

KIRKWOOD HIGH SCHOOL

**21**

**Years**

— AS A PIONEER —

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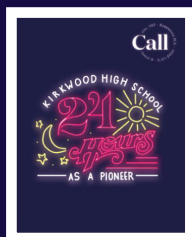
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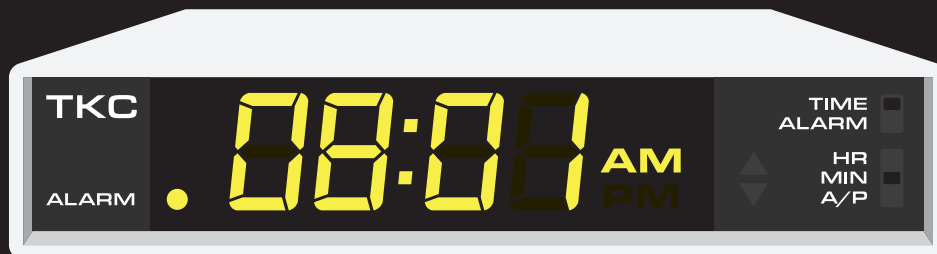
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ONE THOUSAND SEVEN HUNDRED FORTY-one students across four grade levels walk the halls of KHS. They follow their unique schedules every day, walking up and down nine stairwells, traveling through 17 buildings and, in some cases, walking the entirety of KHS' one-third mile "main drag" to get from one end of campus to the other in only six minutes. In this special issue, we documented 13 students to see what a day in the life of a KHS student looks like.

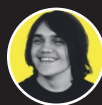
When putting together the visual identity for the "24 Hours Issue" with the editors, we started by assigning each page a time. For example, Mya Copeland's story about morning swim practice takes place at 5:10 a.m. (p. 10) and Grace Klebe's profile of Landon Evans and the No Curfew Squad at 2:30 a.m. (p. 23). Then, each time was assigned a color on a scheme where darker, more muted tones represented the evening and night, and more vibrant tones represented the morning and afternoon.

This issue is all about time. On nearly every page, you'll find a digital clock representing the time the story takes place. Each student profile also has a section where their

schedule is outlined, where you'll find more clocks. There are only 24 hours in a day—it's impressive what some students can cram into that timeframe, and we think we've done our best to find students whose schedules are unique and different in their own ways.

Finally, to help illustrate the paths a student takes at KHS every day, we created a map illustrating a birds-eye view of the campus with colored lines representing each student we profiled in this issue. You can follow the lines to see someone's paths across campus as they move from class to class, or look at where most of the lines converge to see why the east building is so backed up before lunch. The map is placed at the very beginning of the issue (p. 6) so you can get an overview of each student's paths before reading more about them.

We sincerely hope you enjoy this issue as much as we enjoyed putting it together. From a visual perspective as TKC's design editor, I think it's our best work yet. ✨



**WOLFGANG FRICK**  
design editor

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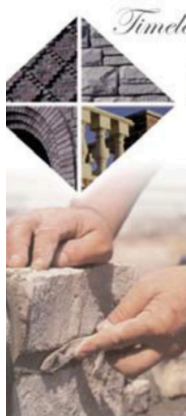
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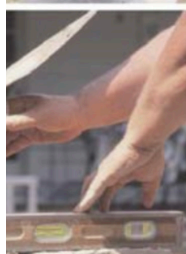


