City High, athletes are highly encouraged to do multiple sports.

“We try to expose as many people

to competition [as possible],” Hansen said. “When you get channeled into one sport, you are competing, but having different competition and different aspects on different team can lead to a more complete athlete.”

Perkins explained that the main problem with early specialization is that athletes can put more pressure on themselves to succeed in a sport when that is the only sport they are doing year round.

“Many athletes who play multiple sports or are involved in multiple facets within their school tend to have less anxiety and depression as well as less feelings of pressure, in my experience,” Perkins said.

Perkins pointed out that this is solely

based on her own experience and it could vary across different communities, states and countries. However, for people that love their sport, early specialization can be a positive thing.

“I started swimming when I was eight and I sucked at everything else,” Stalkfleet said. “So, [swimming] was suggested to me and I tried it. I loved it and I’ve loved it ever since.”

The concern about early specialization can come into play when pressure is being put on an athlete by others.

“I think it can only be harmful if there’s influence from someone else,” Stalkfleet said. “So if your parents push you to do something when you’re young and you grow up doing it and you find that you don’t really like it, but you feel stuck in it, I feel like that’s pretty negative.”

There is a significant stigma around mental health and especially around athletes’ mental health.

“Athletes are always looked at as more of the strong, stoic, ‘I can do anything by myself’ type and it is hard [for them] to admit they want help,” Perkins said. “Once you get help, you will notice a complete change in your everyday life, such as happiness and positivity.”

At City High, student athletes are encouraged to speak to a coach, teacher, or any other adult in the building if they have concerns about their mental health.

“At City High, we—not just athletics, but the whole school itself—pride ourselves on the relationships that we build,” Hansen said. “We pride ourselves on the ability of having staff members that are willing to have these conversations and having other students that are open and willing.”

Hansen recommends that student athletes find someone to talk to.

“My advice would be to find that one person or group of people that you feel most comfortable with and be honest with them,” Hansen said. “There’s probably somebody else going through it, so we can work on it together.”

Tips to reduce stress

MINDFULNESS

it is helpful to be aware of how you feel physically and mentally when you are stressed



REDUCE YOUR CAFFEINE INTAKE

not having caffeine can help you feel less anxious

BREATH

taking deep breaths from your chest can calm your nerves



LISTEN TO MUSIC

calming music can have a relaxing effect on the body

TAKE A NAP

a 20-minute power nap in the afternoon is proven to decrease stress



FALL SPORTS RECAPS

With most fall sports seasons completed, below are some details on how City’s teams did this fall

GIRLS XC

By Rachel Marsh

The gun goes off. The race starts. This is what the training was for. What the blood, sweat, and tears were for. All for this race: the state meet. Running till collapse and running past that. Running all to cross the finish line, see the time flash across the board, and be proud of it.

“If somebody passes you, go with them. Remind yourself that you have trained, you are fit, you are strong, and we are a strong team. Do some damage tonight,” said co-head coach Lynn Ahlers just before the varsity race at Divisionals on Thursday, October 17.

On October 24, the girls competed in Cedar Falls at the District meet. Rowan Boulter ‘22, Lillian Reynolds ‘21, Erin Anderson ‘23, and Iris Wedemeyer ‘23 qualified individually, leading the team to qualify as well. Earning 53 points as a team, the girls pulled out a second-place finish just behind Dubuque Senior.

“We are so strong. We use each other. When I am tired, a girl would help the other girl get through that and then it was a domino effect. It was this domino effect of positivity for each other,” Lucy Corbin ‘22 said after her race at districts.

On November 2, the girls competed in Fort Dodge at the State meet. Boulter led the team and finished in 21st place with a time of 19:08. Second on the team, Wedemeyer placed 42nd with a time of 19:43, a personal record. The girls ended the season finishing in ninth place at state with 223 total points.

Read the full length sports recaps at www.thelittlehawk.com



ABOVE: Everly Eldeen ‘20 swimming the 100 yard breaststroke at an away meet v. Cedar Rapids Washington
PHOTO BY CARLY WEIGEL

GIRLS SWIMMING

By Carly Weigel

Swimmers dive headfirst into the water at the buzzer, drenching the pool deck among the roar of the crowd. It’s Regionals, and the City High Little Hawks are in position to score and make it to State.

“We’ve all been working really hard this year, and everyone’s taper meet has already happened or is happening soon,” team captain

Trinity Sadecky ‘20 said. “The tough mid-season practices are paying off now. We can see the time drops happen; it’s exciting.”

Top scorers were Olivia Masterson ‘20, Carly Weigel ‘20, Rika Yahashiri ‘21, and Sadecky. City finished third in the district and qualified in nine events for State, with six individual event qualifications (50 freestyle, 100 butterfly, 100 freestyle, 500 freestyle, 100 backstroke, and 100

breaststroke) and three relay qualifications (200 medley, 200 freestyle, and 400 freestyle).

Swimmers reached their taper meet and finished the season at the top of their game. The City High girls swim and dive team shrank gradually from their original size of 33 members as girls ended the season.

“We have a great time and I wish that we could keep our team together longer,”

Yahashiri said. “The practices are fun, we’re all supportive and encouraging [of each other], and I don’t think I’m ready to say goodbye yet.”

The year is closing out with 11 Little Hawks heading to the girls high school state meet in Marshalltown on November 9.

“The [team] environment is such a good place to be. It’s genuinely fun to be a part of it,” Masterson said.

BOYS GOLF

By Wolfe Fullenkamp

Luke Edwards ‘20 teed up his golf ball. He double-checked the wind direction, got himself set, and struck the ball towards the green. It flew through the air, landing on the fairway a few seconds later. This year’s City High’s men’s golf team shoot an average of 180.6 per

nine holes, below most other teams in the state. Although they had relatively high scores, they are hopeful for the future.

“The biggest goal was just to get them a chance to play some holes and learn more about the game,” Philip Lala said about this year’s team. “The experience this year will give them a stepping

stone into being more successful next year.”

This year, the junior varsity team played a total of five matches, each nine holes long, and averaged 235 points. From the seven 18-hole meets that the team played throughout the season, the top 4 scores averaged to a total of 367.29 points. Top scorers Luke Edwards ‘20 and

Reese Hayden ‘20 averaged 40 and 42.6 strokes for nine holes, and 84.25 and 88.43 strokes for 18 holes, with lowest scores of 77 and 79.

“I know we’ve got three returning lettermen who will hopefully spend some time at the golf course over the summer, lower their scores, and go into next year and be good leaders,” Lala said.

BOYS XC

By Rachel Marsh

Sometimes one point can make a big difference. This year, one point is all that kept the City High boys cross-country team from qualifying for state as a team on Thursday, October 24, at the district meet in Cedar Falls.

“We were all pretty disappointed,” said Mitchell Wilkes ‘20. “Obviously, if we had known that we could beat one more person and gone [to state], maybe we could have pushed harder.”

Freshman Ford Washburn led the team, ending in seventh place with a time of 16:39, qualifying himself individually for state. Wilkes was second on the team with a time of 17:16 and coming in 18th place. Junior Lance Smith came in with a time of 17:22 and in 20th place, with Evan McElroy ‘21 right behind him with a time of 17:23.

“I definitely felt like it was like a transition season. Last season, our team wasn’t very good—we didn’t have the greatest work ethic as a team—but I feel this year, we got that back,” said senior Matt Taylor.

On November 2, Washburn went up to Fort Dodge for the state cross-country meet with his teammates right behind him. Washburn raced a time of 16:10, putting him in 20th place overall, a personal record.

“It was really cool to see a freshman run as fast as he did. He’s been working hard all season. I’ve been able to run with them and that’s been really cool. Even if our team wasn’t [at state], it was cool to see what all the work goes towards and see that pay off,” said Taylor.

Read the full length sports recaps at www.thelittlehawk.com

FOOTBALL

By Wolfe Fullenkamp and Aala Basheir

Just a few minutes into the Battle for the Boot, Tonka Hickman ‘20 started running for the end zone, football in hand. The crowd seemed to hold its breath as he neared his goal. A few seconds later, he crossed the line and scored the first touchdown of the game. At halftime, the score was 26-22 for City. However, after the second half, City lost 32-36.

The team started the season off with a close loss of 20-23 against its newly founded rivals at Liberty High.

“Non-football players don’t really think we ever have a chance. They don’t believe in us; they’re not at our practices. They don’t know the team we can be,” Kolbe Kucera ‘21 said.

The team went 2-7 this year, winning against Ames and Muscatine with scores of 28-25 and 10-7 respectively. Rafe Hamilton ‘22 had over 750 passing yards to end the season.

“We’re just trying to get better every game,” Hamilton said. “We knew it was going to be rough, but we had to stick together as a team.”



ABOVE: City High volleyball girls in formation to score and win the match
PHOTO BY NATALIE GREEN

VOLLEYBALL

By Aala Basheir and Natalie Green

The squeak of shoes on the gym floors and the roar of the crowd faded into the background as the City High volleyball team focused on the last set against Dowling. After losing the final set, Dowling advanced to state and the City team returned home.

The Little Hawks ended the season 17-15. The team reflected on their season, highlighting the wins and losses. The Little Hawks defeated West High 3-0 and Hempstead 2-1, but lost to Western Dubuque 0-2.

