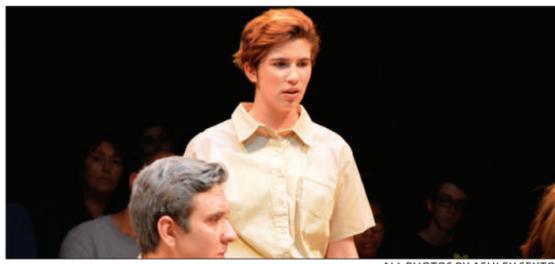


The fall play, "Twelve Angry Jurors," ran Sept. 28-30. Check out some snapshots from the show.



ALL PHOTOS BY ASHLEY SEXTON

NORTH POINTE

GROSSE POINTE NORTH HIGH SCHOOL

SINCE 1968



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WEDNESDAY, OCT. 4, 2017

UPCOMING EVENTS

HOMECOMING PARADE

Oct. 6
at Monteith Elementary at 5:30 p.m.

HOMECOMING FOOTBALL GAME

Oct. 6
at North Football Field at 7 p.m.

SAT TESTING

Oct. 7 at 8 a.m. in the Cafeteria.

HOMECOMING DANCE

Oct. 7
in the gym at 7 p.m.

PSAT TESTING

Oct. 11 from 8-12 p.m.

FALL CHOIR CONCERT

Oct. 14 in the Performing Arts Center at 7 p.m.

Dress for success

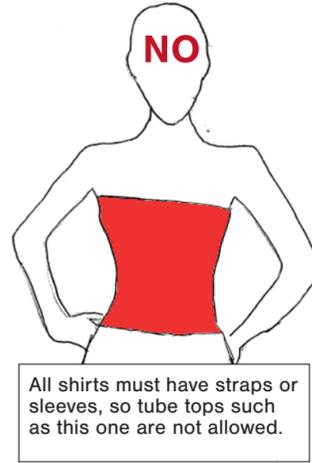
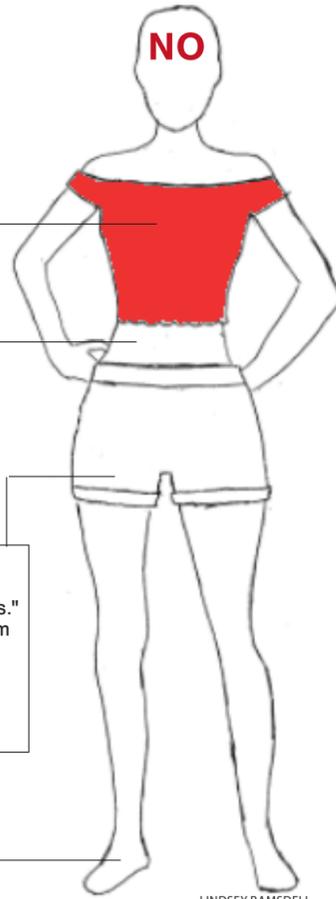
District reiterates clothing policy, allowing for more flexibility

NEW: Students are now allowed to wear shirts with straps instead of sleeves. However, the straps must fit the student's shoulders so they do not fall off like this. Transparent shirts are prohibited.

All shirts must cover a student's midsection.

NEW: Shorts must cover "a portion of the thigh at all times." This is different from the previous rule that stated, "shorts and skirts must be at least fingertip length."

NEW: The dress code no longer specifies against slippers, but it says that shoes must enable students to safely participate in all activities.



All shirts must have straps or sleeves, so tube tops such as this one are not allowed.



NEW: students can now wear tank tops to school, but the code does not state how wide straps must be and says that they do not have to cover bra straps for girls.

LINDSEY RAMSDELL

By Rory Angott & Emily Widgren
STAFF REPORTER & INTERN

Last year, the school board assembled a committee in order to revisit the district dress code. The committee came to the conclusion that some changes to the code were necessary.

“It tends to be very focused on what girls wear rather than what boys wear.”

Clare Loch
SOPHOMORE

The changes helped make the dress code less directed at girls. Some of the changes included that students are now allowed to wear shirts with straps and the length of shorts is less specific. However, off-the-shoulder tops and transparent tops are among the prohibited items. The changes have opened the door to a broader range of clothing for students.

According to Niche, a research organization, 48 percent of students in the United States see their school dress codes as moderately strict. In terms of uniforms, 23 percent of schools, public and private, have a uniform policy in the United States.

Although North students don't have to wear uniforms, sophomore Clare Loch believes that the dress code at North still has its ups and its downs.

“Well, it has pros and cons. It has brought good things, like setting boundaries for how people present themselves at school. But it's also bad because it really only affects a certain group of people: the young ladies that go to our school,” Loch said. “I think it needs to be more inclusive and less restrictive.”

However, Loch also said that there is still room for improvement. She said that the recent changes are a step in the right direction. While the code still requires all undergarments to be covered, it acknowledges the exposed bra straps for girls are not an issue.

One of the main goals of the School Board was to try to give students a bit more freedom with the way they dress so that they can better express themselves while at school.

“It doesn't really affect me personally. However, I know a lot of people are very sensitive to the dress code,” Loch said. “Mainly because it tends to be very focused on what girls wear rather than what boys wear. A lot of people think it puts a lot of pressure on girls to conform.”

Along with the less girl-specific rules, the dress code also doesn't specify against wearing pajamas to school. However, it does still say that shoes must enable students to safely participate in school activities, so slippers are still advised against.

Sophomore Michael Kehrig said that he feels that many students are still unaware of the changes in the dress code.

“A lot of people like to express themselves through the clothes they wear,” Kehrig said. “I mean the changes don't really affect me and I've never really had problems with it in the past but for people

that like those types of things yeah I definitely think it's a positive.”

Like Loch, Kehrig believes that the dress code is a step in the right direction, but it could be more relaxed.

“Well they could make the rules a little bit looser,” Kehrig said. “I think what's most important is that people are comfortable in the clothes they wear and that they like them.”

According to counselor Jennifer Sherman, the changes affect all of the people that attend our school.

“The greatest impact is on both students and staff. Both need to understand the changes and uphold them,” Sherman said via email. “It is a student's responsibility

“Both (students and teachers) need to understand the changes and uphold them.”

Jennifer Sherman
COUNSELOR

to come to school wearing appropriate clothes. It is the staff's responsibility to uphold the rules for those who don't.”

District discontinues special education adapted art, music classes

By Michal Ruprecht & Hannah Zalewski
EDITOR & INTERN

Parent Mary Ellen Kaiser was shocked when she was informed the first day of school that the adapted art and music classes her daughter took last year would be cut from the master schedule. These are classes for special education students taught by elective-specific teachers. But this year, they would be replaced with an adapted physical education class twice a day. According to parent Joan Mason, the change was made last spring by the School Board as part of the budget cuts.

“I find this unacceptable ... my daughter was just stripped of those same opportunities (that general education students have) even though she has seven periods a day,” Kaiser said at the Sept. 11 School Board meeting. “I'm here fighting not only for her, but for all special ed students coming up in the system. Parents with special ed first graders should be concerned about special ed services being cut in order to balance the budget.”

At the end of the last school year, Mason met with director of student services Stefanie Hayes to discuss the decision. According to Mason, Hayes indicated that there would be new, certified special education teachers hired through Wayne County RESA. The organization provides services and support to school districts in Wayne County as well as money to oversee ACT 18 Programs or Special Education Programs for Handicapped Children.