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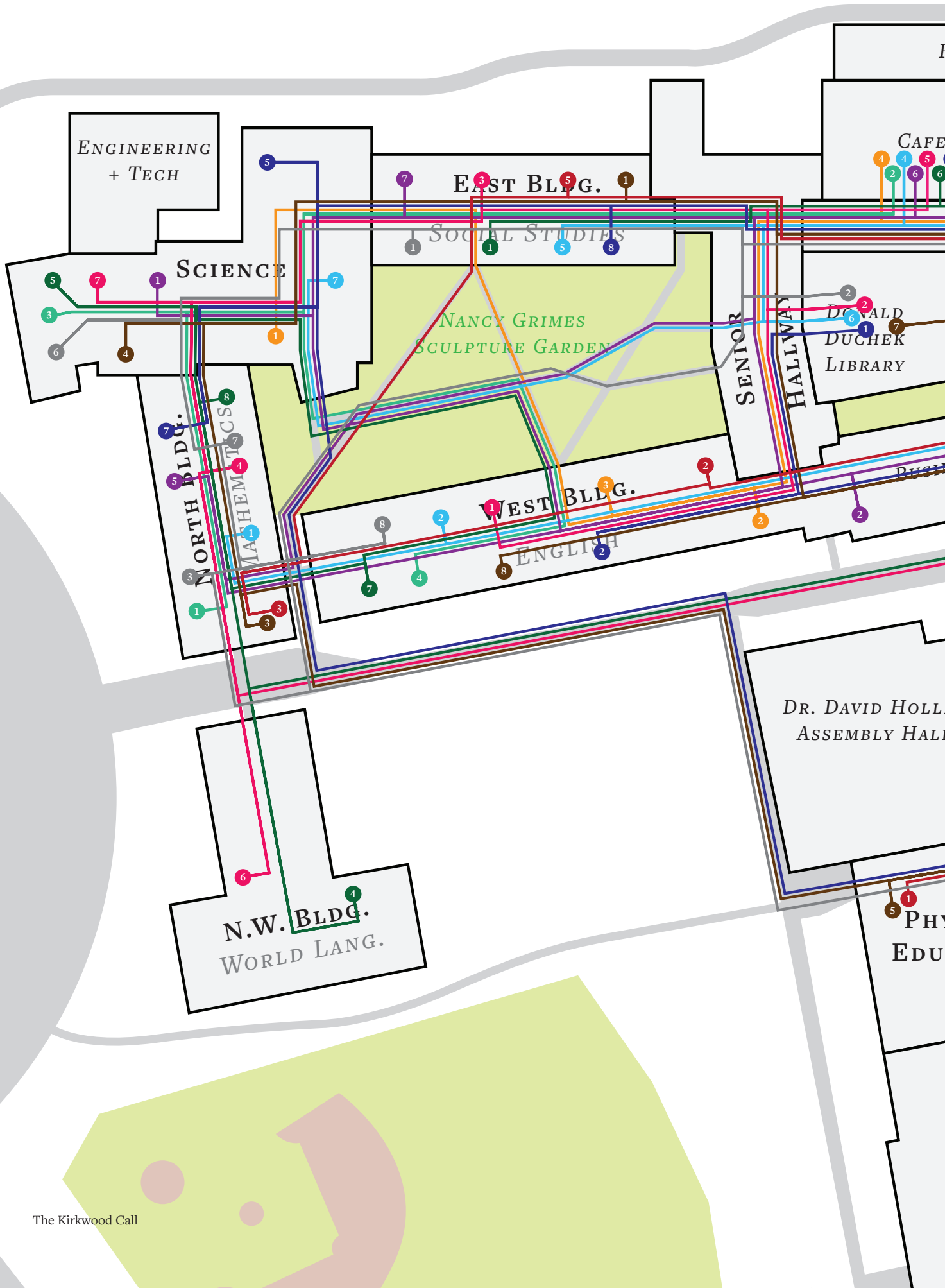
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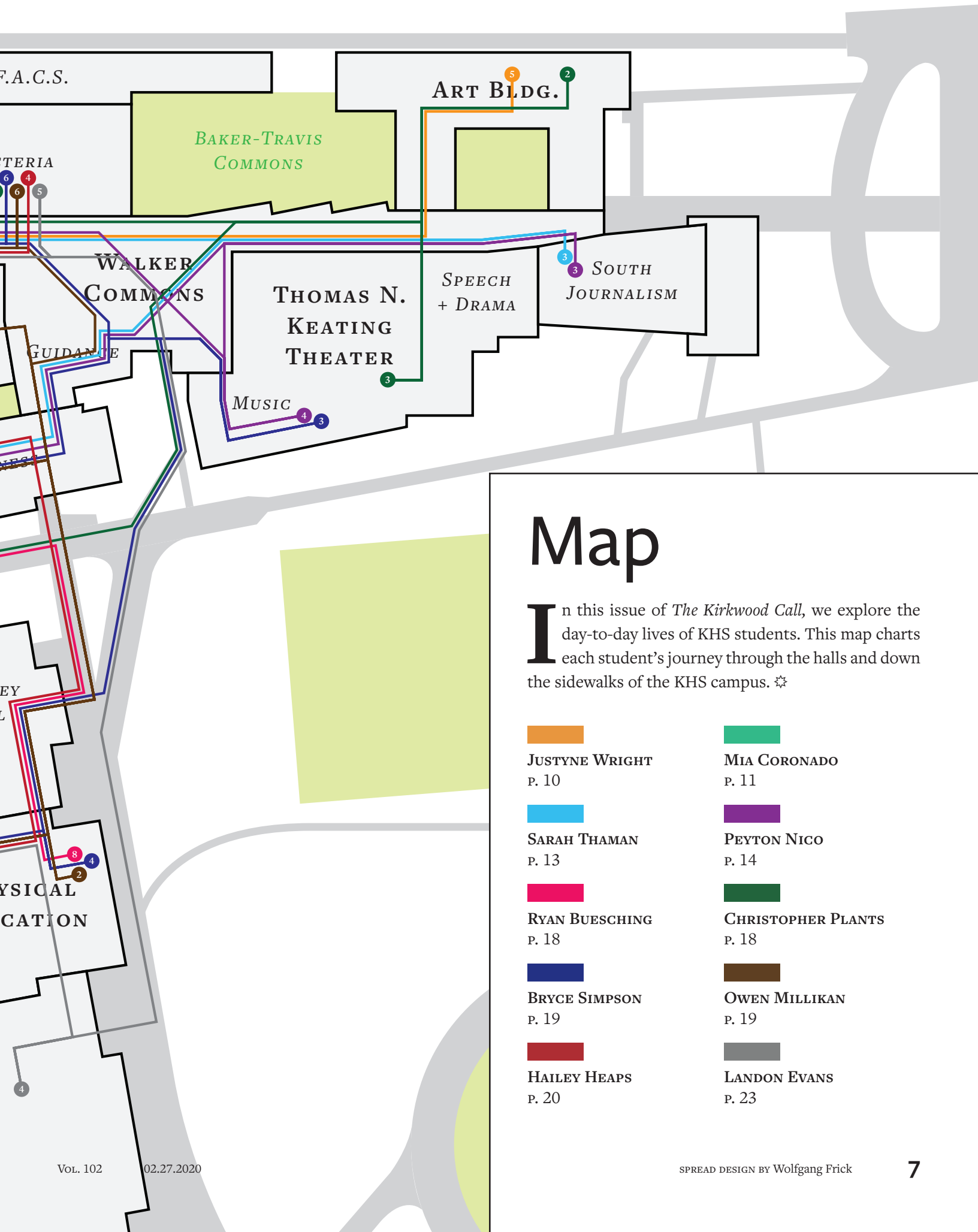
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# Map

In this issue of *The Kirkwood Call*, we explore the day-to-day lives of KHS students. This map charts each student's journey through the halls and down the sidewalks of the KHS campus. ✨



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05:10<sub>AM</sub> → 02:39<sub>PM</sub>

## WRIGHT'S SCHEDULE

05:10AM	Wake up
05:25AM	Drive to school
05:40AM	Arrive at school
05:45AM	Practice
07:00AM	Donuts
07:50AM	Chemistry
09:23AM	Homeroom
11:01AM	English
12:28PM	Lunch
01:13PM	Drawing
02:40PM	Home
03:00PM	Nap
04:00PM	Homework
10:00PM	Sleep

**W**HEN JUSTYNE WRIGHT, SOPHOMORE, gets up at 5:10 a.m., she needs to be dressed and in the car by 5:25 a.m. She drinks Gatorade on the way to school, then practices until 7 a.m. After practice, she grabs a donut before getting dressed for school. This is routine for Wright and the rest of the KHS JV girls' basketball team once a week on morning practice days.

"Waking up for morning practice is a struggle," Wright said. "Especially having morning practice and having a lot of homework the night before, because then I can't stay up super late to do it."



# Justyne Wright

Story by Mya Copeland  
FEATURES WRITER

Art by Merry Schlarman  
STAFF ARTIST



According to Scott Cleer, JV girl's basketball head coach, because of the length of the season, morning practices can create a break in a player's normal routine. The basketball season is four months long, longer than most other high school sports.

"Some kids are morning kids, some kids are afternoon kids, so we do that to change it up," Cleer said. "Sometimes our best practices are in the morning because it's something different."

Marianthe Meyer, sophomore, is one of Wright's teammates. According to Meyer, morning and after school practices affect her stress levels differently.

"With morning practice, I usually feel a little out of it, but less stressed than with afternoon practice," Meyer said. "With afternoon practice, I feel overloaded because at the end of the day I'm aware of how much homework I have."

According to Cleer, it's important to keep the team moving and awake in the morning. The early morning practices are more focused on ball developmental skills, and the afternoon practices are more team-oriented.

"When you're asking a kid to practice at 5:45 in the morning, the last thing you want to do is talk and have them sit and listen," Cleer said. "[You've] got to wake them up. So we put a ball in their hand."

Although morning practices can result in a

more alert mind due to the exercise, some players say they can also lead to a harder crash. For Wright, the fatigue hits around lunch.

"Morning practice can do a lot for a student because it really does exercise our brains and gives us time to wake us up a little bit before we have school," Wright said. "It kind of kills a student throughout the day because you're going and you're trying to stay awake, but you're becoming tired."

**"[You've] got to  
wake them up.  
So we put a ball  
in their hand."**

Both Wright and Meyer said morning practices can be a much-needed change of pace. According to Meyer, getting ready for school after practice is the most fun part.

"Morning practice can affect [you] differently depending on how you're feeling," Wright said. "If you're going through a hard time, if you don't want to do it anymore or if you're just having fun with it." ✨





# Mia Coronado

IT'S 7 A.M. WHILE SOME PEOPLE ARE STILL pressing snooze on their alarms, Mia Coronado, senior, meets three other KHS students and they drive 20 minutes to their first class of the day at the CAPS campus. These four are a part of the St. Louis Centers for Advanced Professional Studies (CAPS) engineering program. Mia walks into the building wearing dress pants and a sweater, not the typical sweatpants and a sweatshirt most students wear.