“That was a really difficult game mentally,” Brooke Herzig ‘21 said. “We took it to five sets and it didn’t end until 10, so everybody was pretty exhausted mentally and physically.”

City High seniors Lindsey Bolton and Kelsey Law ended the season with 580 assists and averaged 4.8 kills. Maya Morales ‘21 had 304 digs and Alia Vanderhoef ‘21 had 37 blocks.

With the loss of 10 seniors that make up a majority of the team, next year the Little Hawks will look to the younger players to step up.

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FEATURES 11.15.19

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Let's TALK

BUSINESS

READ ABOUT CITY'S STUDENT OWNED
BUSINESSES ON PAGES 16-19



DEAR READERS,

HAPPY FALL! WE'RE COMING BACK AT Y'ALL WITH ANOTHER MAGAZINE FULL OF PROFILES ON WONDERFUL INDIVIDUALS IN THE COMMUNITY. WE HOPE YOU ENJOY READING ABOUT

PARKER MAX, GEORGE CHAMBERLAIN, IDENTICAL TWINS, ENTREPRENEURS AND SO MUCH MORE. THIS ISSUE ISN'T AS DARK AS MOST BECAUSE DESPITE HOW IT MIGHT SEEM, EVERYTHING ISN'T TERRIBLE. LIKE ALWAYS WE WANT TO HEAR AND SHARE YOUR STORIES, SO COME TO US IF YOU OR SOMEONE YOU KNOW HAS SOMETHING TO SHARE. THANKS FOR CHECKING OUT THE FEATURES MAG.

Nina Lavezzo-Stecopoulos

Jesse Hausknecht-Brown

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PARKER

MAX:

ALWAYS ON



PHOTOS BY PATRICK SARSFIELD

By Patrick Sarsfield

Parker Max wakes up at 6 a.m. He rolls over and looks out his window. It's pitch black. He walks into his kitchen and spreads peanut butter over a 100 percent whole wheat honey bagel. After eating, he leaves his house to go on his daily run.

Max runs all year round, no matter the conditions. In 100-degree heat waves, or in the polar vortex, Max runs. Max loves to run; he runs to stay healthy and he runs because he loves the sport. Over the offseason, Max was running and hurt his IT band. The injury forced him to cut down his distance by over 100 miles compared to the year before.

"Missing out on miles means missing out on getting better," Max said. "When I decided that I needed to take time off from running, I was devastated."

Max had to take two weeks off in the tail end of the summer.

"My injury forced me to work harder than ever just to get back to normal," he said.

Even with his off-season scare, Max still had big goals for himself for the season.

"Max is one of those kids that always wants to be doing more and more and wants to be good and from where I see it, he is not going to fall short of his goals," cross-country coach Jay Welp said.

Some of Max's goals have to do with other activities, like his devotedness to Business Professionals of America (BPA) Club, and his love of messing around with his camera.

Lately, Max has been combining these two hobbies together.

"I have a new series coming out...a Business Professionals of America (BPA) docuseries that will walk my viewers through BPA Club [and] help [them] get to know the members and get the City High experience," Max said.

On Max's YouTube channel, which has over 200 subscribers, he mainly posts vlogs and short films with the main topic usually related to running. Max himself describes his YouTube channel as similar to Zach Levet's. Levet is a 19-year-old running and vlogging YouTuber.

"(I've) been subscribed to him since he had under 500 subscribers," Max said. "When I'm

editing a video I like to think back to Zach Levet's videos and try to incorporate elements of his videos that will inspire my viewers like Zach's do to me."

Max is sometimes faced with the struggle of choosing between videos that get more views or the videos he likes to make.

"I enjoy filming short films the most, but my vlogs get me the most views so I have to make the choice between the views or what I like," he said.

So far this year, Max has put out many videos on his YouTube channel, including his BPA docuseries and his district cross-country meet coverage, which was the last meet in which he competed this year.

Welp was positive about Max's cross-country season overall.

"Even though Max had an early season injury and was fighting an uphill battle, he still came out with a very successful year all around," Welp said.

Interested readers can learn more about Max on his YouTube channel, Parker Max.

“HEY

A LOOK INSIDE THE ENGLISH LANGUAGE AND THE USE OF GENDERED OR ANDROGYNOUS WORDS

By Jesse Hausknecht-Brown

Oh hey guys,” a friend says as they enter a room. Murmurs of “hi,” “hey,” and “what’s up?” can be heard in response. However, no one objects to the use of the word “guys.” This word, along with various other traditionally masculine words, are starting to be called into question as people try to make their language more gender-inclusive.

Elena Gavruseva, an associate professor in Linguistics at the University of Iowa, explains how words like “guys,” “dude,” or “man” have primary and secondary meanings.

“It’s important to separate what we might call a primary meaning of each of these words, because they are all gendered words because they can unambiguously signal masculine gender,” Gavruseva said.

When referring to a large group with women or people of undisclosed gender, many feel as though it is inaccurate and disrespectful to use the word “guys.” However, there is no plural of “you” in the English language. In Spanish, there is the word “ustedes” and in French there is the word “vous,” which both can be applied when referring to multiple people.

“[‘Guys’ is gender-neutral] as a term of address. So when we are addressing a group of people, only in the plural in the sense,” Gavruseva said. “‘Guy’ in a singular sense could also be gender-neutral.”

Gavruseva explains how people often refer to objects as a “guy” in the singular sense. When an object is being described, it is in a gender-neutral way.

“If you look at a whiteboard, [you could

say,] ‘This guy on the right,’ and it could be a word, for example,” Gavruseva said. “It’s all sort of understood in a specific context.”

Gavruseva points out two different trends in the language. There is the more casual use of the word that refers to a singular person, which can be specifically masculine, and the use of the gender-neutral plural.

“When [people who don’t use the word ‘guys’] hear, ‘How are you guys?’ they are responding, or commenting on, that primary meaning, sort of denying the fact that speakers use the plural of guys in the gender neutral way,” Gavruseva said. “It’s sort of like denying the trends in the language. They’re sort of objecting to the use that already exists.”

Younger people often use words like “guys” and “dude” in a casual way when talking to people of any gender identity.

“Guys is clearly a more masculine term but I think oftentimes in our colloquial English it’s wielded as more [of an androgynous one],” Anna Basile, an English teacher at City High, said.

Laura Friestad ‘21, who is non-binary, feels like “dude” and “guys” are gender-neutral, but “dudette” is more gender-specific.

“I’ve always said ‘you guys’ when I’m referring to both of my siblings, both my sister and my brother,” Friestad said. “I’ve never felt like it has a specific gender. But then people start saying ‘dudette’ and I feel like that’s obviously gendered.”

Gender neutral words have been a part of language for centuries. According to BBC News, the words “they” and “them” were used in literature as early as 1386 to describe someone in an androgynous way.

“Some gender-neutral things have been

GUYS”

going on for a very long time,” Friestad said. “The use of ‘they’ when referring to a person of undisclosed gender has been going on for hundreds of years.”

For some people, the inappropriate use of gendered words may not affect them when the words in question are “guys” and “dude.” Demeaning gendered words used in the wrong context can be more concerning for many women.

“I perk up far more with more diminutive female [terms],” Basile said. “If I’m in a group of women and I’m called ‘girls,’ particularly by someone of the male persuasion, that’s something that I notice. ‘Guys’ I don’t notice as much.”

When it comes to the word “guys” specifically, Basile doesn’t feel like there is a definite answer to the question of whether it should be used or not.

“I don’t think we can blanket it as ‘shouldn’t be used.’ I think that everyone should speak in a way that is pertinent and respectful of their audience,” Basile said.

She recognizes that “guys” has a strong masculine connotation and therefore isn’t always the best word to use.

“I think ‘guys’ is probably something that I can be more sensitive [with] the way that I use it,” Basile said.

Basile feels like the word “guys” is becoming so overused that the gender in the word is being forgotten.

“I think that people [who are more] aware of gender expression are noticing it and calling it into question, which I think is so responsi-

ble. There have always been people doing that with the evolution of language,” Basile said.

This discussion is important to Basile because of her role as a teacher who wants her classroom to be a place where everyone has equal opportunities to learn.

“When you think about the environment of a public school setting, everybody has the same right to this experience and [we should be] trying to make it as comfortable as possi-

“I THINK THAT EVERYONE
SHOULD SPEAK IN A WAY THAT IS
PERTINENT AND RESPECTFUL OF
THEIR AUDIENCE.”

ANNABASILE
CITY HIGH ENGLISH TEACHER

ble so [we are] equalizing the common ability to thrive,” Basile said.

In order to combat the widespread use of traditionally masculine words in a gender-neutral way, words like Latinx and folx are created as a gender inclusive version of Latino/a and folks.

“People create those new words as a counter-trend to combat that very, very strong linguistic current of using male terms very natu-

rally, colloquially in this gender-neutral way,” Gavrusseva said.

She feels as though these words don’t get integrated into the language very well because they seem too unnatural.

“People create these words by modifying the existing words and kind of imposing a gender-neutral meaning on them,” Gavrusseva said. “They usually don’t catch on very well because they feel a bit artificial. If it’s not something that involves naturally, colloquial and spontaneous, it’s just introduced as a word.”

Simon Weiss ‘20, a member of City High’s varsity debate team, talked about the strong norms within the debate community that discourages the use of the word “guys.”