In other words, the district taps into funds available through Wayne County RESA but does all of its own hiring for teachers and paraprofessionals for adapted art, music and P.E. classes.

According to Superintendent Gary Niehaus, teachers have to be highly qualified in both special education and certain elective areas like P.E. to be eligible for ACT 18 funding. The adaptive art and music teachers were highly qualified in special education but not in art and music. Co-teaching art and music classes makes funding available.

The district hired 2.8 teachers through ACT 18 funding for the 2017-18 school year. They will work throughout the district but primarily among the elementary schools.

At the Sept. 11 meeting, parents Karen Grobbel and Kaiser said that they weren't informed about the change at their last Individualized Education Program meeting in June, which outlines the special education students' personalized curriculum. The unanticipated announcement that adapted classes will no longer be in the master schedule angered Mason, Grobbel and Kaiser.

Niehaus agreed that communicating the change was a challenge and that the district could do better.

Although the change comes as a surprise to some parents, Hayes said she has seen integrated general education classes work well in the past.

“Our kids are awesome. The general education students that support and work with our kids in those programs and classes tend to all benefit from being part of it,” Hayes said. “(This) shows our commitment to having our students included with all students in each building.”

If special education students opt to take an art and/or music class, they must join general education students in a non-adapted class. This change mainly affects special education students with cognitive impairments, as some students with autism spectrum disorder have already taken classes with general education students.

CONTINUED ON PAGE 2

INSIDE

“I'M HERE FIGHTING NOT ONLY FOR HER, BUT FOR ALL SPECIAL ED STUDENTS COMING UP IN THE SYSTEM.”

PAGE 2

“NUMBERS ARE A DOUBLE-EDGED SWORD IN THE WORLD OF ATHLETICS.”

PAGE 8



IN BRIEF

Homecoming court ballots go digital

Every year for homecoming, students are asked to select one boy and one girl who represent the best aspects of their class through character, academic performance, involvement in extracurricular activities and ability to make all members of the class feel welcome. This is the first year North has used electronic ballots for this process.

Each student received an email last week with a link to a Google form that allowed them to nominate homecoming candidates.

English teacher and Student Association adviser Jonathan Byrne is a part of the homecoming organizers who will announce the winners.

"This is our first year using an electronic ballot process. Other than it being electronic, though, nothing else has changed," Byrne said via email. "We haven't done it this way before, but I don't foresee any major problems."

Byrne is the only one who will know the results before they are announced.

Students compete in math competition

On Tuesday, Oct. 10 at 8 a.m., the Mathematics Michigan Prize Competition will be held. The competition will last about 100 minutes. This event is sponsored by the Michigan Section of the Mathematical Association of America and is open to all students in high school for a fee of \$5.

The test is divided into two parts. All participants take the first part, and the top 1,000 scorers move on to the second test. From the second test, MSMAA will honor the top 100 at an awards ceremony and give \$20,000 in scholarships ranging from \$250 to \$2,500.

Math teacher Katy Vernier recommends any student interested take this test, even though it covers topics ranging from Algebra to Calculus.

"I believe the students who have a better chance of being successful are juniors and seniors. On the other hand, I have seen freshmen make it to Part Two," Vernier said via email. "(This) is an opportunity for students to really challenge themselves with the possibility of scholarship money if they are successful."

By Syeda Rizvi

Counseling office undergoes renovation

Those who frequent the counseling office may notice the new spacious and organized atmosphere. They can thank counselor Jennifer Sherman.

"We felt like (the counseling office) didn't really display what we wanted it to display. So we asked for some donations, we got them, and we thought we did a good job making that space better," Sherman said. "Students have been now working at the desk, so it's giving students a place to work. It's more comfortable."

Sherman and the rest of the counseling department are proud of the space and feel it is an all-around better environment.

"I feel more confident because we have a lot of guests from colleges all over the country, and so for them to walk into the space and use the table and have the nice lighting ... makes me feel more confident about having guests in," Sherman said. "So I've really started to see a change, but I'm hoping it will continue throughout the year."

FAFSA opens

Student loans are a common cause of stress for students, but there are always tools available to help minimize the cost of college in order to make higher education possible for anyone. One of the more well-known is the Free Application for Federal Student Aid. FAFSA is one of the many financial aid programs offered, and counselor Brian White recommends everyone complete it.

"All students should do the FAFSA," White said. "Even if you are not eligible for the financial aid, some private scholarships and some merit-based scholarships they will not give you without the FAFSA."

FAFSA is an asset even to those who are not eligible for financial aid. Many colleges depend on FAFSA to grant students a variety of scholarships and if neither you nor your parent has made a FAFSA account, there is little the counseling office can do to help you receive that scholarship without it.

"Without it, you don't move forward with a need-based or merit-based aid for some of the colleges," White said.

By Abi Murray

Teachers buy class spirit shirts

Homecoming week brings spirit days, one for each class. Now, teachers can buy spirit shirts too. Alyssa Sandoval, English teacher and the Class of 2020's advisor is very excited for this change.

"I think that many will make the decision to do so in the coming years," Sandoval said via email.

Sales were good this year, and are expected to rise next year as awareness of this option increases.

"The option of purchasing a Spirit shirt is a direct representation of what North values are: love for our school and the community within it," Sandoval said. "I know that so many faculty members of GPN represent each class by wearing the respective colors during the Homecoming Spirit Week, so this option will just make choosing a color-coordinated outfit that much easier."

By Arzoo Chhaya



RUNNING THE ROUTE | Freshman Ethan LaCroix catches the ball at the Sept. 28 freshman game against Cousino High School.

BEHIND THE HELMET

Head trauma causes Chronic Traumatic Encephalopathy in addition to concussions in professional football players

By Sonny Mulpuri & Erin Kaled
WEB EDITORS

At 6-foot-1 and 245 pounds, professional NFL player Aaron Hernandez has had three successful seasons with the New England Patriots. Off of the field, he was supported by his fiancée and small daughter. The 23-year-old rookie tight end was captivating the world.

Then in 2013, his world flipped upside down.

Hernandez was charged with the murder of Odin Lloyd. He was indicted and sentenced to life in prison without a possibility of parole. His story came to a traumatic end on April 19, 2017 when he was found hanging from his cell in an apparent suicide. Evidence pointed to the biggest factor of his behavior: Chronic Traumatic Encephalopathy.

CTE is a brain disease caused by repetitive brain trauma. Commonly found in football players and other athletes in contact sports, the disease was not acknowledged by the NFL until 2009.

Athletic trainer Lizzy Landa is aware of the connection between concussions and CTE, but it isn't something that is a common occurrence when an athlete walks into her office.

"Mostly, former NFL or older athletes who have played football or other contact/collision sports in the past that have experienced multiple concussions in their lifetime have been affected by it," Landa said. "Chronic is the key word here. Chronic means that it has been going on for awhile or hasn't really healed in a

sense that other injuries are affecting it as well. So multiple concussions or head injuries can result in Chronic Traumatic Encephalopathy."

The brain disease usually shows early symptoms in patients during their late 20s or 30s. CTE is also commonly seen in military veterans, boxers, hockey players and victims of domestic abuse.

Common signs of CTE include memory loss, confusion, depression, aggression and difficulty with balance and motor skills. Patients have a higher chance of developing dementia as well.