"We are expected to dress professional and act professional every day we go in," Mia said. "[You can't wear] leggings or hoodies, anything like that. It's expected to dress nice and prepare for having to dress and act a certain way in the future."

There are seven other people in her engineering class, three from KHS and the other four from STL area high schools. During class periods Mia said they have learned how to interview with professionals, make a resume and write thank you emails. She said you learn how to act professional, which you do not learn in normal high school classes.

"It has better prepared me for the future for sure," Mia said. "I get practice interviews with engineers, I've made connections with engineers, [and] I've created my own LinkedIn account."

Cindy Coronado, Mia's mom, first found out about CAPS through an email which gave them basic information about the program. There was an opportunity to visit the campus when class was in session last year. After visiting and learning about it she soon realized CAPS was the right fit for her daughter.

"[Mia] is a hands on learner, she does best when she's moving around, creating, making things, doing things," Cindy said. "When she has an opportunity that lends itself more to her learning style she's

always going to take that opportunity, and this was one that made a lot of sense. She also took all of the engineering classes and luckily we have a ton of them at the high school, but the ones that were of most interest to her she took as a freshman and sophomore and junior, so she kind of ran out of things to take."

At the beginning of the year, Mia went on a one-on-one job shadows with an engineer at Essex Industries for about two hours once every week. In class, she works on Project Lead the Way (PLTW) projects, shadows engineers and tours engineering workplaces. Most of the time Coronado is in class working on projects.

"We go on a lot of tours of some engineering firms like Boeing, Monsanto/Bayer, Microsoft or Hydromats, a variety of cool places to get exposure to real world engineering," Mia said.



## MIA'S SCHEDULE

07:00 AM	Arrive at KHS
07:20 AM	Arrives at CAPS campus
07:30 AM	CAPS engineering class
10:30 AM	Travel period
11:31 PM	Calculus
12:20 PM	Lunch
12:57 PM	AP Physics
01:51 PM	English

"We often get to talk to engineers from those places and we also have mini projects in class based off the PLTW website.

"I feel better prepared for the future," Mia said. "I think I have a huge advantage over others because of that. Even if I hated engineering, at least I would know that I hated it from this program."

Mia's CAPS engineering teacher, Josh Luebbehusen, has been a part of the CAPS program since it's beginning at Afton High School. He said in class they do activities that will prepare students for the real world.

"[CAPS] gave me the opportunity to step out of the typical classroom and give students the opportunity for a more real world experience," Luebbehusen said. "I thought it would be a valuable opportunity and I think it has been a great program so far." ✨



**Story by Grace Fearheiley**

HEALTH + WELLNESS EDITOR

**Art by Emma Frizzell**

STAFF ARTIST

**Photo by De Lila Green**

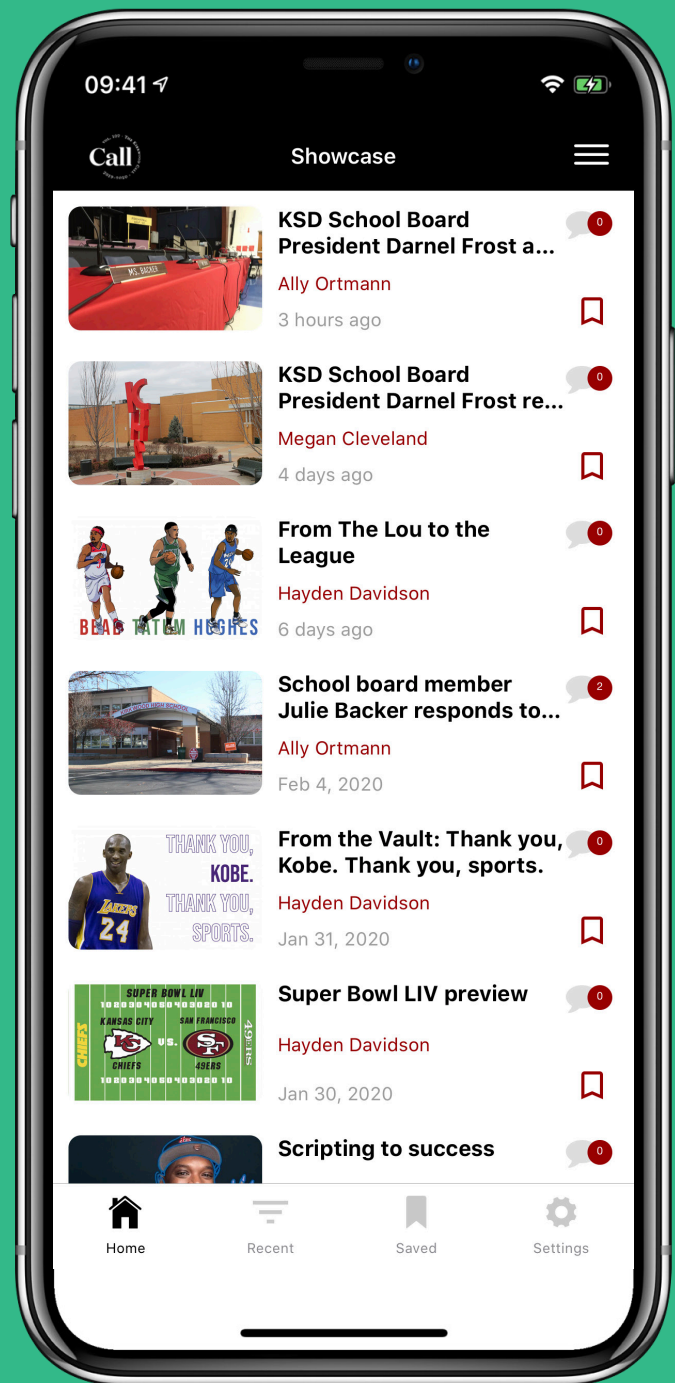
STAFF PHOTOGRAPHER

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# Sarah Thaman

A TEST PACKET LAYS ON SENIOR SARAH Thaman's desk. So does a ZipGrade answer sheet. Rows and rows of circles. Pencil in hand, she slowly shades in a circle beside question one. Then question two. Question three.

Question five and she glances up to see a room full of desks and students; above them, the clock ticking; below it, a poster; and another poster; and another; the clock continues to tick ... and her anxiety builds and builds with each tick.

"I can kind of feel my mind drifting away," Thaman said. So she refocuses on the test.

Thaman's third-grade teacher noticed her symptoms first. She couldn't pay attention in class; she'd become more energetic as the day progressed, and then she'd have meltdowns, and she couldn't focus and she'd lose control of herself. Eventually, she was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD).

Her teacher talked to her parents; her parents talked to a counselor and pediatrician, and they

designed a plan.

Thaman and 6% of KHS students have a 504 plan, which according to Jessica Maltzman, special education teacher, provides them with educational accommodations. Maltzman said many students on the 504 plan are successful in their classes but struggle with conveying their knowledge on a test. Thus, Thaman and other students go to different rooms for high-pressure AP and standardized tests and receive extra time to complete them.