“Most people use the word ‘y’all,’ which is pretty Southern, but it’s the easiest way to refer to someone in a very gender-neutral way,” Weiss said.

Weiss explained how people in different parts of the country can think differently about words like “guys.”

“I think that growing up in the Midwest, [‘guys’ is] usually considered pretty gender-neutral,” Weiss said. “If you go to different parts of the country or talk to people from [differ-

ent] places, they think of it a lot differently.”

Weiss thinks that “y’all” is a good substitute for “guys” and that it never hurts to make these types of speech changes when talking to people who may not be comfortable being referred to with certain words.

“People are far more included when you use more androgynous words and words that don’t have implicit gender,” Weiss said.

LEARNING

ELLIS CHEN '20
HAS AN INTEREST
IN DEPTH AND
DEVELOPMENT
THAT LED HIM
FROM GYMNAS-
TICS TO DEBATE

By Mira **Bohannan Kumar**

Ellis Chen '20 sometimes makes unconventional choices. For one, he's a fan of peanut butter and pickle sandwiches. But that's nothing compared to another combination that most people wouldn't have necessarily expected: In the spring of 2018, less than a year after Chen had quit gymnastics, he decided to join debate club.

"The thing about gymnastics is...it's a very time-intensive activity, so you need something that you can really get in-depth on," Chen said. "I quit gymnastics, so I was like, 'I'd better do something, otherwise I'm going to be ridiculously bored.'"

The choice of debate wasn't random. Chen has always been fascinated by the way that a skill develops in a particular pursuit.

"In...gymnastics, running—which is another thing I was interested in—and debate, there's this idea of how things end up developing and how you improve yourself," Chen

said. "In gymnastics...you're always striving for perfection, but it's almost impossible to actually end up getting there."


Ryan Carter '20, Chen's stepbrother, said that despite Chen's assertion that there is no perfection in gymnastics, Chen did very well in the sport.

"He was really good. He probably could go back into it and still be really good. I mean, he got to be one of the top guys around, in the region," Carter said. "He definitely could have kept going on with gymnastics through high school and gotten even better if he wanted to, but it just took up a lot of his time. That was a big thing. He was spending so much time in the gym."

When Chen made the change to debate, he saw opportunities for development he wanted to explore, in much the same way as he saw them in gymnastics.

"You're like, 'I did this skill in gymnastics; now I'm going to do it with my toes pointed, because that is better aesthetically,'" Chen said. "It's almost the same thing with debate:

CURVE



you research an argument and then you have to vet it yourself: 'How can I improve this argument to maximize the utility of it in a round?' Then you'll use it in a round and people will answer the argument that you're making...so you end up with third- or fourth-line responses to the arguments that they're making against your argument. That's an idea about development that is, although simple, very fascinating to me."

Chen didn't begin debate until the spring of his sophomore year, fairly late in the game for an activity with a steep learning curve. Vince Woolums, City's debate coach, said that Chen's experience in gymnastics helped him acclimate.

"There's a subjective element to debate where...every judge is different, and so you have to learn how to debate in front of different people," Woolums said. "I think he can spot that there's a perfection—in gymnastics, there's a ten, an achievable goal. I think that informs the way that he prepares himself for debate, by doing all sorts of drills and redos

and strategizing about it."

Chen spent about 15 hours a week on gymnastics before he quit. Now, he spends 20 hours a week on debate. He said the "depth over breadth" approach that he now takes to his activities has helped him achieve on a higher level in debate.

"Ideally, I'd be doing a lot of things very well, but mostly it's doing one thing very well," Chen said. "Last year...I was also working a job, so for the first half of the year it was kind of terrible; I was sleeping four hours every night. This year, I'm doing a lot better on being more disciplined with myself. I think I've started focusing more on the quality of the work that I do rather than quantity, so that allows me to work more efficiently and learn the content better."

Carter thinks that Chen's skills and work habits lend themselves well to debate. He mentioned that in recent weeks, Chen and his partner Simon Weiss '20 won competitions and qualified for the Tournament of Champions, a prestigious national debate competi-

tion held at the University of Kentucky.

"He really goes all out and he's always practicing and prepping stuff for debate. He's improved so much on that and it's just become such a big part of his life," Carter said. "My parents...never really see me or Ellis that often because we're always out of the house doing things. I understand the obsession with something like that, where you just want to spend all your time doing it, because it's something you love doing."

Chen said that the whole City High debate program brings a depth of understanding of the content to competitions and that it helps them succeed.

"I [did] hundreds of practice speeches...I think depth over breadth is exemplified by the way we do research. You want to know [the other team's] stuff better than they know their own stuff. I think that's really part of how it works for us in terms of depth," Chen said. "It's a fun activity. We have more tournaments. Stay tuned."



Social Media Stories Filled with Hate
10h ago

Girl-On-Girl Hate

The stories of girl-on-girl hate and how has effected City High Students

By Alison **Kenaston**
and
Victoria **Weckmann**

According to Psychology Today, a study which examined why women may be hypercritical of each other, found that they may be more sensitive to social exclusion than men. Therefore, their first response to feeling threatened with exclusion can be excluding another.

In the past, Portia Klefstad '20 believes that she degraded another girl out of jealousy. However, she believes that hate specifically between females does not stop at exclusion.

"[I degraded another girl because] I just wanted to make it seem like we were the same person or [like] I was [similar to] her. It definitely came from from jealousy," Klefstad explains.

Klefstad has faced situations where girls judge another girl's looks, being a comment on social media or in the hallways at school.

"I feel like [girl-on-girl-hate] is all about appearances,"

Klefstad expresses.

In her own experiences, Klefstad, has received some hurtful comments about her body.

"There were a couple of girls in Southeast [that made] weight a big thing. Having a thigh gap or not, and if you were over 100 pounds, which I was," Klefstad recalls about her time at Southeast Junior High.

In a similar situation, Sophia Strathearn '21 has experienced hurtful words and actions about her appearances at Northwest Junior High.

"In choir there were people behind me that were pulling my hair. When I turned around, they'd giggle and say, 'I didn't do it.' It was [to] make fun of my curly hair," Strathearn recalls.

Similar to Klefstad, Strathearn believes the degrading terms or actions root from jealousy, which explains the jabs at physical appearances between girls.

"I find that the majority of female criticism actually stems

from feeling inadequate in an area of life they value highly," said Seth Meyers, a clinical psychologist writing for Psychology Today.

However forms of hate do

not only exist in person. Amelia Lang-Fallon '23 talks about how she sees posts made by girls on social media about other girls.

"The internet is obviously a big [place of hate] because people can hide behind usernames," Lang-Fallon said. "[When I see negative comments], I try to figure out what happened because I don't think people should [post online just because they're mad]," Lang-Fallon said.

While hate spread using the internet, people also see positivity being spread.

"I follow lots of Instagram accounts were if somebody comments something mean, everybody in the comments says that it is not true," Klefstad said.

However despite what may be positive, Lang-Fallon still feels that the biggest facit to this problem is the internet.

"I don't know if there is an immediate solution to girl-on-girl hate because so much of it is words online," Lang-Fallon said. "It's a complicated problem because there's no direct solution."

According to some, the overarching problem of girl-on-girl hate could just be a reflection of society.

"I really think [the level of hate] depends on the society. Right now our society is kind of bad; there are a lot of stereotypes," Lang-Fallon said.

"I think a lot of girl-on-girl hate would disappear if our society became more accepting. I think hate just becomes the norm."

The wage gap and the lack of women employed in high ranking professions is prompting more competition between females.

According to Psychology Today, research shows that women feel that they have to work hard to secure a place in society. This can take the form of exclusionary actions between women.

With the competition in the work field, women tend to fight for their place in society. Even if it means that they have to tear down another woman in order to achieve that.

"Degrading another girl isn't and it can't be an outlet for [someone] to deal with whatever is going on in their life, because in the end, they're making somebody else feel bad about themselves," Klefstad said.

DEGRADING ANOTHER GIRL
ISN'T AND CAN'T BE AN
OUTLET FOR [SOMEONE]
TO DEAL WITH WHATEVER
IS GOING ON IN THEIR LIFE,
THEY'RE MAKING SOMEBODY
ELSE FEEL BAD ABOUT
THEMSELVES."