"These symptoms often begin years or even decades after the last brain trauma or end of active athletic involvement," Landa said.

Currently, CTE can actually only be diagnosed after death. According to the Journal of the American Med-

ical Association, at least 110 out of 112 tested former NFL players have been diagnosed.

However, new research from Boston University has uncovered a method to find CTE in living patients.

Senior John Lizza is aware that every time he steps foot on the field, there's a risk of him becoming injured mentally.

"(CTE) is an aspect of the game that's pretty well known, and every player has been warned about it from anyone concerned about them," Lizza said. "But, if you love playing football, it's something you never worry about."

CONTINUED ON **PAGE 8**

Cutting classes

CONTINUED FROM PAGE 1

Special education students still have access to the same electives as general education students, Hayes said. However, enrolling in general education classes requires a long process of scheduling. In addition, many students need a paraprofessional to go with them, which makes scheduling even more difficult. Mason said that the special education department began working harder to accommodate special education students' needs after the discussion at the meeting.

Also, many parents are concerned that general education classes won't meet their children's needs, as these classes aren't adapted to special education students and can eventually lose meaning to them.

"There are a lot of special ed kids for whom the placements are official. Their parents want them in there, and that is great, and I am for whatever works for the student. But, the curriculum in the high school music or choir classrooms are designed to be competitive, performance-based, and they are not singing music that is going to make sense to some-

one with a significant disability," Mason said. "The chances of the experience in a general education classroom at the high school level for a lot of these particular students being of benefit to them is small."

Special education teacher Ellen Nichols prefers to give her students the opportunity to learn with general education kids. She said it helps them work on their social skills.

"We want to make sure that we're doing right by all our kids,"

Stefani Hayes

"Some of my students go to an art class second hour, and it's a (general education) art class, and I kind of prefer it that way because then my students get to get out of this class-

room, and they get to be in the (general education) setting, which doesn't really happen that often. So they get to be around other kids that don't have special needs. I think that benefits everybody," Nichols said. "There is a lot of modeling that goes on that they get to see, and they get to see new faces and meet new kids that they haven't met before."

Nichols added that even though art and music classes aren't officially part of a special education student's schedule anymore, the additional P.E. class time is beneficial. She has noticed that her students enjoy the physical activity and understands that teaching them about nutrition and lifestyle is important as well.

Although general education classes aren't for the right fit for all special education students, Hayes said she wants to continue to accommodate those interested that meet requirements to learn in those classes. "I just know that it's a concern area that we want to make sure that we're doing right by all of our kids," she said. "We're going to do the best we can to make every kid have access to their curriculum, to their peers and to the electives."

Special education budget breakdown

Old VS. New

Adapted classes
Specifically tailored art and music classes were run by certified special education teachers last year.

Mainstream classes
Special education students could opt to take general education electives if they're qualified to.

"I find this unacceptable ... my daughter was just stripped of those same opportunities (that general education students have) even though she has seven periods a day."
-Mary Ellen Kaiser

Adapted classes
The only adapted electives are physical education classes, which are offered twice a day.

Mainstream classes
If a student wishes to take an art or music class, general education electives are the only option.

NORTH POINTE

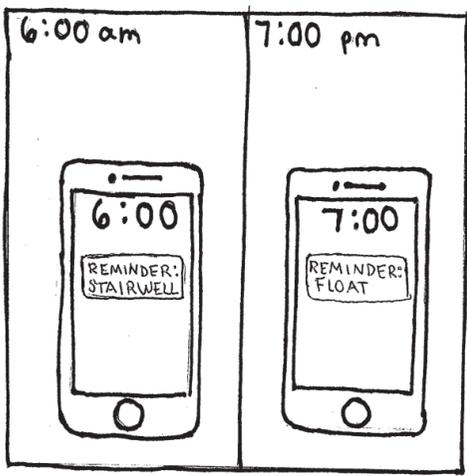
"Grosse Pointe Public School administrators and teachers are responsible for encouraging and ensuring freedom of expression and freedom of the press for all students, regardless of whether the ideas expressed may be considered unpopular, critical, controversial, tasteless or offensive."

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Our editorial represents the opinion of the North Pointe Editorial Board consisting of the editors above. Members who have a conflict of interest with an editorial topic do not partake in that meeting or vote.

Show up or shut up



LINDSEY RAMSDELL

Dear Students,

In a few days, our sea of yellow, green, black and white t-shirts that floods the hallways will be gone. We'll swap them out for suits and tight-fit dresses. Homecoming is near. It's spirit week.

The cherished tradition of spirit week and the homecoming dance is one that lies on the backs of student council members and class advisers. Thanks to fellow classmates and faculty, we can come together in an awesome show of both school spirit and class pride.

While tensions can run high between grades, it is not unusual to get caught up in the competition. Often, the competitive spirit can bring out the worst in us. Pointing out flaws in every grades' presentations is easy to do for a student who contributed nothing to the festivities. Student council members work countless hours to design shirts, floats and the stairwells and shouldn't be constantly criticized for their efforts by their peers.

It's always easy to complain about something you didn't do yourself. When backhanded comments are made about your class's stairwell, the hours of hard work that went into making it are not being put into consideration.

Not every person has the time to go to float building or early morning student council meetings, but the opportunity to make a change still stands. Being a bystander in something that is meant to connect the student body serves no purpose. Homecoming is an opportunity for everyone to get involved in their own class and also enjoy some good-natured class competition.

As with all things that involve teenagers, there will be complaints. But if that complaint is about something you did not contribute to, it's basically useless.

We are only in high school once and everyone's voice matters and can make a difference, so instead of just voicing negativity, the Editorial Board urges students to go out and be a part of the homecoming process.

Float building, stairwell assembly before and after school, and even just attending meetings are all options available to students, even if you aren't on student council. If students don't have the time to participate in the homecoming preparations, instead of complaining, we can still appreciate the time that someone took to make it happen.

Talking negatively about how things looks isn't going to fix anything, it will just put other students in a bad mood during a time that is supposed to be fun for everyone.

Without hardworking students and faculty, there would be no homecoming. Spirit week would be just another regular week. For something so memorable in one's high school experience, the effort behind it all is harshly ignored. Because of this, the Editorial Board suggests to underclassmen that they get involved while they still can.

Seniors, for your last homecoming, take a step back and take a moment to appreciate the work that has gone on these last four years. The stairwells and floats that have represented our classes have ultimately represented you.

Also, remember that it is not too late to start making a difference. Student council meetings are open all year and with upcoming events such as prom and graduation, there are still many ways to give back to your school.

To put it bluntly, you need to show up or shut up. If you want to make a difference, you have to go out and do it yourself. Otherwise, your complaints will only contribute to creating a bad atmosphere. You only get as much out as you put into your high school experience, so if you want to remember being dissatisfied with the things that made your four years special, like homecoming and spirit week, that's your prerogative.

This goes for all student-organized functions. From football game themes to prom, there's no use in complaining without actually taking action to implement change. Being a part of the planning process can only make the event more enjoyable, so students should take advantage of the collaborative environment that our school offers.

Responsible for readjusting

As nights start to pass, days start to fade and August turns into September, teenagers start to realize school will be starting soon.

Each year, it's hard to get back into the swing of waking up early, going to school all day long and then coming home to do homework that you've been assigned after an intense day of learning. A new school year has begun, and it can be tough to readjust to the routine.