In the classroom, Thaman said her teachers do an excellent job supporting her, making allowances for the times she doesn't talk in Socratic seminars, meeting with her and finding ways to test the knowledge she's gained.

"She has really succeeded in her academic areas," Doug Thaman, her father, said.

She balances a demanding schedule: studying for four AP classes, editing for Pioneer yearbook, hosting at Amigos Cantina, dancing at Dance Center of Kirkwood; and next year she plans on attending DePaul University to study Public Relations and Law.

Still, she said testing is a struggle.

She usually has to regain focus four times over the course of a test. But the testing rooms are better. No posters. No noise. Fewer people. Pencil in hand, Thaman fills in the circles. ✨

**Story by Ethan Peter**

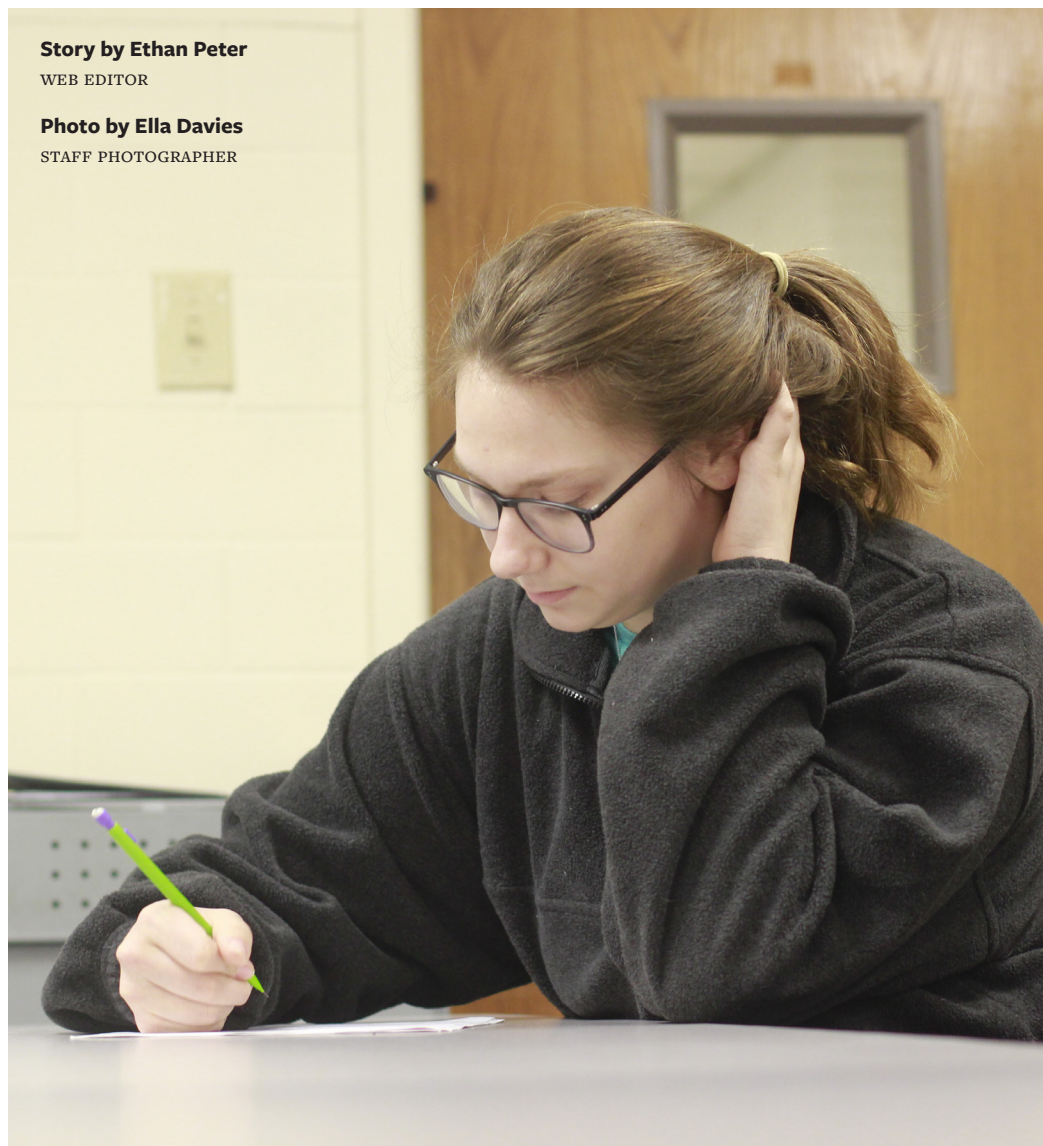
WEB EDITOR

**Photo by Ella Davies**

STAFF PHOTOGRAPHER

## THAMAN'S SCHEDULE

06:45AM	Wake up
07:50AM	AP Statistics
08:44AM	AP Literature
09:43AM	Yearbook
10:37AM	Yearbook
11:25AM	Lunch
12:03PM	AP Psychology
12:57PM	IP
01:51PM	AP Biology
02:40PM	Homework
05:00PM	Work at Amigos Cantina
07:30PM	Dance Practice
09:15PM	Homework and free time
11:30PM	Sleep





# Peyton Nico

**N**OON, JAN. 31, 2020—IT WAS A Friday lunch for freshmen Charlie Blasingame, Nora Hamilton, Kylie Madden, Peyton Nico, Max Pitcher and Gwen Tilly. Second lunch, theater hallway, smack dab under the “Sound of Music” poster.

Hamilton and Tilly said they get it: the tables are for the upperclassmen and they actually like sitting on the floor. So, an array of items scatter their spot on the floor: a snack pack pistachio bag, a Sparkling Apple IZZE, two dark teal Hydroflasks and a hot pink one.

Nico sported a Hawaiian shirt on top of a dark purple turtleneck, and a black scrunchie tying back her hair. She both started and finished her history study guide over World War I during the lunch period, all while laughing with the group about imperialism and the French Revolution.

According to Tilly, Nico is the comedic relief of the group. In fact, that is what Nico wants to be as an adult: a stand-up comedian.

“She knows how to make someone laugh,” Tilly said. “Her dream is to become an SNL (Saturday Night Live) scriptwriter. So she’s practicing what she can write, what other people think is funny and what works best for her.”

Nico said she did not realize her dream of becoming an SNL writer until recently, but has always enjoyed writing jokes and scripts in her free time. She said she sits down almost every day after school and thinks of things related to her day to jot down in one of her many notebooks.

“Sometimes she’ll ask if [our group] wants to hear a joke,” Tilly said. “And most of the time, they are really funny. She always comes up with the most unique [jokes]. You never really know what she’ll say but it’ll always make you smile.”