PORTIAKLEFSTAD
CITY HIGH SENIOR

AMELIA LANG-FALLON
CITY HIGH FRESHMAN



Seen by 1.847



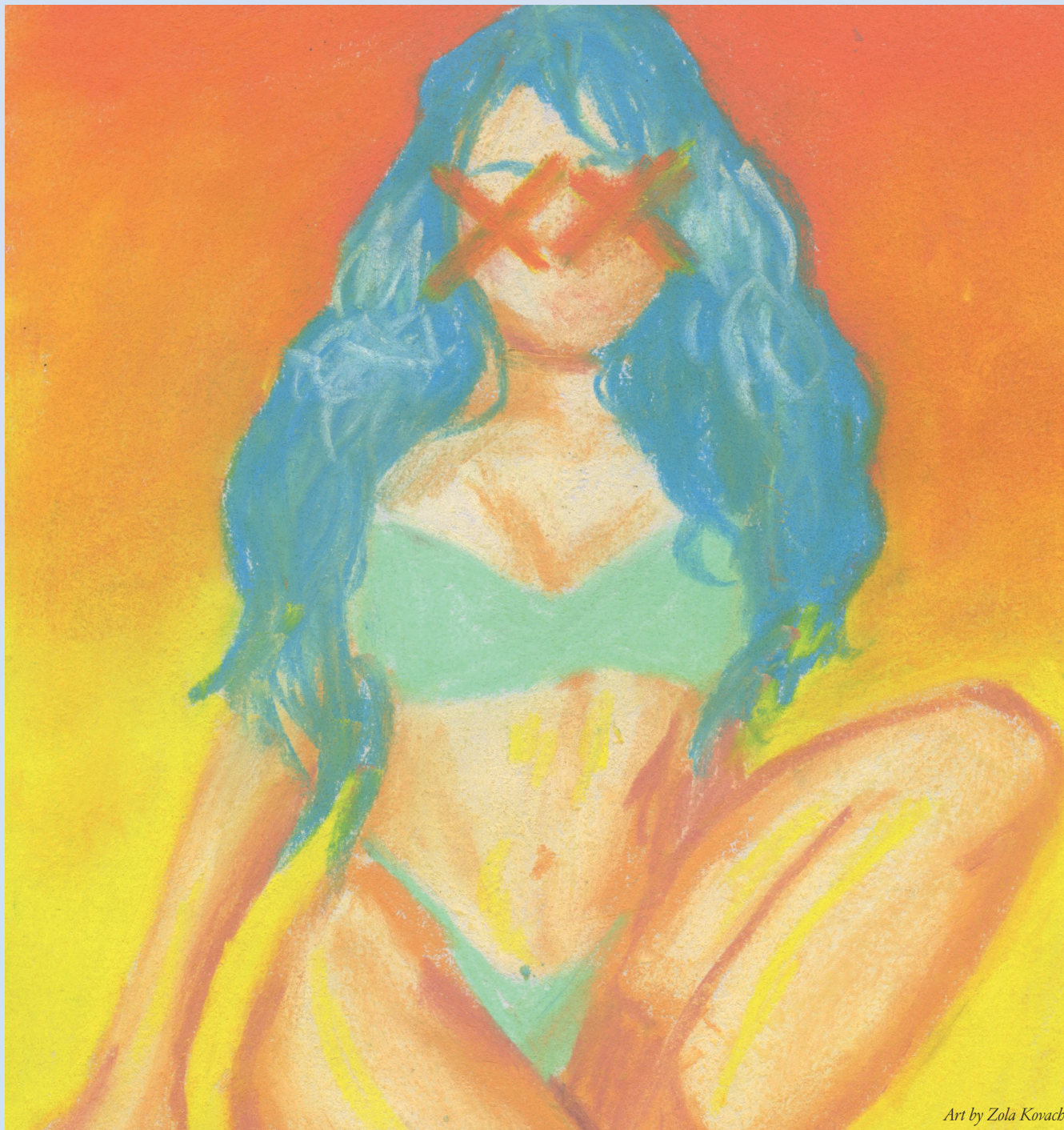
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ART BASED ON SOCIAL MEDIA - NOT A REAL POST

a day in the life of... **IDENTICAL**

By Victoria Weckmann

According to Very Well Family, 0.45 percent of all pregnancies are identical twins, or about one in every 250 births.

"Most people are really shocked and a lot of people don't even realize [that I'm a twin] in the beginning," said Savanna Josephson '21. "[People we know] will feel bad and say, 'I just thought the two of you were one person,' and that's a typical response."

The Josephson twins also get varied responses from the people in their lives, including their teachers at City High School.

"It's different [with] people who you see everyday than random strangers," said Sierra Josephson '21, the identical twin of Savanna. "For example, my precalculus teacher just realized at parent teacher conferences [that Savanna is my twin] because we had the same parents. She sees us everyday, but just never realized it."

Some other things that being an identical twin entails is never having people be able to tell you apart.

"[Being an identical twin means] a lot of people mix up your name, including your own mother when she is not caffeinated properly, so that can be kind of annoying," Ethan said.

Beyond just looking similar, the Josephson twins struggle with being labeled as the same.

"People always think of us as a unit, they don't think of us as separate people," Savanna said. "They think we are one unit that has one set of feelings and one personality for both of us, like we share the same characteristics, which is not true at all."

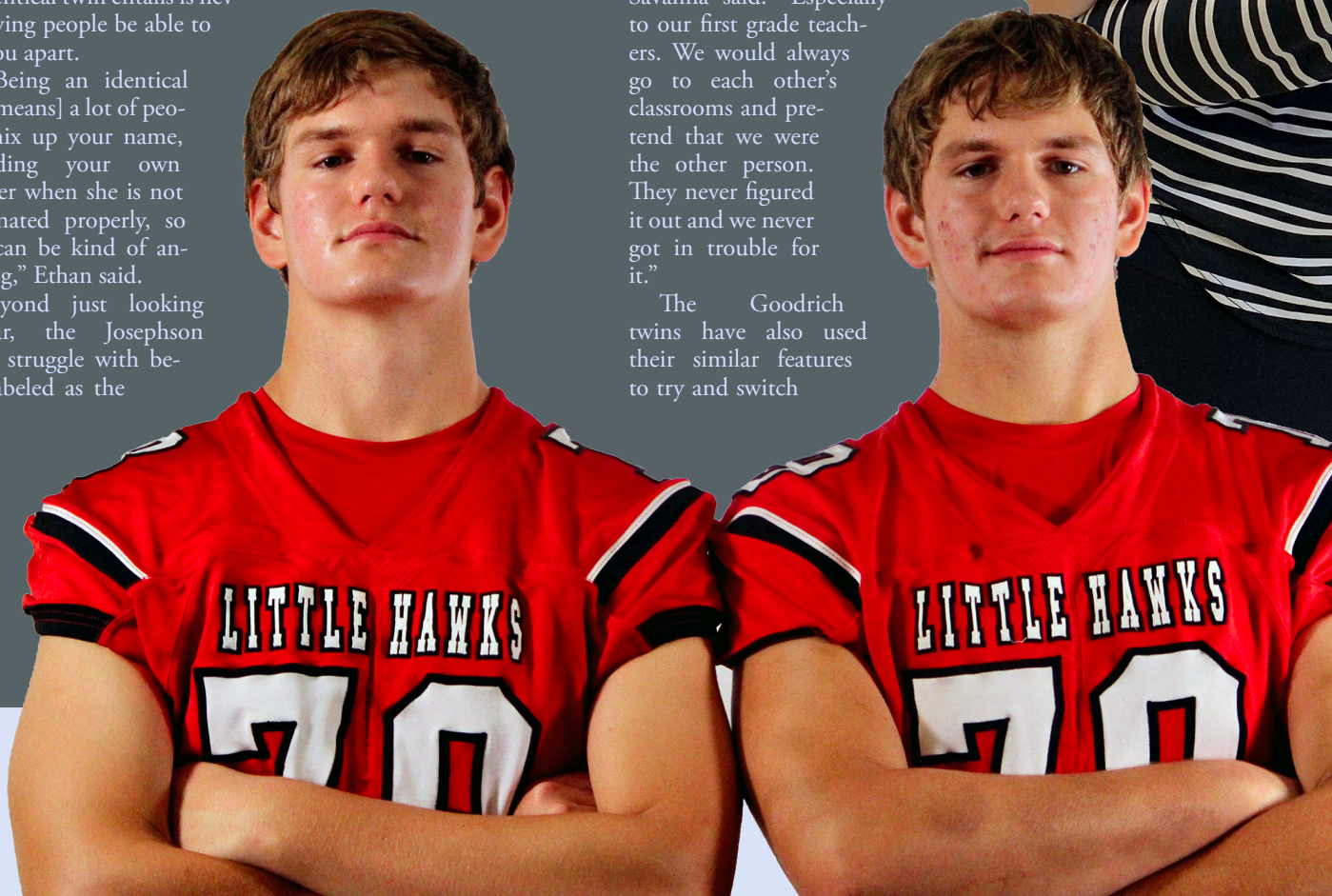
Savanna has struggled with the idea that people think she is the same person as her twin, which has helped her build her identity.

"Having a person that's identical to you and that does the same things as you can be annoying because you lack individuality," Savanna said. "You're not your own person and your identity is just the fact that you're a twin."

Despite feeling that they are different people, the Josephson twins have used their similar looks in order to switch places.

"We used to switch places a lot more when we were kids," Savanna said. "Especially to our first grade teachers. We would always go to each other's classrooms and pretend that we were the other person. They never figured it out and we never got in trouble for it."

The Goodrich twins have also used their similar features to try and switch





TWINS

places with each other.

"We had the same class a couple of years ago. We switched places and actually had to take a test, but I got a higher score than he did," Avery said.

After switching places on the day of a test, Avery was forced to keep the lower score that Ethan earned acting like him, which has prevented future switching among them.

"We have switched seats in classes we have together, but we have never full on switched schedules," Avery said. "I don't trust Ethan in my classes."

However, Ethan has tried switching places without Avery's knowledge.

"One time for Halloween we dressed up as each other. I wore Avery's favorite outfit and he wore mine," Ethan said. "Then I walked into Avery's class and sat down. I was minding my own business and then Avery had to walk in. He called me an imposter and kicked me out."