For the past two and a half months, we've been accustomed to staying up late and sleeping in until our heart's content, but once school starts, we no longer have that luxury. Now the days of socializing and hanging out with friends are replaced by studying and group projects.

It isn't easy to adapt to going back to school as kids can feel gloomy, tired and out of whack. Students must deal with harder material and meet higher expectations. Materials that a student completes for the new year will be more intense, and greater expectations will be placed on it. Going from long, lazy days to drawn-out stressful ones becomes something that we must adapt to yet again.

A new school means new classes and meeting new people. Anxiety can be high, especially for teens as they try to "fit in" or be included in the right group. Nobody wants to be left out, and sometimes this results in putting too much pressure on ourselves.

Teenagers strive to be the best at everything, however becoming nervous or anxious isn't bad—we have all felt this way before. It's just a matter of making the most of the

opportunities that are presented. We need to take that risk and make a new friend or work in a group that is different from the norm. It will all pay off in the end, and it will make the year less stressful if all of us can learn to take risks.

With school starting back up, time management becomes a problem again. Sports, extracurricular activities and clubs become additional obstacles for students throughout the school year, which can impact academic achievement. Learning to manage time and being able to take care of academic responsibilities is vital.

Sleep deprivation can be very common in the first few weeks of going back to school. The adjustment isn't always easy, but it's critical for students so they can complete their tasks during the school day.

According to www.health.usnews.com, teenagers between 13 and 18 should be getting eight to 10 hours of sleep each night. This usually isn't the case, and it can be harmful in many aspects.

Students' performance could become lower on tests and assignments because our bodies need enough rest to function each day. Without proper sleep, the year won't start off well for anyone. Working on an assignment at 10 p.m. isn't a bright idea because it can affect our ability to think critically the following day.

Academic workloads increase every year, and students have to learn to adapt to them. The beginning will be a struggle and maybe you won't succeed on your first test or assignment, but that's part of human nature. Teenagers need time to adapt to their regular routines. As weeks go by, the days will get easier. For kids of any age, it's all about repetition, and if they repeat the same process every day, they'll see that going back to school isn't a bad thing at all.



MY TURN
ADAM
SCHWARTZ



ANOTHER VIEW
SOPHIE KEHRIG

The Meritocratic Myth

Throughout my life, I've been regularly reassured that if I work hard, I will ultimately go on to be successful. Success here means a stable job that secures a person in the middle class. I think it's safe to say that most students share that experience.

What many people might not realize, though, is what a privilege that is. It sounds strange to say, that having one's efforts pay off is a concession rather than a right, but hear me out.

For other students at numerous high schools in Michigan, hard work or high marks didn't matter nearly as much as wealth when applying to college.

After analyzing new data from the Michigan Center for Educational Performance and Information, Bridge Magazine concluded that "not all high schools are created equal in preparing students for future success. In some districts, nearly every graduate enrolled in college. And in others, very few did."

According to the data, money is directly correlated to quality of education and student success. This means that in order for students to perform well, a school must be well funded and prepared for those students. It's easy to see what happens when a school isn't, and it's never pretty. There's evidence of this in our own backyard.

According to the Detroit Free Press, as of 2016, "one third of failing schools in Michigan are in DPS." Coincidentally, those are some of the most funded schools, in the poorest areas of Detroit. Insufficient education leads to poor job prospects, which almost inevitably leads to poverty.

In this country it's difficult for impoverished peoples to obtain the level of education they need because schooling is typically subpar in low income areas. This perpetuates a cycle of poverty that can likely only be broken with an increase in the allocation of money and resources toward those schools.

I've heard family members, strangers and fellow students alike assert that low income schools perform inadequately because of a certain "mindset", where hard work just isn't a priority. Basically, this asserts that if only they were more diligent, more industrious, those students would be successful. But how are students supposed to get where they need to be without the capital to get them there? Schools exist because kids cannot educate themselves on their own.

North is the 12th best public high school in Michigan. Although it might be nice to say that students here are simply special, it would also be horribly myopic. We have better teachers and more resources at a public school than most people could dream of. North's test scores are so far above the national average not because everyone attending is some inherent genius, but our ample budget that ensures the quality of our education.

As Norsemen, we're called to "protect this house," but we must also understand what living in this house means. We're just like any other students in the U.S., beside the fact that we happen to attend a particularly exceptional school, not the other way around.

It's imperative that we check our privilege and maintain awareness of how fortunate we really are, lest we acquire the entitlement or arrogance that would discredit the achievements of our home.

YOUR TURN:

Do dress codes equally address boys and girls?

By Bea Castro and Katie Link



"Some of the time guys could get away with wearing cut up shirts or something like that and a girl, they can't show as much body parts and stuff like that."
Allen McCraw
FRESHMAN



"I don't think the dress code for boys and girls is equal. I feel that they are more strict with what girls can wear than they are with what guys can wear."
Meg Pangborn
SOPHOMORE



"I believe the dress code at the school is okay. It's reasonable and teachers don't really yell at kids for it or anything, so I feel like it's alright to have."
Andrew Justice
JUNIOR



"The tone and the words they used were so much stricter for girls. It was like, you must explicitly follow these instructions or you'll be kicked out of the dance, and then it was guys, if you don't have"
Mac Fradeneck
SENIOR



"From what I've seen about the dress code so far, the rules might be pretty equal. It seems like guys are always in dress code wearing either pants or shorts and girls are always in dress code wearing either pants or leggings"
Dennis Koch
MARKETING TEACHER

NORTH POINTE

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FACULTY ADVISER: Shari Adwers, MJE



Fall play says farewell

After months of rehearsals, the drama club wrapped up their fall play "Twelve Angry Jurors" on Oct. 1.

By Katelynn Mulder
EDITOR



TABLE TALK | "Twelve Angry Jurors" ran from Thursday, Sept. 28 through Sunday, Oct. 1. "It's about 12 jurors who are on the case of a boy who murdered his father. Most of them think it is open and shut like 'We are just going to get this done and leave,' but one juror decides that 'No, we aren't just going to not discuss it' and they vote not guilty," senior Mac Fradeneck said. Fradeneck played Juror 10. "And the show just goes throughout their thinking, and a lot of different theories as to how the boy didn't kill his father and all that until everyone votes not guilty in the end."



ANGRY AND ANNOYED | Senior Mac Fradeneck appears annoyed as she listens to what other characters have to say. "The show is really good. I feel like people who have been in it have said that it's really boring, but that is because we run it every day," Fradeneck said.



CHARACTERIZATION | Senior Ruth McCuen and director Sean Kifer talk during one of the final rehearsals for "Twelve Angry Jurors." "There are some really good (characters). Every character is kind of their own. I love Juror 7. I love her character. She is just funny. And Juror 8 is great, she is so passionate," Mayernik said. "I think that we have an old man which is really funny and like literally he is just like a cute little old man. And that's Juror 9, I think, and he is so funny. Every character is so different, so that's great."



FINAL TOUCHES | Director Sean Kifer and a group of students discuss the stage knife prop during one of the last rehearsals Senior Demetri Gritsas who plays Juror 12 thinks the controversies throughout the play are needed in today's society. "I think that (the controversy is) great because if we don't really cover them then everyone is just going to kind of be like 'OK,'" Gritsas said. "I would say that this is kind of a better way to bring it up, more than a political debate or something. It's a fun way to kind of educate people to see that there are two sides to every story and you can kind of explain that through a play rather than through a lecture."