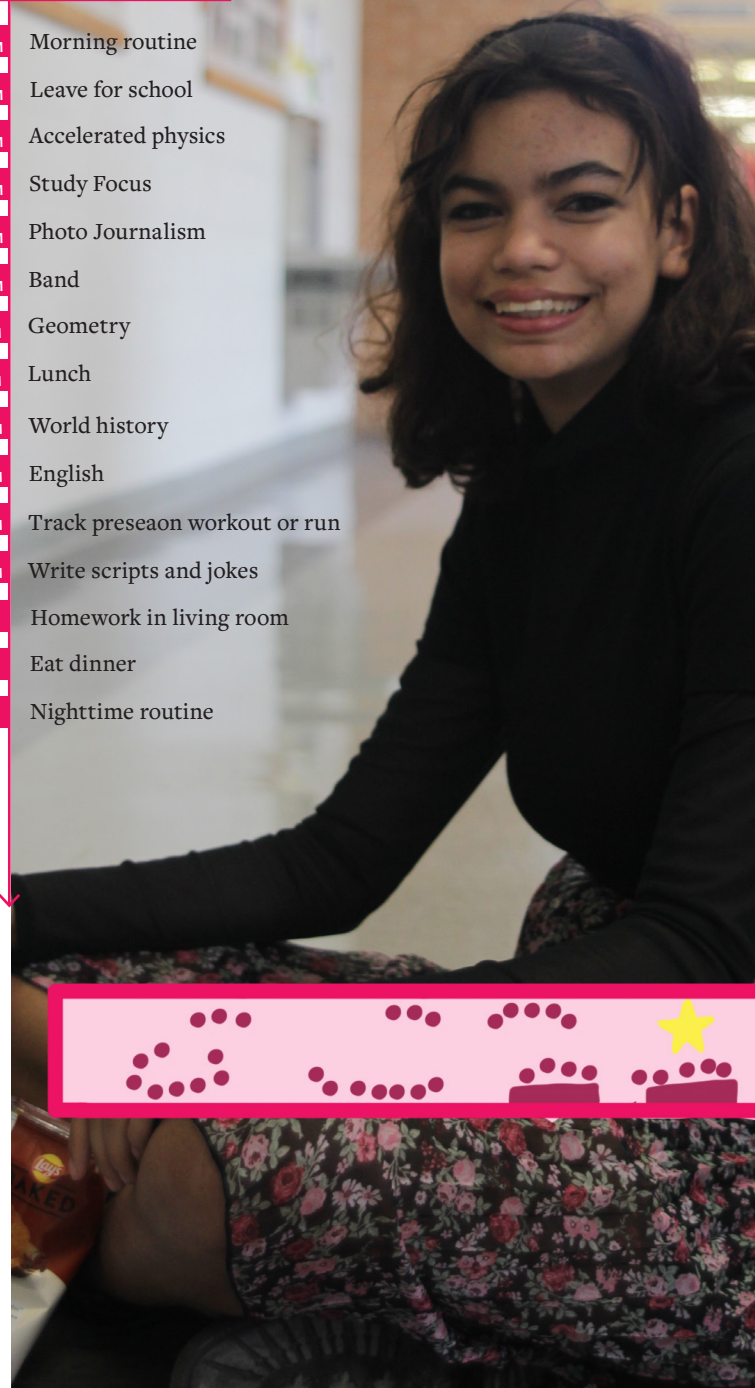
That afternoon, it was an unintentional joke from Nico that got the group going. *What does everyone eat for lunch?*

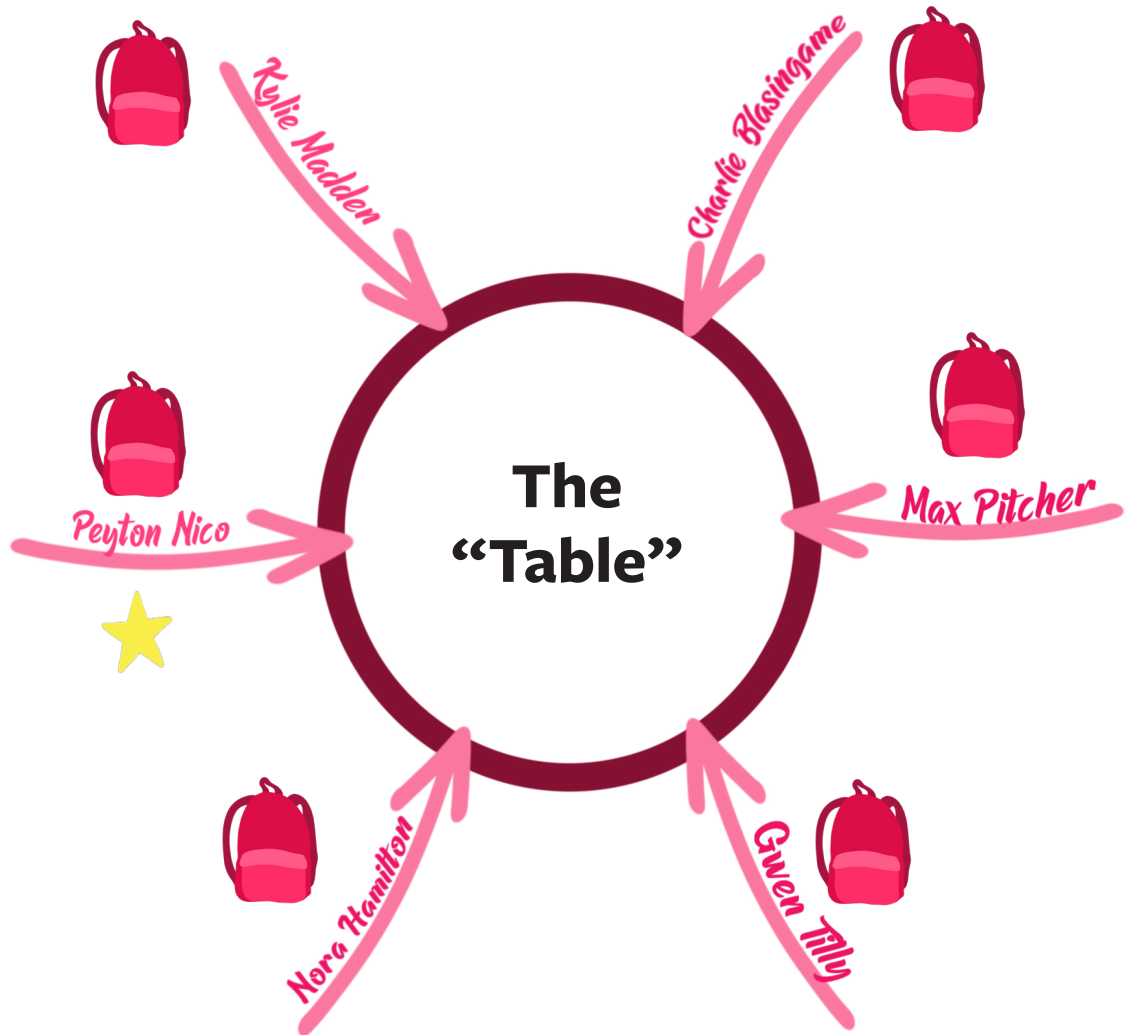
“We all bring and buy our lunches...,” Nico began. “Except Nora. Nora scavenges. ☆



## PEYTON'S SCHEDULE

07:00 AM	Morning routine
07:25 PM	Leave for school
07:50 AM	Accelerated physics
08:44 AM	Study Focus
09:43 AM	Photo Journalism
10:37 PM	Band
11:25 AM	Geometry
12:19 PM	Lunch
12:57 PM	World history
01:51 PM	English
02:40 PM	Track preseason workout or run
04:00 PM	Write scripts and jokes
00:00 PM	Homework in living room
07:00 PM	Eat dinner
09:30 PM	Nighttime routine





# Lunch Layout

Story by Charlotte Heinrich  
EDITOR-IN-CHIEF

Photo by Sophia Beckmann  
STAFF PHOTOGRAPHER

Art by Cate McCandless  
ART EDITOR

Art by Mary Grace Heartlein  
STAFF ARTIST









02:40<sub>PM</sub> → 05:09<sub>AM</sub>





# Ryan, Christopher,

## Ryan Buesching

6' 5.5" | FRESHMAN



IT WAS A DAY OF FIRSTS FOR FRESHMAN RYAN Buesching: his first time playing in a game where he could check, his first shift and the first—and only—time getting checked onto the ice.