Between their antics, Ethan and Avery do sometimes find it difficult to get along.

"We bicker constantly, which everyone thinks is really funny, but Avery and I can just get so annoyed at each other," Ethan said.

Ethan especially enjoys annoying Avery when he is driving.

"We have to share a car so I've got a habit of making Mario sound effects whenever Avery is driving and makes a turn," Ethan said. "It drives him nuts."

Despite everything, Ethan and Avery feel they have a strong connection with each other.

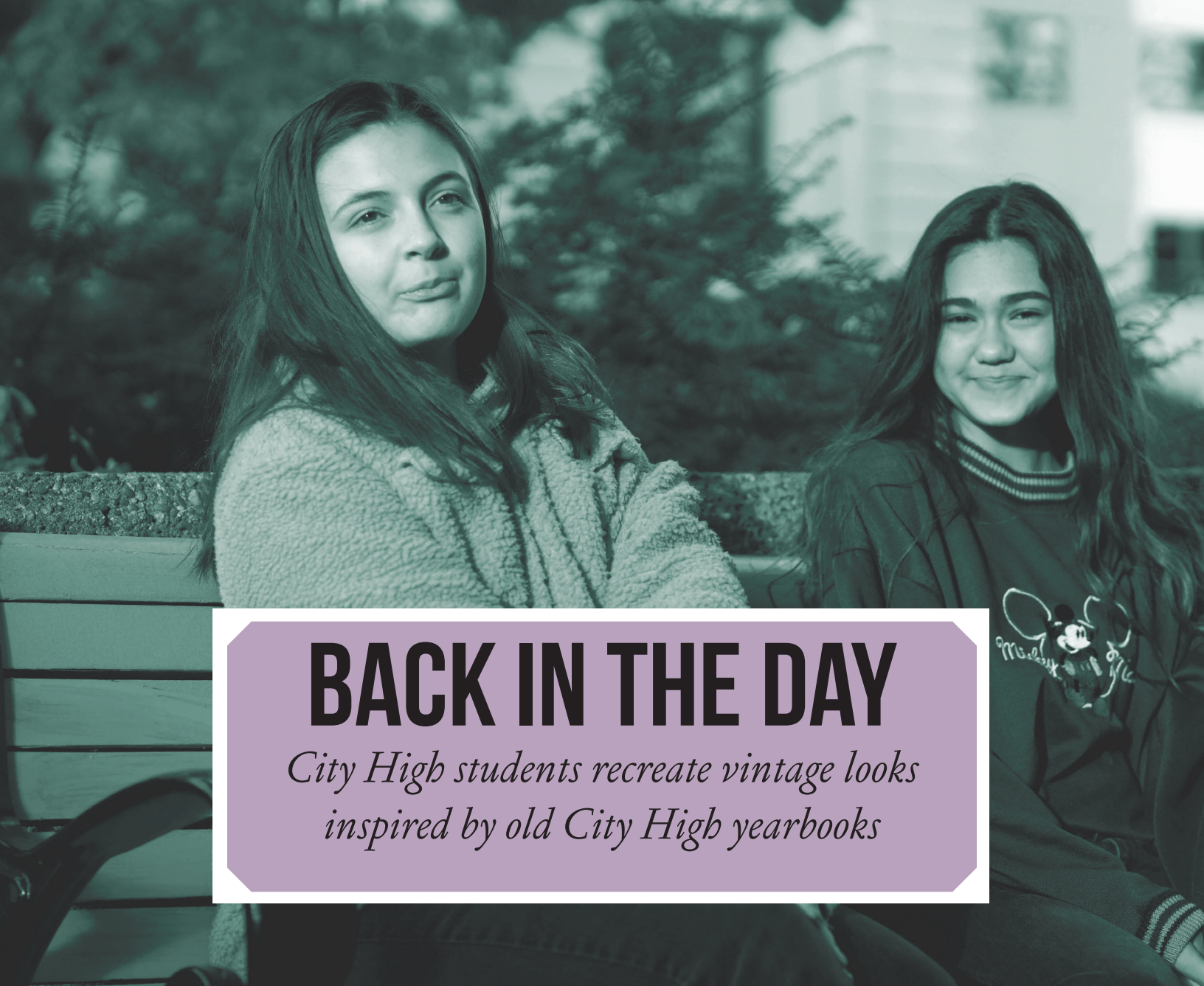
"We have a little bit of twin telepathy," Avery said. "Like when Ethan is mad I get kind of mad, or when he is upset then I get upset."

Ethan agreed.

"It is like telepathic empathetic connection. You can call it telepathic but I just think it is a lot of twin empathy," Ethan said.

To read the full story, visit thelittlehawk.com

PHOTOS BY VICTORIA WECKMANN AND
MADELYN HELLWIG



BACK IN THE DAY

*City High students recreate vintage looks
inspired by old City High yearbooks*





Maria Volkman '92

Homecoming queen, cheer captain, rosary club

**MOST LIKELY TO BE A MOVIE
STAR**

Whitaker Jury '79

Captain of the football team, riflery team, AV club

MOST LIKELY TO BE IN THE NFL



Thomazin Jury '83

Student body president, glee club, newspaper editor

MOST LIKELY TO BE PRESIDENT



LET'S TALK BUSINESS.

City High students Maisba Sila '20 and Jaydavonyae Hickman '20 and City graduate Markeece Johnson are hoping to become the future's entrepreneurs

By Cecile Bendera



PHOTOS BY CECILE BENDERA
AND ROCHELLE LONGSTREET



MAISHA SILA

CITY'S OWN BARBER

The red and white carpets, the black wood-framed mirrors in place on the clean white walls of the room, and the bright orange-red chairs on the edge of the space—all this detailed decoration comes from the mind of Maisha Sila in order to make a basic room look like a professional barber shop.

However, Sila's business did not start off with all its success. Rather, it began in a small bathroom cutting his father's hair in the 4th grade in 2011. During that time, Sila's mom was his dad's barber. When his mother became pregnant, she wasn't able to cut Sila's dad's hair. Sila recalls a phone call from the hospital asking his father to go see the babies, because his mom had just delivered them. His dad needed a haircut, so he asked Sila to cut his hair. However, his father was not pleased with the haircut, so he asked him to cut it a second time.

"When I first cut his hair I left a patch of hair in the back of his head," said Sila. "About a week later, he asked me to do it again and I got it right, so from then on he just kept coming back every two weeks. When my brother was about four months my parents asked me to cut his hair and I did. Then it spread to my whole family, cousins, brothers, and uncles."

Being the family barber changed when Sila moved from Grand Rapids, Michigan, to a Broadway apartment in Iowa City in the summer of 2013. Sila transitioned from being a family barber to cutting hair for everyone in his neighborhood.

"Where I lived, there were no barbers, so I would cut hair for my classmates, neighbors, and friends," Sila said. "I became their barber. I started getting more interested in cutting hair. I remember I started taking it [more] seriously in middle school."

Outside of cutting hair Sila, is a varsity

football player and a track runner. He can be seen on the football field with the number 20 on his jersey. However, sometimes, there just aren't enough hours in the day and he has to choose between one passion or the other.

"It is one of the most complicated parts of life, because I have so much love for cutting hair but also playing football, which takes up about 90 percent of my time," said Sila. "There are times where I have to sacrifice football or cutting hair."

During Sila's sophomore year playing football, he initiated a schedule that would

"YOU MAKE YOUR **OWN** SCHEDULE
AND MANAGE YOUR **OWN** TIME.
IT'S A FEEL THAT'S BETTER THAN
ANY OTHER."

MAISHA SILA
BARBER IN IOWA CITY

assist him to balance school activities and his professional life.

"The reason why deciding is so hard is because cutting hair used to be a part-time job and having to maintain all the clients is hard now because everybody needs a haircut," Sila said. "For track, it was just certain times I skipped practice to cut hair, and I got in trouble with the coaches a lot. Being in love with cutting hair got me in trouble."

Sila had launched a successful business, but it became extremely busy and overwhelming. He needed to create a successful schedule that would assist him to balance school and work. That is when he established an appointment system for his clients.

"In the beginning, there used to be a lot of people in the shop, but being a teenager I can't just always be in the shop the whole time," Sila said. "People now just call me or make an appointment through this website. On the website, I put my available time[s] and anyone can click on it to see my schedule. The clients can see the hours that I'm available and the hours that I'm not."

Sila's goals have also helped him prioritize his education. Through trial and error, he has created multiple schedules that would allow him to complete homework. He knows his plans for the future and will not allow anything to distract him.

"What I want in life is to become a businessman," Sila said. "School is the key to that at this point. Even to become a barber, I have to be in school first."

Owning a business, especially at a young age, includes numerous responsibilities. The work that one puts in determines whether the business grows into an establishment that is successful or not. Sila sees the benefits of creating his own barbershop, knowing that he is his own boss and that he is the creator of all that he owns.

"The feeling is priceless!" Sila said. "No matter how much you make [or] no matter how much you don't make, just [understanding] the fact that you are your own boss and you make your own schedule is a feeling that makes it [feel] better than any other."

Although Sila has established his legitimacy in being a good barber, he still receives doubts from some of his first-time clients.

"I actually appreciate those clients that doubt [my talents]," Sila said. "Those doubts challenge me. They just make me want to do even more because now you sit on my chair and I just got to prove to you that I got it."