TOUGH CHOICES | Senior Demetri Gritsas is contemplative. Gritsas plays Juror 12, one of the more stubborn jurors. "My character, he is very stubborn. Definitely stubborn because he just really doesn't want to change his opinion during the beginning," Gritsas said. "And he also has a clique of other stubborn jurors and he's the first one out of the stubborn group to start to really think and change his mind."



Ramsha Rizvi

Many students are born in the U.S., but junior Ramsha Rizvi calls Toronto, Canada home.

Rizvi said that she returns to Canada on holiday vacations with her family.

"I have a house there and then my old school, I visit there a lot," Rizvi said.

"And, my best friend lives there, and then a bunch of my family."

She recently visited Toronto in August to sightsee at Niagara Falls and other tourist attractions.

Rizvi added that spending time with her family was a highlight of the trip.

"I think it's really important to balance my life and have enough and make time to do school work, and at the same time make a lot of time for (my family), which I think some people will have difficulty doing," Rizvi said. "Every summer, every opportunity I get, we go back."



Joshua Iacovoni

Moving across the country is something some students may have experienced, but sophomore Joshua Iacovoni bounced around a bit more. He moved from Missouri to Tennessee and then back to Missouri, all prior to entering Michigan.

"I lived in Tennessee for one year, and then we moved back after that year," Iacovoni said. "I had just lost all of my friends moving there, and just when I was making new ones and finally getting new friends, I had to move back (to Missouri), so that was kind of a tough experience having to go back and forth between friends, and then having to remake the ones when you came back."

Although relocating has forced Iacovoni to struggle with sustaining relationships when he moves away, he enjoys meeting different people along the way.

"The one thing that gets me going is the fact that I have friends there that help me make life a little better."



Addison Rausch

Sophomore Addison Rausch decided in elementary school she wanted to become an author. However, Rausch's world shifted when she signed up to do makeup for the school play in sixth grade.

"I've always had a sense that I wanted to be on stage and center of attention ... being the center of attention was everything in elementary school, but then it hit middle school, and I went to be in the production but I didn't like it," Rausch said. "(Then) I met Lee Daniels, who is now in New York, and they taught me about backstage and they welcomed me into the world of backstage theater and that's where I decided I wanted to try that out."

Since that year Rausch has been involved in every school production, she even was the Stage Manager for some of them in middle school.

"I really found my passion and it just kinda clicked and all of a sudden I knew what I wanted to do when I grew up."



By Colin Haroutunian, Ben Uram and Jordan Craighead

FIVE MINUTES WITH Orchestra teacher Noah Zogas

By Mariah Loper
STAFF REPORTER

Since he was a child, orchestra teacher Noah Zogas has been immersed in the performing arts. His parents were both educators and musicians and were Zogas' biggest inspiration in leading him to what he is doing now.

Zogas' dad was a drama director, which meant Zogas was constantly surrounded by music, theater and dance. His dad would take him to plays and shows and expose him to a variety of forms of performing arts. "I grew up running around the theater and (my parents) were fantastic examples of a married couple and fantastic examples of how I want to be as an educator," Zogas said.

Following in his parents' footsteps, Zogas was keen on being a violinist from a young age. Later he discovered that he wanted to teach others as well.

"I've been a musician since I was a young child, and I've made that a big portion of my life, and I want that to continue on," Zogas said.

Besides his parents, Zogas has had many other mentors throughout his life that have instilled in him a passion for music. Several of his own teachers exemplified traits that he respects as a teacher.

"(One of my instructor's) name was Gigi. She was Romanian and was very strict but really cared about my development as a violinist and put a lot of effort into me, and I will always remember that," he said. "(Another influence was) my violin professor in college, who I still talk to this day and ask for help and guidance and respect."

Those who introduced Zogas to music had a powerful impact on his life. Now, he he wants nothing less for his own students.

"I would like to be remembered by my peers as someone who is respectable in society and has done a lot of good work for others and has done something especially here at North with the music program and helped develop it," he said. "(I want to) create something more with me being here."



WORDS OF INSPIRATION | Besides music, Zogas is very grateful for his wife and family. "I'm lucky being married to my wife Rosie who's also a violinist and we are able to share a bunch of memories and activities together work and non-work related and that has been a great joy."

BIGGEST INFLUENCES

I'd say two of my best influences are my mom and my dad, both of whom are teachers, and my dad was a drama director who had many shows ... and they were fantastic examples of a married couple and fantastic examples of how I want to be as an educator, and I have many string teachers (who influenced me).

FAVORITE TV SHOW

My all-time favorite TV show is "The OC."

FAVORITE VACATION

This past summer I was in Europe for two weeks, and I was in Italy, and I went to Rome and Florence and then went south to the Amalfi coast, and that was fun and memorable.

FAVORITE ACTIVITIES OUTSIDE SCHOOL

In my free time, I sail. I am an avid sailor. I am out on the lake about three to four times a week racing out on Lake St. Clair, and I do a lot of racing over the summer, and I really enjoy that.

FULL CLASS

WIKIMEDIA COMMONS

Change in district policy leads to larger class sizes, concerns about effects on student learning, achievement

By Lindsey Ramsdell & Michael Hartt
EDITOR-IN-CHIEF & INTERN

As she begins teaching her second year of AP Chemistry, Kristen Lee faces her largest year of enrollment. However, changing district policy only allows for her to have one hour for AP Chemistry, leaving her with a full classroom of 34 students.

“The complications I have experienced are, not having enough desks for the number of students, so I had to bring in two tables,” Lee said. “Also, laboratory investigations are a large part of AP Chem and there are challenges in having enough equipment for the number of students and safety concerns. For example, the last lab we did had 26 flames burning, which can be dangerous with so many students.”

As the district budget and enrollment shrinks, the School Board has had to take measures to save money. One change that can be noticed by all students was the increase in class sizes. The required number of students for a class was

raised to 20 students. This means that before a class can be split into two separate hours, there must be enough students for each hour to have at least 20 kids. This was done to reduce the number of staff and resources needed throughout the year.

While this has not affected all classes, some that are on the borderline of the minimum number have had to be cut, or consolidated into one hour. Lee is one of those teachers that does not quite have enough students to create two hours, and has had to deal with a teaching a class that is larger than average.

Class size has been a concern for parents and educators for years. Annual surveys conducted by the New York City Department of Education have demonstrated that the top priority for parents is reducing class size. It’s generally thought that a smaller class size increases student-to-teacher interaction, which leads to increased learning for students. According to the Center for Public Education, a class size of 18 produces the greatest results in academic achievement.

This conception was supported by a study conducted by a research organization in Tennessee from 1985-1989. In the trial, random students from grades kindergarten to third grade were placed in classes of varying sizes. The students in smaller classes performed five percent better on standardized tests.

However, the Tennessee study, among others, has shown the effects of class size are seen most prominently in the primary grades. There’s less research on reducing class sizes in the upper grades because the variables are harder to control. At the high school level, reducing class size has really only brought about gains in minority and low-income students that have a history of low performance in school. Senior Hannah Naimo, who takes

AP Environmental Science, hasn’t seen any complications in the class or her learning because of its larger class size. She said that if the class size was a little smaller they could possibly be more productive with their time. Other

than that, she feels that the more students in a class, the better the environment is for collaboration and group work.