“Everyone expects me to be a big goon, and I understand why they would think that because I’m more physically dominant,” Buesching said. “[But] I was at a club tryout [for the Kirkwood Stars] and just got knocked over and sat down, which is the only time that that’s ever happened.”

Standing just over 6-foot-5 inches, Buesching uses his height to make physical plays happen by skating around and checking opposing players. In order for him to make these plays, though, he has to sacrifice much of his free time after school to practice hockey.

“I try to relax and study before going to [hockey] practice at around 7 p.m., but sometimes it’s a bit [too] much,” Buesching said. “Right now I’m on three teams, and I play three or four games a weekend. It’s fun and not so horrible that I feel a need to quit, but playing hockey, going to practices every day and driving or flying out to tournaments

definitely takes up a big amount of my free time.”

In an attempt to balance school and hockey, Buesching said he sometimes struggles to go to bed at a reasonable hour. While he doesn’t find the homework load to be as overwhelming as he expected, utilizing his time after school is an important part in maintaining his daily routine.

“Math and Spanish are harder, but school is manageable,” Buesching said. “I try to focus in my classes so that I don’t fall asleep [in class] and can get good grades. I’m doing fine, but sometimes it’s a little challenging because I’m spending multiple hours outside of school every day trying to get better at hockey.”

As the tallest player on the ice in almost every game he plays, Buesching believes that there is a pressure on him to perform well. This pressure, according to Buesching, is something he has gotten used to and believes has affected him less over time.

“It’s just a big weight on my shoulders that I’m supposed to be the big, physical guy going around and checking everyone,” Buesching said. “[But that pressure] is more something that I take in stride because the positives [of being tall] outweigh the negatives.” ✨

AFTER NEARLY SEVEN HOURS OF SCHOOL and a two hour basketball practice immediately afterward, Bryce Simpson, junior, is exhausted. Most nights, he comes home and unwinds by eating a snack, watching TV and walking his dogs. Once he feels recharged, he starts reading books to get better at basketball.

“Right now, I’m reading ‘The Mamba Mentality’ by Kobe Bryant,” Simpson said. “I like to read books by former and current NBA and college [basketball] players and coaches. These books [help teach me] to do my best every possession because I know that, if I don’t, someone else is going to outwork me and take my spot, leaving me back at square one and trying to get into the [playing] rotation.”

Simpson feels he has gradually benefitted from the books he reads. He said that one of the best examples occurs at the end of practice (which can range between 4:30-5:45 p.m.); rather than feeling exhausted, Simpson uses

the excitement of events during practice to finish strong.

“[Sometimes] we wind up practicing for a little longer [than normal] because of the fun we were having as a team and since we want to win the drills,” Simpson said. “[I use] the energy we’re still feeling from practice [so that at] every possession I don’t take a break.”

Basketball wasn’t always the center of Simpson’s life. He said it all changed during middle school, and that now, after completing his homework, he spends almost all his time watching, reading about or playing the sport.

“I started playing basketball in eighth grade, [whereas] everyone else has been playing with and against each other since their elementary school third or fourth grade Pioneer Elite [teams],” Simpson said. “I always just try to work hard and get better each day so that I can do what my coaches need me to do.” ✨

## Bryce Simpson

6' 7.5" | JUNIOR



# Bryce and Owen

Story by Tom Mueller

SPORTS EDITOR

Photos by Julia Knoll

PHOTO EDITOR

## Christopher Plants

6' 8" | SOPHOMORE



**C**HRISTOPHER PLANTS, SOPHOMORE, believes that many doors are open for him to pursue things he's interested in later on in life, such as nursing, interior design or being an artist. Some doors offer different sized opportunities.

"I play racquetball, and I get a lot of strange looks when I walk onto the court because I have to duck to walk through the doors to get into the gym," Plants said. "[Having to do it] is weird, and getting strange looks used to bother me, but I've gotten over it and have learned to relieve my stresses and burdens while playing."

This learning began in sixth grade, which is when Plants said he fell in love with racquetball after watching his three older siblings play. He isn't concerned with the amount of time he spends practicing after school because, in his eyes, it's more than just a sport — it's a family.

"We always hang out together," Plants said. "We get together before and after matches, and we always just have a lot of fun. We're extremely supportive of one another, and, even if [someone loses], it's still alright because of our team bond and friendships."

Although Plants devotes a sizable portion of his free time after school to racquetball practice, he said his interest in home improvement is more important on Sundays. After attending church, Plants said he and his dad spend Sunday afternoons visiting open houses around Kirkwood.

"[My dad and I] normally go to open houses as our after-church activity," Plants said. "We'll laugh at the different design features, and sometimes we just enjoy thinking about what we could do differently in the house. We go because we both enjoy looking at the houses, so it's a way that our relationship [is strengthened] by our connection through a shared interest."

Whether playing racquetball, going to church or visiting open houses, Plants tries to characterize himself differently than a stranger might because of his height. He tries to live by the simple principle of being happy.

"I think that always being happy — if I'm being honest — helps you feel better," Plants said. "A lot of people characterize me as the tall kid and don't actually get to know me, [so being happy] helps me deal with whatever pressure is on me and helps me strive to be greater." ✨

**F**RESHMAN YEAR CHANGED HIS ATHLETIC plans and schedule in a way that he had never imagined. For Owen Millikan, senior, his forced shift of focus from basketball to volleyball came as a blessing in disguise.

"I got cut [from the basketball team] freshman year, so I just decided to not tryout again any year afterward," Millikan said. "When I was younger, I was pushed in the direction [of basketball], so it was kind of like the first thing that I knew [because] I've just been tall all my life. [When I got cut], playing freshman volleyball opened up [the sport] for me."

On Mondays, Tuesdays and Wednesdays, Millikan now works out after school in order to perform well during his club volleyball seasons and to prepare for the approaching spring high school season. Although he does not always want to workout, his excitement for the high school season ultimately compels him to fit it into his schedule.

"I'm friends with a lot of the kids I play with at KHS," Millikan said. "It's a lot more fun for me because it's naturally more fun to play with your friends, and it just feels like it's a faster game."

Millikan, however, also emphasizes that his personality transcends volleyball, basketball and his 6-foot-7 inch frame. While he believes his height makes him more identifiable, he thinks that it may also make people forget that he, along with other tall students, are just ordinary teenagers.