In order to further his career as a barber, Sila plans to attend one of the two top beauty schools in Iowa, which are Capri College and LaJames.

"It's not just a job, it's also it's a way for you to connect with people," Sila said. "Every time you give someone a hair[cut], you get to know them and you get to have that conversation of who you are and who they are."

MARKEECE JOHNSON

FINER CLOTHES

Markeece Johnson graduated from City High in 2018. He has aspired to own his own company and become his own boss ever since he was in middle school. For as long as he can remember, he always wanted to own his own company and be his own boss. His dream finally came true when he created finer StreetWear Co., located just off of Highway 1.

"I just knew I didn't want to want to work for someone," Johnson said. "I don't like being told what to do. I want to be my own boss, [so then] I could tell myself what to do."

In the beginning, he did not know exactly what kind of business he wished to create. However, his 2018 Civil Rights and Historically Black Colleges trip to the South invigorated Johnson when he observed the clothing shops of Clark, Atlanta, Morehouse, and Spellman.

"In Atlanta, there was a lot of black-owned businesses as far as clothing," Johnson said. "They inspired me to do something like that in [Iowa City]."

He also credits his love and passion for fashion with inspiring him to begin his clothing business.

"I figured that I like to dress, I like the latest shoes and clothes, so why not start a clothing business?" said Johnson.

As high school ended, Johnson began taking classes at Kirkwood Community College, but decided to discontinue. Being the manager of Culvers, the fast-food restaurant located in Coralville, and working 40-plus hours while trying to manage six classes in college became difficult.

"It just wasn't working out and I had no [passion] for school anymore," said Johnson.

Johnson decided to take quick action on building his business.

"It wasn't working out so I said to myself, 'I've got to start this business,'" said Johnson. "I feel like, why would you prolong something? Just get it going! So that's what I did."

However, in the beginning, he did not get the support of everyone, especially not his mother. She did not want Johnson to begin Finer StreetWear.

"I kind of did it behind her back because she didn't want me to do it," Johnson said. "She just was always doubting me and saying, 'It isn't going to work,' so I just did it. The

only person that believed in me when I first started out was my grandma."

Johnson also has the support of his sister SaRhonda Johnson, who majored in business at Mount Mercy University. The two siblings give each other business ideas and motivate one another in their business ventures.

"She is more of the person who wants to teach about financial literacy. I want to do sales and [business management]," said Johnson. "We basically motivate each other."

To keep himself motivated and not permit the opinions of others to affect him, Johnson continuously reminds himself of the goal of ownership he's had since middle school.

"I remind myself, 'You said you want to be your own boss, so you can't stop yet,'" said Johnson. "You got to keep going, no 'and[s]' or 'buts.'"

With everything in place, Johnson began cultivating business plans. He did research and found a realtor who assisted him in finding the right place of business. Originally, Johnson found a place in downtown Iowa City, but it was too expensive, so he decided on a different location.

"The spot I got, located off of Highway 1, is so hidden that I don't even like it," Johnson said. "I'm not resigning the lease, because I'm going to be at the malls next month for Black Friday. If that goes well, I'm going to stay at the mall."

Johnson's store will be at the Coral Ridge Mall in Coralville for Black Friday Weekend from Thursday to Sunday between Old Navy and Abercrombie and Fitch.

"The store at the mall is so big but [I want] to take Finer Streetwear global, everywhere," Johnson

said.

Johnson believes that his store will become successful because of the uniqueness of his clothing. Most of the stores at the mall sell athletic wear while his is more streetwear, something he feels Iowa City has not seen at that magnitude.

"My clothing is way different," Johnson said. "I never saw that when I go to the mall. I looked around every store; I've never seen anything of the same [kind] that I have."

To promote his business, Johnson uses social media platforms as well as newspaper coverage.

"I gave a lot of free products to people so they can promote me, and use Facebook and Instagram," Johnson said.

At the moment, Johnson's employees consist of his brothers and his cousins, but he anticipates to make Finer StreetWear Co. an establishment that creates job opportunities for youth, especially high-school students.

"I am trying to talk to Fredrick Newell about starting a youth entrepreneur group that recruits teenagers who want to start [their] own businesses," Johnson said.





JAYDAVONYAE HICKMAN

THE SHOE GAME

As JayDaVonyae Hickman '20 walks the hallways of City High, one can't help but notice the vibrant colors intertwined with complex and intricate patterns on his shoes. He is one of the captains of the City High football team and is also known to the student body as the person who sells shoes to the school. Hickman's love for shoes began with observing and admiring the shoes of his brothers.

"I just always wanted a pair of their shoes and they just bought for me," Hickman said. "Shoes are like candy to a baby."

His enthusiasm for shoes inspired him to begin buying sneakers on various apps such as Kick X, Go App, and Nice Kicks and then sell them for twice the price.

"For example with Yeezys [a shoe brand by Kanye West], you buy them for \$200 when they first drop, then they get sold out," said Hickman. "You can resell for like \$1000, so you're making \$800 in your pocket. You could either buy some more shoes or just keep your money."

To be successful in the business, one has to be quick when getting the sneaker off the website.

"On the website or [app], when it is dropping, you just have to be there," Hickman said. "It has a drop time on something; as soon as that drop time hits zero you submit. If they say 'Oh, sorry,' [then] you're too late."

The shoes Hickman wears act as a promotion for his business. When different students notice a sneaker that he is wearing, they ask him where he bought the shoes. That is the moment Hickman uses to begin selling the sneakers.

"Once you get a shoe that everyone would like, it starts a business right there," Hickman said. "[People] keep coming, [asking], 'Do you have this pair of shoes?' I just try to keep getting

more and more shoes for other people."

However, Hickman is not the only student selling shoes in the City High hallways. There is competition. There are multiple students trying to get the most popular shoes to their student body consumers.

"I'm trying to get better at business by buying better shoes and outsell[ing] other competition," Hickman said.

As a sneakerhead, a person who loves and collects shoes, there are times when he wants to keep some of the shoes that he may be selling. When he is shopping and buys multiple pairs of shoes, he keeps a pair that he wants, then resells the others.

"Sometimes there are times when I want to keep shoes, but if I know the shoes are going to sell for a lot more, I'm going to sell it," said Hickman.

Nevertheless, Hickman still believes that popular sneakers are extremely overpriced, with sneakers such as The Air Max 97 Silver Ballet costing \$304 on Stock X, a shoe selling website.

"They're overpriced because people want them," Hickman said. "They can sell them for any [price] and people will get them because it's fashion. That's what the trend is now: shoes."

Ja'Korey Walker, a City High teacher and shoe enthusiast, advises students to be responsible with their money.

"If you are considerable enough financially to be able to do it, then spend your money how you want to," said Walker. "Just make sure your priorities are in order first. Don't go buy a new pair of shoes if you haven't paid your rent."

Hickman is not certain if he will expand his shoe selling business later in the future, but he plans to major in business when he attends college.

COACH OF THE CENTURY

George Chamberlain, the owner of Big George Boxing in the Sycamore Mall, never anticipated how much one sport could change his life

By Emily Martinez

Martial arts, boxing, and kickboxing require skill and training, no matter what level someone is on. When it comes to these sports, coaching is a necessity. Boxing isn't just about learning the techniques, it's also about being able to apply them to everyday life. None of this is new to George Chamberlain, the current owner of Big George Boxing, who has been coaching for 34 years now.

"One of the things that [I say] is: in the ring, there are two kinds of people. There is a hitter and a hittee. Out of those two people, you want to be the hitter, right? What does that actually say? It's teaching people to be proactive, and deal with stuff as it comes at you rather than seeking a path out of it," George said.

A few of the athletes George, better known as Coach George, coaches are Shawn Joseph Brandt, who has been boxing for two years, and Issac Alexander Ortiz '20, who has been training with George for a few months who have taken time and commitment in order to improve.

"Before I started boxing I had absolutely no confidence. I was insanely self-conscious to the point I could barely talk to my own siblings. I wanted to change myself, so I started boxing and almost instantly felt like something missing finally came to me. I wanted to keep growing in boxing. I became more motivated in everything I did. I dropped more than 75 pounds, I became more confident, and I was able to discover who I am since I al-

lowed myself to explore different opportunities. I would say boxing is the best thing that has ever happened to me," Brandt said

George came across to them as intimidating, but once they got to know him, they said that they realized he was a nice guy.

"Everything about him looked and screamed 'coach.' He has a sense of humor that gets me every time. Eventually, I sparred with him and realized that that dude is a brick wall. No matter what I did, he always had the upper hand. He's awesome," Brandt said.

To get to the skill set he is at today, George has had to continuously train to develop his

"EVERYTHING ABOUT HIM LOOKED AND SCREAMED 'COACH.'"

SHAWN JOSEPH BRANDT
BOXER AT BIG GEORGE BOXING

techniques. He started by participating in sports like martial arts, wrestling, and football at a young age. A few years into his preliminary sports career, George undertook a knee injury from football and began engaging more in Thai kickboxing for a few years. He found that he enjoyed it. As he continued to progress in boxing, he began going competitive. For his first fight, he placed second to a kid named Dusty Waylon, who played as an outside linebacker for Iowa.