Researchers generally agree that lower class sizes, at least in younger

grades, are linked to positive educational benefits such as better test scores, fewer dropouts and higher graduation rates, especially for disadvantaged children.

However, there is disagreement over whether these effects are substantial enough to outweigh the money that is saved by districts in hiring less staff.

Sean Duffy, a longtime Grosse

Pointe resident who has a child at North, agrees that large class sizes do not positively affect most students. But, even though research shows that parents are the most concerned with class size, Duffy does not think that it is an issue for Grosse Pointe Public Schools.

“The quality of education and environment of GPPSS could offset any negative effects of larger class sizes,” Duffy said.

Senior David Daher, who is in AP Chemistry, doesn’t see having a larger class as a difficulty at all. In fact, he prefers it that way.

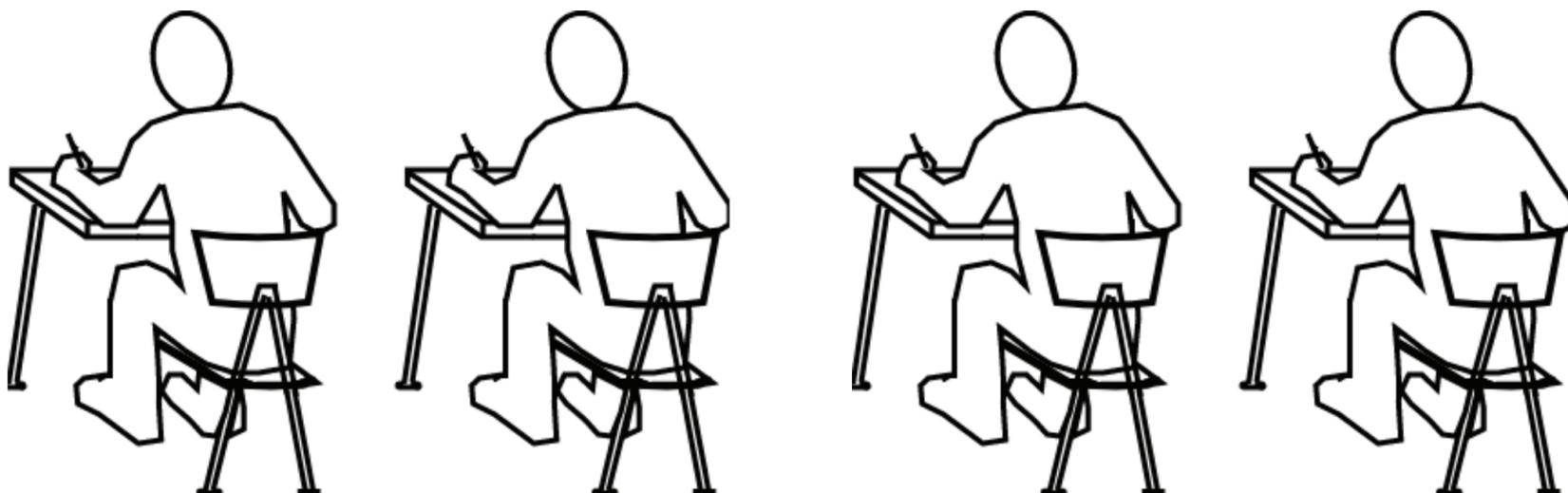
“I like having bigger classes,” Daher said. “It’s easier to communicate with others to get a good understanding of what’s happening in the class.”

Lee agrees with Naimo and Daher. She said there are benefits to having a larger class, even though she has had trouble with lab safety and resources.

“(There are) more ideas to consider and greater opportunities to collaborate with different students,” Lee said.

“With a larger class it means you can interact and just communicate with more people.”

David Daher
SENIOR



Brand awareness: the costs that come with wearing name-brand clothes

By Sofia Ketels & Sophie Kehrig
PAGE EDITOR & INTERN

In high school, the trends of the “in crowd” are fleeting. One day, Aeropostale logo shirts are all the rage, and the next that same business is filing for bankruptcy.

Despite this inevitable phenomenon, a Grosse Pointe staple for decades now has been a clean-cut, preppy look supplied by high-end stores such as Vineyard Vines and Lilly Pulitzer. Junior Max Driscoll believes the pricier threads are well worth it.

“It’s a very ‘prep’ style, which I think is something that’s super popular in Grosse Pointe specifically because we are on the water. We’re kind of like a prep-style community,” Driscoll said. “Why buy a bunch of cheap stuff when you could buy something that you know is gonna last you a year or two?”

However, social studies teacher Daniel Gilleran believes that Grosse Pointe’s affinity for these higher-end brands has less to do with quality and more to do with the work of marketers and the malignancy of clothing trends once they reach North’s halls.

Junior Isabella Hicks agrees that a name brand can be enough to sway students without them even recognizing it.

“I’ve met people who are completely oblivious to it,” Hicks said. “It’s the allure of having the main brands.”

While Driscoll believes that quality is the motivating factor behind the so-called Grosse Pointe uniform, many, like Gilleran, say otherwise. A single white, long-sleeve t-shirt from Vineyard Vines costs \$48. A top in the same style and color is just \$5.68 from Hanes.

Both claim to be sturdy and are 100% cotton. The only difference, of course, is the infamous whale logo on the Vineyard

Vines shirt. Gilleran finds it interesting to examine what’s so important about a screen printed whale that makes it worth the extra \$42.32.

“Most people have that sense of belonging,” he said. “They want to be a part of a group. And if you don’t participate, sometimes there can be social consequences.”

For thousands of years clothing has been used as a social cipher, from ancient Egypt to Trump’s America. Certain colors and styles have signified social rank, socioeconomic standing and occupation. The same is true today. That simple whale icon is not a cute cartoon to North students, but a calling card—a means of identification.

Hicks suggests that although stereotypes aren’t always valid, it’s usually easy to tell how a person spends their free time based on how they dress.

“(People who) sail or something, they wear similar things because they spend a lot of time in similar situations,” he said. “And then people who run will wear similar things to school because they all know each other.”

To junior Max Driscoll, the ‘preppy’ aesthetic is a passion in and of itself, as opposed to sports or other interests that his peers may have, saying he gets gratification from others complimenting his clothes and that everyone has different interests that they draw satisfaction from.

“For some people, I don’t think they necessarily care about the brand,” he said. “I don’t think it’s been used to alienate a lot of people.”

Money is a significant factor that makes this Grosse Pointe aesthetic unique, according to Hicks. She believes it’s a sort of hive mentality, where people prefer to match their friends to fit in, and according to Gilleran, they will spend a large part

The Price of Prep



SOPHIE KEHRIG

of their disposable incomes to buy clothes that will help them conform to the ideal. The average North student stands at a higher socioeconomic status than the average American, and Hicks believes that this could have worked itself into Grosse Pointe’s fashion trends.

“A lot of the nicer brands cost a lot of money,” she said. “People talk a lot about the Grosse Pointe bubble. We’re all kind of—in a way—closer-knit so we get ideas

from each other.”

Like most things, Gilleran believes that these trends, too, will change.

As seen with Aeropostale, many brands may come and go with the changing tides of trends, though the signature preppy Grosse Pointe style remains unflinching.