"People recognize you, which is a good thing, but it sometimes gets to the point that no one knows anything else about you except that you're tall," Millikan said. "I normally go home and relax for a little while before doing homework, just as [other people] do. There should be a general expectation for everyone to find what makes you happy [and do it]." ✨

## Owen Millikan

6' 7" | SENIOR





# Hailey Heaps + Lily Luke

## LILY'S SCHEDULE

07:35 AM	SO Lit Comp H
09:23 AM	Academic Homeroom
11:01 AM	Spanish III H
01:13 PM	Chemistry
03:00 PM	Film Club
04:00 PM	Leave KHS

“ONE, TWO, THREE, ACTION!” The excited shouts and laughter from the Film Club resonates around the room, bringing the small classroom to life. As the members of the club attempt to get their partners to draw pictures of a penguin as a team bonding exercise. The co-leaders of this rambunctious group, sophomores Lily Luke and Hailey Heaps, attempt to keep control of the chaotic classroom.

This loud group of 10-12 people are writing, producing, acting in and directing their own movie. The club isn't even a year old, but they have written an entire script for a full length movie that is in the process of filming. They are planning to have the film premiere at the Kirkwood Public Library May 16-17.

“We had the idea [to form the club] before school started,” Luke said. “We didn't really think it was going to happen and over the summer me and Hailey made movies together. Then we thought it would be cool to share that with other people.”

The next step for the co-leaders was to reach out to Mike Wade, associate principal, and learn how to form a club. They were referred to the

leader of activities and from there they had to get 10 people signed up for their club as well as a sponsor.

“It was kind of nerve racking sitting in the activity fair and seeing if people were actually going to sign up,” Luke said. “It was pretty cool to see people actually want to sign up for something that we were passionate about.”

The co-leaders asked Dr. Molly Stephenson, English teacher, to be their sponsor because she used to teach a film class before the English teachers got reorganized.

“They needed a sponsor and someone recommended me,” Stephenson said. “I had sponsored clubs in the past, and now I hadn't been sponsoring anything so I thought it was a good opportunity to get back into film.”

Luke, Heaps and the rest of the club started the script-making process by meeting every week after school on Thursday, working together on the plot and attempting to co-write the whole film within their group. They eventually got behind schedule due to the onslaught of ideas from the rest of the group. So instead of doing two smaller films they are planning on doing one big movie throughout the whole year.

“It ended up being really difficult because we couldn't get everyone together to write all of it at once, so over winter break I decided to knock the whole thing out,” Heaps said. “I was like, ‘We are never going to finish this in time to show off the movie if no one writes the script now.’ I decided to just do it all.”

Even though Heaps wrote the script, it was still a culmination of everyone's ideas and characters they had planned when they first tried to write it together, Luke said.

“We edited together and we read through it

together to pick pieces out, [making] sure everybody was okay with it first,” Luke said. “I wrote the ending and Hailey wrote the middle and climatic chunks, and we all wrote a lot of the beginning together.”

Heaps said the group is wild and creative which tends to lead to chaos, so she is often the voice of focus and reason for the group.

“I kind of sit and I try to take notes of what everyone says, kind of like the secretary of some sort,” Heaps said. “I try to get down what everyone says and then if I can get a moment to speak over anyone I will try and direct it to something that is maybe efficient and effective to what we actually need to get done.”

The club is involved in every part of the filmmaking process, and because of this you can find actors, directors and writers all in this club and open to everyone, Stephenson said.

“I think anybody who loves film should join,” Stephenson said. “This is a really fun place to participate and actually do a film, and I think it's a nice opportunity for anyone who doesn't really know people, because it is so warm and welcoming.” ✨

## HAILEY'S SCHEDULE

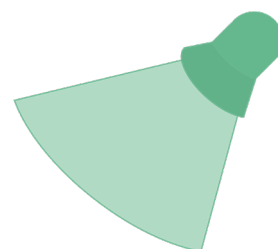
07:35 AM	Health and Wellness
09:23 AM	Academic Homeroom
11:01 AM	Algebra II
01:13 PM	AP US History
03:00 PM	Film Club
04:00 PM	Leave KHS

**Story by Kailey Shirrell**

OPINIONS WRITER

**Art by Katherine Stobbe**

STAFF ARTIST





# Deborah Stovall

04:00 PM

Story by Molly Higgins

OPINIONS EDITOR

Art by Mary Grace Heartlein

STAFF ARTIST

**T**HE HALLWAYS OF KHS ARE EMPTY. IT IS a Friday afternoon, and students have gone home to relax after a long week, but the janitorial staff's day has barely begun. Custodian Deborah Stovall's laugh echoes as she jokes with her co-workers and goes about her daily routine—maintaining a clean learning environment for almost two thousand students.

"Everything's busy," Stovall said. "The best part is when all the kids are home and everything dies down. Everything's quiet."

Stovall said she remembers Kirkwood students from earlier years as more friendly. She said

"Back in the day, [students] would listen to any adult. *If an adult tells you what to do, you do it,*" Stovall said. "Now, [students] look at me like I'm just a custodian, like I'm just supposed to clean up."

she feels more disconnected from students now than in her first years at KHS, with students today less likely to engage in conversation with her.

"I've been working at Kirkwood for a long time," Stovall said. "I've been here [for] a lot of kids. [Today] they're hilarious, but not like the kids we had back in the day. They were more polite. They would talk to you, laugh with you. I still have some kids that talk to me [and] tell

me their stories. But it's not like it used to be."

Stovall mentioned a difficulty for her is the cleanup after KHS lunch hours. She said students leave messes all over the school, making her job harder at the end of the day.

"If I could change one thing, it would be the [students] eating all over the place. They eat everywhere and leave their trash everywhere. They eat in the bathroom too. Who eats lunch in the bathroom? Clean up after yourself, [and] eat in one spot," Stovall said, smiling as she reconsidered. "Well, not in the cafeteria, because I clean that."

According to Stovall, she feels students treat her differently because of her job. She said she notices a lack of respect from students when compared to other KHS staff members.

"Back in the day, [students] would listen to any adult. If an adult tells you what to do, you do it," Stovall said. "Now, [students] look at me like

## STOVALL'S SCHEDULE

11:00 AM	Arrive at KHS
11:25 AM	Work lunches
02:00 PM	Clean cafeteria
03:00 PM	Clean classrooms
06:00 PM	Clean commons, bathrooms
07:30 PM	Leave KHS

I'm just a custodian, like I'm just supposed to clean up."

Dr. Michael Havener, principal, said he has also noticed a lack of respect for KHS custodians. He said students' idea of the custodial staff's job is often misguided.

"Most people say 'Well, it's [the custodian's] job to clean up after me,' that's what I hear the most. That's not their job," Havener said. "Their job is to help us create an environment that allows us to focus on our education. They're working tremendously hard to provide an educational opportunity for students, staff and the community, and they're a vital part of what we do here."

Other members of the custodial staff said KHS students are generally respectful. According to Bryan Freeman, custodian, the amount of activity and involvement opportunities in Kirkwood make the job of a KHS custodian uniquely difficult.