This loss didn't stop him from wanting to become a better boxer. George went on to be an assistant coach in Cedar Rapids Boxing

Club in exchange for them teaching him how to box. He then continued to box for 10 years as a pro.

"As I was helping to be an assistant coach... for boxers, I found that I really did enjoy coaching. I like coaching. I think that it provides a lot of lessons that are lost throughout the course of time," George said.

Learning and acquiring knowledge are significantly different for George. He uses these ideas in his teachings.

"When you read a book made by an author that has studied and done research over, you only understand it on a mental level, rather than acquiring that knowledge as they did over the subject by putting in the effort," George said.

The way coaches actually teach their athletes plays a major role in what the athlete will get out of the sport itself.

"I started with Richard as my coach, who is now my good friend. He motivated me to lose weight and made me confident enough to join the boxing team. Not much over a year ago I joined the team with George as my coach," Brandt said.

George tries to incorporate valuable life lessons he's learned, specifically philosophy, into his teachings as a more subtle way of getting his athletes to learn and experiment with things, while not trying to force these ideas onto them.

"What we need to do is deal with the way we approach things. Do things right. Then if you find that you can do that in athletics, you can apply that anywhere in life—schoolwork, relationships, or anything you want to do," George said.

He believes the sport comes especially in handy when it comes to

**34 YEARS
OF COACHING**

**10 YEARS
AS A PRO**

**OWNER OF BIG
GEORGE BOXING**

bullying and social stigma. He thinks that people have the power to allow someone to hurt others or do something about it when it is absolutely necessary.

"When you fight, the only chance that you'll ever let somebody have to hurt you is if you let them have that chance. Where else in life are we vulnerable in things? Only in opportunities where we let someone else think that they can hurt you. A lot of times you hear about cyberbullying and how it affects people; you only let those people hurt you if you allow them to do so. You are who you are going to be," George said.

George believes that the best thing about training to box is not trying to be better than other people, but instead strengthening what people are capable of that day. Many of his athletes believe they wouldn't have gotten so far without him and his teachings and training methods.

"I practice them at home every day. One involves using your lead hand to blind or disorient your opponent while stepping around them. It's one I practice a lot," Brandt said.

George has been known to teach more at-risk kids as a form of de-escalation. He has noticed that many kids who come in realize that there are other kids who are just as tough as

them in the world. But he believes if you can take those kids and teach them how to box, they'll begin to learn that getting hit is not fun.

"Hopefully, [boxing] can give them an opportunity to have a stop-gap to think about their decision. Then [they'll] get in trouble for smacking somebody rather than stabbing or shooting them, and having 25 years to think about it," George said.

"I THINK THAT [BOXING] PROVIDES A LOT OF LESSONS THAT ARE LOST THROUGHOUT THE COURSE OF TIME."

GEORGE CHAMBERLAIN

OWNER OF BIG GEORGE BOXING

When it comes to coaching, George strongly believes there is a great difference between coaching and teaching. He hopes that he can do more than just teach athletes how to throw a jab and hopes to instead challenge people to be the best they can be because the nobility of people resides within everyone.

"Once you learned how to get a little better at the body mechanics and

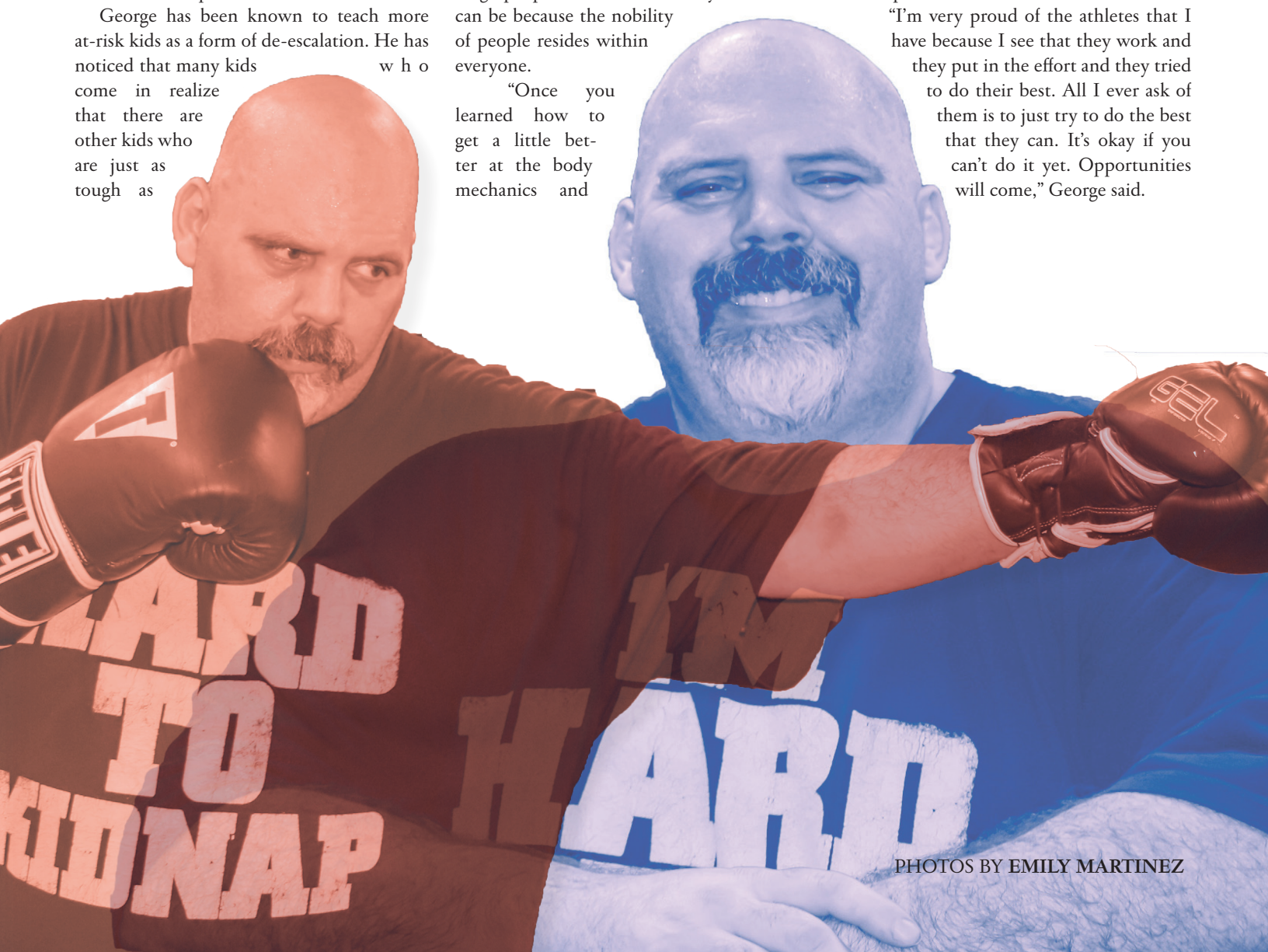
how to rotate and how to work on that push-pull then you feel like, 'I am a god!' We want you to be feeling like that every single day," George said.

A lot of times, central male leadership roles are lost within a family. This is the case for some of George's athletes that come in from different backgrounds, but George gladly tries his best every day to fulfill that role for many of his athletes, as his boxing family has changed considerably from what it once was to what it is now.

"I know that there are guys on the team who look at me as a dad figure. I don't try to be the perfect image of that, but instead, I try to live a life that is representative of that, not perfect, well enough to give them something they can aspire to be. I think in some cases it's helped others," George said.

George hopes he can do his best when passing down his teachings and help people clear some obstacles that block their paths. He wants to truly make the athletes feel that they've benefited and gotten something out of the sport.

"I'm very proud of the athletes that I have because I see that they work and they put in the effort and they tried to do their best. All I ever ask of them is to just try to do the best that they can. It's okay if you can't do it yet. Opportunities will come," George said.



PHOTOS BY EMILY MARTINEZ

HOW TO HAVE A VEGETARIAN THANKSGIVING

ACRON SQUASH - THE PERFECT TURKEY SUBSTITUTE

Directions

Preheat oven to 400 degrees.

Wash the squash.

Sharpen the knife (or be prepared for the squash to be hard to cut).

Cut the squash in half (hamburger style).

Scrape out the seeds and pulp from the inside.

You now have two options. You can either make the squash savory or sweet.

SAVORY: rub the inside with olive oil, salt, and pepper (and optional garlic clove) and place it cut side down on the baking sheet.

SWEET: put butter and brown sugar on the inside and place it cut side up on the baking sheet.

Put parchment paper, aluminum foil or a reusable baking mat on a baking sheet.

Bake for an hour at 400 degrees.

Recipe courtesy of Jesse Hausknecht-Brown



THE MOST IMPORTANT PART OF THE MEAL - STUFFING

Ingredients

- 2 sticks butter

- 1 cup minced onion

- 1/2 cup pine nuts or chopped walnuts

- 6 to 8 cups fresh bread crumbs

- 1 tablespoon minced fresh tarragon or sage leaves or dried crumbled tarragon or sage

- Salt and freshly ground black pepper to taste

- 1/2 cup minced scallions

- 1/2 cup minced fresh parsley leaves

Directions

1) Melt the butter over medium heat in a large, deep skillet or Dutch oven. Add the onion and cook, stirring until it softens, about five minutes. Add the nuts and cook, stirring almost constantly, until they begin to brown, about three minutes.