“There’s kind of like a life cycle with many brands,” Gilleran said. “The brands just change. People are trying to buy into that acceptance. They do it all the time.”

lovelytheband garners Cali vibes in debut EP

By Zoe Graves
PAGE EDITOR

Even without knowing the background of lovelytheband, fans could figure out they're from California. Everything about their first EP "everything i could never say..." screams Los Angeles, screams California, screams West Coast.

The product of a drunk night out, the L.A. natives are already hitting it off with listeners. Made up of guitarist and frontman Mitchy Collins, guitarist and keyboardist Jordan Greenwald and drummer Sam Price, lovelytheband have undoubtedly made one of the best debuts of 2017.

Featuring a mix of alternative and indie qualities, "everything i could never say..." is filled with laid-back verses and driving choruses. The album is an experience—listeners don't know whether they want to get up and dance around to it or just sit back and listen.

Collins' voice has a hypnotic tone to it—especially on "coachella"—that makes it easy for listeners to vividly picture what's going on in these songs. The group of twenty-somethings manage to take a generic sound and turn it into something unique while still maintaining a feeling of familiarity.

The ideals in "coachella" and "make you feel pretty" describe the two types of stereotypical girls in Los Angeles—the one searching for fame and the one searching for fun.

Each song on the record talks about a different relationship experience, from a weekend at Coachella with someone special to girls who only care about their appearances and money.

This is an album that listeners should blast while driving down the coast on the way to the beach with friends. These are songs that could be heard in a movie or television show. They give off a vibe that makes listeners want to sit back, relax and ignore all their problems. Despite the fact that some of the meanings of the songs aren't the most positive, the rhythms are still something that make people want to have fun.

If wrapping sad messages in an upbeat package was the assignment, lovelytheband would pass with flying colors. The lead single, "broken," talks about falling in love with someone just as messed up as they are, yet somehow managing to make it work throughout the struggles and differences.

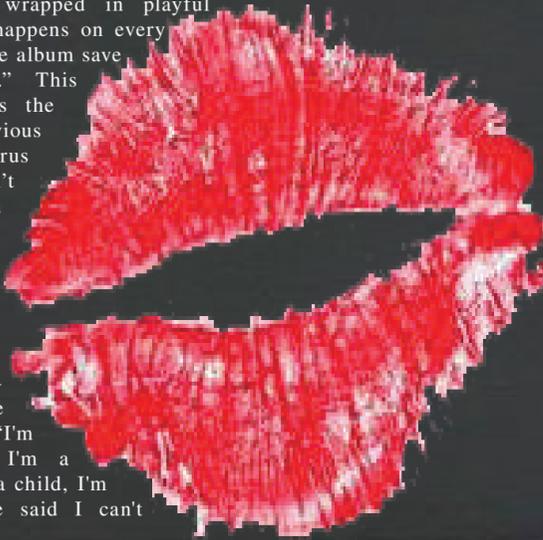
Lyrics like "I like that you're

broken/Broken like me/Maybe that makes me a fool/ I like that you're lonely/Lonely like me/I could be lonely with you," are wrapped in a bouncy chorus that hide the true sadness behind the lyrics. As the band's lead single, it resonated with many listeners as something they could relate to, drawing them in and yearning to see what they were going to do next.

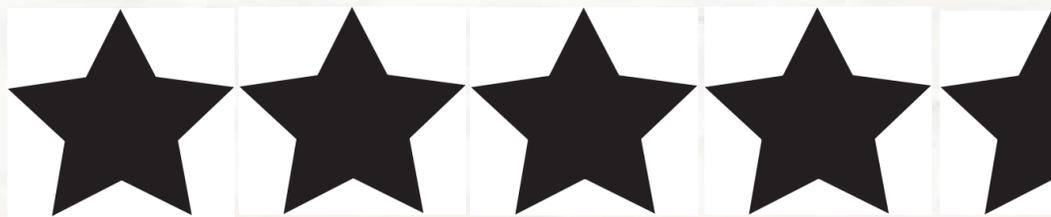
The same type of negative messages wrapped in playful melodies happens on every song on the album save "coachella." This strategy is the most obvious on the chorus of "don't worry, you will,"—debatable the most u p b e a t s o n g on the album—with the lyrics "I'm a freak, I'm a fraud/I'm a child, I'm flawed/She said I can't

find a thing I don't like about you/ And I'm like don't worry, you will."

lovelytheband is a name that will most likely be around for years to come. Their sound is unique, and the effortless emotion listeners can hear throughout this record is unparalleled. "everything i could never say..." is a solid debut, and already has plenty of people ready for more.



"Everything I
Could Never Say"
(2017)
iTunes, \$5.99



PINTEREST

BOOK

WHAT HAPPENED



**WHAT
HAPPENED**
**HILLARY
RODHAM
CLINTON**

BARNES & NOBLE

Soon after her defeat, Hillary Clinton began speaking publicly again, but still with no true insight regarding her presidential campaign.

Now, with her highly anticipated book, "What Happened," she lets her guard down and tells her side of the story.

The book is Clinton's first tell-all with, discussing everything from pondering to run for president in late 2014, to attending President Trump's inauguration earlier this year. The book was not written chronologically and often jumps from one important event to another, but keeps the reader intrigued by providing surprising and unheard details in every part of the story.

Each chapter of the book begins with a quote that Clinton claims has helped her keep moving after her loss. Often times the quote relates to a specific lesson or virtue that Clinton has learned or practiced through the long and tumultuous election.

Clinton's other recently published books, "Hard Choices" and "Stronger Together" quickly became dull to readers, but "What Happened" stays interesting by using anecdotes and humor to keep readers more involved. For example, she recalls when she encountered Congressman Ryan Zinke who had called her the "Antichrist" in 2014, or another time when she went through her own emails that were divulged by Wikileaks. Some of the emails were as trivial as her encouraging her friend John to wear warm socks.

Although a large portion of the story focuses on entertaining details and anecdotes, it also discusses more serious issues in detail such as Russian interference in the election, Clinton's email scandal and the pressures of being the first woman ever nominated by a major United States political party.

"What Happened" is a must read for everyone, regardless of political party, because it includes so much detail not reported by the media. It makes readers look at the election process, and more specifically the 2016 election, exceedingly different than they did before.

"What Happened"; 2017; Available for \$17.99

By Michael Hartt

APP

BOWMASTERS



ITUNES

Playgendary recently released their newest app, **Bowmasters**. It's a simple, multiplayer game that's great for waiting rooms or long car rides.

It's relatively straightforward. The characters are one of the most interesting features of the game.

Every character is unique and has a different weapon throughout the game. A few characters have special abilities when they throw their weapons.

For instance, some characters throw bombs, and others throw explosive fidget spinners. Each character is dynamic, and with over 50 to choose from, the fun never ends. A myriad more can also be unlocked in tournaments or even bought with coins.

There is also an online multiplayer mode to play with friends or just random players around the world. In tournament mode, a character faces a lineup of foes.

When all enemies are defeated, the player wins a pot of coins. Player can also compete in computer mode. This allows them to battle against a non-player character (NPC).

Bowmasters has a variety of levels to play, however some of the game modes lack the competitive edge. For example, mini games like bird hunting aren't as addictive to play compared to the other game modes. A more challenging mini game is apple shooting, in which a player shoots an apple off of somebody's head.

While Bowmasters may not be the most entertaining game out there, when there are a few minutes to kill, it's just perfect. It brings a certain silliness to the table that is just not found in any other game.

Bowmasters 2017; Available to download for free.