"Personally, I haven't had that [disrespect]," Freeman said. "The kids that I've actually talked with, I thought they were respectful. They treated me the same as everybody else.

If I could change something, it would just be all the [activities] they have going on. This isn't a regular school, they have stuff every day, every night. If they didn't, it would be easy to clean."

Stovall emphasized that all people deserve the same level of respect, regardless of their occupation. She said she hopes students remember she is a person, separate from her job. ✨



# Anonymous

Story by Megan Glasgow  
FEATURES WRITER

Art by Tatum Shore-Fitzgerald  
ART EDITOR



*\*Names changed for anonymity*

“IF I WERE TO EXPLAIN TO SOMEONE what [smoking] weed felt like, it would be like carbonated water,” John\* said. “It’s fizzy. You feel kind of bubbly. You talk too much, you laugh too much. Everything is heightened, and I guess that’s why it’s fun.”

John sets aside 20 minutes each night to smoke marijuana, a habit he started when he was in eighth grade. He waits between each hit, careful he isn’t getting too high and the smell isn’t too strong. His parents have no idea he smokes. Before getting high, John goes to school, works out and does his homework.

“I’m in all honors [classes,] and I smoke pot every day,” John said. “I’m taking all these classes, [so] I can’t dumb myself down with this stuff. I’ve turned it into a process and I’ve made it work for me so that it benefits my day.”

John said he smokes enough marijuana to get the psychedelic effects of the drug, while not letting it interfere with his daily activities. He vaped in middle school, but quit when he noticed that nicotine was affecting his endurance. John makes a point

not to smoke too much or let drugs consume his life, which he said required practicing and learning how much to smoke daily as he got used to the effects of marijuana.

“The whole point of me doing these things is to enhance what I do in [my] day to day life,” John said. “It’s adding to the things that I do. It’s not a burden, it’s just kind of a daily activity.”

Smoking marijuana hasn’t altered John’s mood, mental state or ability to work hard and be successful, he said. John’s close friend, Jack\* said John works hard at school and maintains a social life along with smoking.

“He’s a really nice, calm guy,” Jack said. “I’ve never seen him get mad. He’s very chill [and] he goes with the flow. He’s a smart kid.”

John said he would quit doing drugs if he experienced negative effects and feels confident he could do so easily. This may be harder than he thinks, according to Mary Frith, KHS nurse. She said drugs not only hurt students’ ability to focus and learn, but recovering from addiction can also have negative physical effects on students.

“It is affecting them, even if they’re taking small amounts [or] doing it sporadically,” Frith said. “You could feel fine, and it’s doing damage in your body that you don’t see and that you won’t know about until later on down the road.”

John said he has been judged because he smokes marijuana. He said most people who do drugs are labeled by other students as unsuccessful or a “stoner.”

“If I were to explain what [smoking] weed felt like, it would be like carbonated water.”

“Throughout middle school and high school, rumors have [claimed] that I’ve been this crazy drug addict,” John said. “I’ve maintained the same grades, same mental state, everything stayed the same. Even if you smoke pot once, people are gonna say stuff about you. Sure, I’d love it to not be that way. You can’t change it, so I’ve just learned to accept it.” ✨

## JOHN’S SCHEDULE

07:30AM	Go to school
03:00PM	Work out
04:30PM	Do homework
06:00PM	Eat dinner
10:30PM	Smoke
11:30PM	Go to bed



# Landon Evans

**K**IRKWOOD IS DARK IN THE EARLY HOURS of a Wednesday morning. The roads are empty, and all is quiet except for the occasional dog bark or church bell. It's past 2 a.m., and while most students have been asleep for hours, Landon Evans, senior, has just begun his AP Physics homework.

"I tend to procrastinate a lot," Evans said. "It might be a reason why I stay up [late]."

But homework isn't the only thing keeping him up until the early hours of the morning. Evans likes to use this time when no one else is awake to catch up on YouTube, play video games and relax.

At KHS, Evans is on the basketball, baseball and Ultimate Frisbee teams. When he has practice after school, he typically gets home around 5:30 or 6 p.m. Evans said this is prime nap time. He will nap until around 9 p.m.

"It's kind of embarrassing," Evans said.

He will then stay up until 2 or 3 in the morning. This sleep schedule takes a toll on Evans, and he said he feels the impact daily.

"I fall asleep in class a lot," Evans said. "Especially in my fifth hour, AP Physics. I fall asleep a lot in AP Calculus too."

He has stayed up late for most of his life, but since freshman year he has kept this same sleep schedule. He says that he has adjusted to this pattern and his family is used to him staying up late.

"My whole family goes to bed late," Evans said. "They don't hate me for it. But it is definitely unhealthy, and I know that. They try to get me to go to sleep on weeknights, but I don't listen too much."

On weekends, Evans finds himself staying up even later. He and a few of his friends have formed what they call the "No Curfew Squad."

"We get together at absurd times of night to eat food and visit stores," Holden Ave, senior and member of the No Curfew Squad, said. "Everything is more fun really late."

Evans goes to bed at 4 or 5 a.m. on weekends, and will wake up closer to noon. According to Jenna Yim, senior and member of the No Curfew Squad, Evans is aware that his sleeping patterns are abnormal.

"He seems more awake at night than he does during the day," Yim said. "I think it is because night time is more of his daytime since his sleep schedule is so messed up."

According to the National Sleep Foundation, biological sleep patterns shift during adolescence, meaning many teenagers tend to fall asleep later and naturally wake up later. Many teenagers have irregular sleep patterns during the week and on the weekend which can impact the quality of sleep and their biological clock. However, most teenagers are asleep before midnight during the week, several hours before Evans pulls out his homework.

"I probably have sleep deprivation," Evans said. "In the morning, if I need to, I'll grab an energy drink or take a couple of caffeine pills."

The National Sleep Foundation suggests that teenagers should be asleep by 11 p.m. in order to get a full restful night of sleep. Teens need eight to 10 hours of sleep a night in order to function best, however Evans gets around five hours each night.

"It's bad," Evans said. "But what can you say?" ✨

## LONDON'S SCHEDULE

07:20 AM	Wake up
07:50 AM	Arrive at school, AP Psychology
08:38 AM	IP
09:37 AM	AP Statistics
10:31 AM	Male team sports
11:25 AM	Lunch
12:03 PM	AP Physics, nap
12:51 PM	AP Calculus, nap
01:45 PM	English, nap
03:00 PM	Basketball practice
05:30 PM	Nap
08:30 PM	Dinner
09:00 PM	Homework, video games, YouTube
03:00 AM	Sleep

Story by Grace Klebe  
PRINT MANAGING EDITOR

Photo by Meg Murphy  
PHOTO EDITOR



KIRKWOOD CITY HALL



DELMAR LOOP







# DAY & NIGHT

*TKC photographers contrasted different scenes around  
St. Louis during the day and in the evening.*

**Photos by Sophia Beckman, Annie George,  
DeLila Green, Julia Knoll, Marnie Vahl**





# Unpacking KHS

Art by Celia Bergman, Mary Grace Heartlein, Cate McCandless and Bismah Syed

GREER SCHNIDER, freshman



GILLIS LOWRY, senior