2) Add the breadcrumbs and the tarragon or sage and toss to mix. Turn the heat to low.

Add the salt, pepper, and scallions. Toss again: taste and adjust seasoning if necessary. Add the parsley and stir. Turn off the heat. (You may prepare the recipe in advance up to this point: refrigerate, well wrapped or in a covered container, for up to a day before proceeding.)

3) Put it in an ovenproof glass or enameled casserole and bake it for 45 minutes.

Time: 20 minutes prep time, 45 minutes baking.

Recipe courtesy of Mark Bittman's "How to Cook Everything"

VEGETARIAN GRAVY

Ingredients

1/2 cup vegetable oil

-1/3 cup chopped onion

-5 cloves garlic, minced

- 1/2 cup of all purpose flour

-4 teaspoons of nutritional yeast

-4 tablespoons of soy sauce

-2 cups of vegetable broth

Directions

Heat oil in a medium saucepan over medium heat. Saute onion and garlic until soft and translucent, about five minutes. Stir in flour, nutritional yeast, and soy sauce to form a smooth paste. Gradually whisk in the broth. Season with sage, salt, and pepper. Bring to a boil. Reduce heat, and simmer, stirring constantly, for 8 to 10 minutes, or until thickened.

Recipe courtesy of allrecipes.com

Translated in Lao by Palamy Keomanivanh

PHOTOS BY ALISON KENASTON



ວິທີການທີ່ຈະມີ

ນັກອາຫານ

ຂອບໃຈ

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ວິທີເຮັດນຳ

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ສູດມາລະຍາດຂອງ Jesse Hausknecht-Brown



ສ່ວນທີ່ ສຳຄັນທີ່ສຸດຂອງຄາບເຊີ້າ - ໄຊໃນ

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- ຫນຶ່ງ ຈອກຜັກບົວ
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- ເຄິ່ງ ໜຶ່ງ ຈອກໃບ ຜັກຊີ ສີດ ສັບໃຫ້ລະອຽດ

ວິທີເຮັດນຳ

- ປັ້ນມັນເປີລົງໃສ່ຄວາມຮ້ອນຂະໜາດ ກາງໃນເຕົາອົບທີ່ມີຂະໜາດໃຫຍ່, ເລັກຫຼືເຕົາອົບຂອງໂຮນລັງ. ຕົ້ມຜັກບົວແລະແຕ່ງກິນ, ການຖິ້ມຈົນກ່ວາມັນອ່ອນລົງ, ປະມານ ຫ້າ ນາທີ. ຕົ້ມແກ່ນຂອງມັນແລະແຕ່ງກິນ, ກະຕຸ້ນເກືອບສະເໝີ, ຈົນກ່ວາພວກເຂົາເລີ່ມຕົ້ນສີນ້ຳຕານ, ປະມານ ສາມ ນາທີ.
- ຕົ້ມຂະຫນົມປັງແລະ ເຄື່ອງເທດ ແລະ ການຖິ້ມ ປະສົມ. ປ່ຽນຄວາມຮ້ອນໃຫ້ຕ່ຳ. ຕົ້ມເກືອ, ພິກໄທ, ແລະຂຸດ. ໂຍນອີກເທື່ອໜຶ່ງ: ລົດຊາດແລະປັບປຸງຕາມລະດູການຖ້າຈຳ ເປັນ. ຕົ້ມການ ກະທຽມ ແລະ ກະຕຸ້ນ. ປົດຄວາມຮ້ອນ.
(ທ່ານອາດຈະກະກຽມສດກ່ອນລ່ວງ ໜ້າເຖິງຈຸດນີ້: ຕູ້ເຢັນ, ຫຸ້ມຫລັກໃສ່ຖັງທີ່ມີຝາປິດ, ໃຊ້ເວລາເຖິງ ໜຶ່ງ ມື້ກ່ອນ ດຳ ເນີນການ
- ເອົາໃສ່ໃນເຕົາອົບທີ່ບໍ່ມີນ້ຳ ມັນຫລືເຕົາອົບທີ່ອົບແລະປັງມັນໄວ້ປະມານ ສີ່ສິບຫ້າ ນາທີ.
ເວລາ: ຊາວ ນາທີກຽມເວລາ, ສີ່ສິບຫ້າ ນາທີອົບ
ສູດເຮັດໃຫ້ສຸຂະພາບຂອງເຮັດອາຫານທຸກຢ່າງ

ວິໄອເອ ຊອດ

ສ່ວນປະກອບ

- ນ້ຳ ມັນຜັກ ເຄິ່ງ ໜຶ່ງ ຖ້ວຍ
- ຜັກບົວຟັກ ໜຶ່ງ ໃນສາມ ຖ້ວຍ
- 5 ຫົວຜັກທຽມ, ສັບໃຫ້ລະອຽດ
- ເຄິ່ງ ໜຶ່ງ ຈອກແປ້ງທີ່ມີຈຸດປະສົງທັງ ໝົດ
- ເຊື້ອລາທາດແປ້ງ ສີ່ ບ່ວງກາເຟ
- ນ້ຳ ສະລັດ ສີ່ ບ່ວງແກງ
- ນ້ຳ ຜັກ ສອງ ຖ້ວຍນ້ອຍ

ວິທີເຮັດນຳ

ເອົານ້ຳ ມັນໃສ່ໃນ ໝໍ້ ຂາງຂະ ໜາດ ກາງ. ຜັກບົວແລະຜັກທຽມ ແຕ່ງກິນຈົນກ່ວາອ່ອນແລະແປ, ປະມານ ຫ້າ ນາທີ. ປັ້ນແປ້ງ, ເຊື້ອລາທີ່ມີສານອາຫານແລະນ້ຳ ມັນຖິ້ວເຫຼືອງເພື່ອປະກອບເຂົ້າ ໜຽວໃຫ້ສະອາດ. ຄ່ອຍໆ ກະຕຸ້ນ ໃນ ຊອດ ໄດ້. ລະດູທີ່ມີເຄື່ອງເທດ, ເກືອ, ແລະ ພິກໄທ. ນ້ຳ ໄປຕົ້ມ. ຫຼຸດຜ່ອນຄວາມຮ້ອນ, ແລະລຽບ, ປັ້ນຢູ່ເລື້ອຍໆ, ປະມານ ແປດ ຫາ ສິບ ນາທີ, ຫລືຈົນກ່ວາ ໜາ.

ແປເປັນພາສາລາວໂດຍ Palamy Keomanivanh

ຮູບພາບໂດຍ Alison Kenaston



LH QUIZ

BUILD A CUPCAKE TO LEARN WHO YOUR DISNEY PRINCESS TWIN IS!



SCAN ME

1. WHAT FLAVOR

CUPCAKE DO YOU WANT?

- A. CONFETTI CAKE BATTER
- B. VANILLA
- C. CHOCOLATE
- D. RASPBERRY

2. WHAT FLAVOR FROSTING DO YOU WANT?

- A. BLUE BUTTERCREAM
- B. VANILLA
- C. CHOCOLATE
- D. RASPBERRY

3. WHAT KIND OF ADD-IN DO YOU WANT?

- A. MINI CANDIES
- B. STRAWBERRY JAM FILLING
- C. CARAMEL DRIZZLE
- D. CHOCOLATE GANACHE

4. WHAT DECORATION DO YOU WANT?

- A. FONDANT
- B. SPRINKLES
- C. EDIBLE FLOWERS
- D. EDIBLE PEARLS

5. WHAT COLOR CUPCAKE WRAPPER WILL YOU USE?

- A. ORANGE
- B. BLUE
- C. PURPLE
- D. SILVER



6. WILL YOU ADD ANYTHING ELSE?

- A. YES
- B. NO
- C. THAT DEPENDS ON MY MOOD
- D. I WOULD NEVER

7. WHERE ARE YOU GOING TO SHARE THEM?

- A. AT A PARTY
- B. AT A FAMILY DINNER
- C. I'M NOT SHARING
- D. AT A POTLUCK

8. WHEN IS YOUR IDEAL BAKING TIME?

- A. 2 AM
- B. 4 PM
- C. WHENEVER I'M HUNGRY
- D. 7 PM

IF YOU GOT MOSTLY A...

ARIEL!

YOU ARE A CURIOUS AND EXPERIMENTAL PERSON. YOU LOVE TO TRY NEW THINGS BUT FIND YOURSELF EASILY BORED. YOU ARE A TRUE ADVENTURER AT HEART.

IF YOU GOT MOSTLY B...

CINDERELLA!

YOU ARE A QUIET YET VERY KIND PERSON. YOU ENJOY CLASSIC THINGS AND LIKE TO STICK TO WHAT YOU KNOW YOU LIKE.

IF YOU GOT MOSTLY C...

JASMINE!

YOU ARE SASSY AND SWEET AT THE SAME TIME. YOU TEND TO DO WHAT YOU THINK IS RIGHT AND DON'T TAKE CRAP FROM ANYONE.

IF YOU GOT MOSTLY D...

TIANA!

YOU HAVE BIG DREAMS AND GOALS AND KNOW EXACTLY HOW YOU ARE GOING TO ACHIEVE THEM. YOU TRY HARD TO GET EVERYTHING YOU WANT.