By Nick Asimakis

SHOW

THE ORVILLE



TWITTER.COM

Capitalizing on nostalgia, Fox's futuristic sci-fi adventure "The Orville" offers a throwback to the original "Star Trek." The series tracks the crew of the Orville, an

exploratory vessel in the Planetary Union's fleet. First time captain Ed Mercer (Seth MacFarlane) gains command of the ship following a messy divorce from his now first officer, Commander Kelly Grayson (Adrianne Palicki).

His crew also includes Lieutenant Gordon Malloy (Scott Grimes), his best friend and a disgraced yet brilliant pilot; Alara Kitan (Halston Sage), an unseasoned chief security officer and Lieutenant Commander Bortus (Peter Macon) a phlegmatic alien of a single-sex species.

"The Orville" resembles "Star Trek" in many ways. In promotional material it's depicted as a parody of the 60s sci-fi series. However, it presents itself as more of an homage. Like in "Star Trek," the crew uniform consists of color-coded shirts and black slacks. The Orville is the series' Starship Enterprise and Star Trek's government, the United Federation of Planets, is substituted for the Planetary Union.

While some Trekkies may enjoy its similarities, others may find "The Orville" a poor imitation of the real thing. At times the characters seem wooden and unbelievable. Their dialogue and interactions are straightforward and lack complexity. In a scene in the pilot, the ship's officers introduce themselves to their new captain. Within these few minutes the show unceremoniously reveals each character's motivations and key characteristics.

Also, with Seth MacFarlane as the star, creator and one of the writers, one would expect "The Orville" to be funny. But many of its attempts at humor fall flat.

However, the show does have redeeming qualities. In many sci-fi shows the imagery and effects look unrealistic. But with a combination of CGI and special effects make-up "The Orville" creates beautiful and compelling visuals. And though its characters could use some complexity, its storylines are interesting.

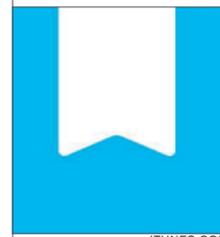
"The Orville" could prove to be the "Star Trek" for a new generation or, more likely, a second-rate reproduction.

Credits: "The Orville," Fox 2017, TV-14

By Amber Braker

APP

DAY ONE



ITUNES.COM

Day One is a daily journaling app that allows users to write and take pictures to keep track of their lives by using a phone instead of a written journal.

The user sets up an account and starts off with the free version, with the option to upgrade to premium for a monthly or yearly fee.

The app is easy to use and has five different tabs to switch through: journals, photos, add new entries, find locations and a calendar. The app also has a passcode feature with Touch ID for added protection.

When writing a journal entry, unlike a handwritten journal, users can include a photo they have taken in the app or from their photos. They can also turn on the location for their entries, which allows them to get notifications if they go back to that specific place.

Users can set other notifications for themselves with daily prompts and reminders to write in the journal. These alerts can be toggled to go off at different times during the day, with a timespan of around four hours when the alert will go off randomly within that period or not at all.

Another added feature is the ability to turn journal(s) into actual books starting at \$19.99. There is a link in the app's settings that leads to a website with more information.

Upgrading to the premium version adds a few new features, although not enough to make the cost worth it. These add-ons include the option to make multiple journals as opposed to just one, including more than one photo to an entry and integrating social media posts from the user's day into the app.

Day One is functional and easy to use with a few more features than a regular written journal. While the features and accessibility may make the free version worthwhile to some users, the upgrade doesn't seem worth the price.

"Day One"; 2017; Available to download free

By Elizabeth Ballinger

CALMING COLLEGIATE CONFUSION

By Alex Harring, Sofia Ketels, Zoe Grves, JoAnna Alexander, Ralphael Coty & Emily McCloskey
MANAGING EDITOR, PAGE EDITORS & INTERNS



learning the lingo

EARLY DECISION
A binding application plan. If admitted, the student must withdraw all other applications and commit to the college.

EARLY ACTION
A non-binding application plan. This application format has a strict application deadline as well as definite release date. If admitted, students usually have until May 1 to enroll.

TEST OPTIONAL
Schools that self-brand as “test optional” do not require SAT or ACT scores as part of their applications. It is up to the student to decide whether to submit test scores or not.

SAT SUBJECT TESTS
Subject tests assess applicants’ mastery of different subjects. Students should check college websites for specific requirements regarding subject tests.

SUPPLEMENTAL ESSAYS
While applicants are required to submit a personal statement on the Common or Coalition Applications, colleges may also require students answer institution-specific “supplement” questions as part of the application.

LINDSEY RAMSDELL

In a new program starting this year called College 101, counselors will be meeting once a month in junior English classes and talking to juniors about preparing for college admissions. Counselor Jennifer Sherman feels the program will be beneficial for juniors, and that seeing students once a month will give them a better understanding of the college application process than an hour long meeting would. “We want students to enter senior year having a strong understanding of who they are and what type of college is the next step to reach their career goals,” Sherman said via email. “The more information we can give will help seniors feel ready to start completing and submitting college applications.” Each month they will be focusing on different topics, starting off in September with types of colleges, what to consider when trying to find a

college that is right for you and college visits. Over the course of the year, students will also be researching colleges and career options, learning the steps to completing and submitting applications, how to get letters of recommendations from teachers and talking about the ACT and SAT along with financial aid and scholarships. Sherman said that the counselors will also be following up with parents after the monthly meetings to make sure that any concerns or questions parents have are addressed. College 101 will also teach students more about the schools they want to go to. According to junior Kavin Satyadev, the first time his class met with counselors for the program, they talked about the different sizes of colleges and how that can affect the culture of the school. He learned that every

person has their own opinion on what size school is best for their individual learning experience. For Satyadev, he would like to go to a medium-sized school. Satyadev is looking forward to the rest of the program and likes the information and advice the counselors are giving them. “I think it’s helpful because I don’t know much about what to do for college. It tells you all in one place all the steps you need to take to apply properly,” Satyadev said. “This class will help me apply better to college and give me a better chance.” Students will also be learning how to prepare for college interviews, along with learning what types of questions are necessary to ask on a college visit in order to get the best understanding of the school and its atmosphere. English teacher Diane

Montgomery was a part of the Professional Learning Community that helped develop the program. Besides helping with the creation of College 101, Montgomery said that she has no part in it and that it is all run by the counselors. Montgomery is looking forward to the future of the program, and potentially expanding it. “A lot of juniors don’t know what questions to start asking, where they start looking or what they need to do in order to apply for colleges,” Montgomery said. “I think it’s a great program, and I think that students are going to benefit greatly from it. Eventually we’re going to expand it so there will be activities all the way down for ninth grade.”

THE GREAT DEBATE

Seniors weigh Common, Coalition Applications as they apply to college

When applying for college, seniors are presented with two options: the Common Application and the Coalition Application. For senior Elijah Manson, the Common Application is more practical. “It was the first one that I was introduced to,” Manson said. “Most colleges I’m applying to most of them use the Common App.” To apply using the Common App, students go to www.commonapp.org, and make an account. From

there, they fill out their basic information and then additional supplements that each school may require them to fill out. According to senior Sebastian Cubillejo, each college is different, but supplements can be based on the field students plan on studying. After they answer the specialized questions, students submit their resumes. Cubillejo has also been using the Common App, and said that he is not familiar with the

Coalition App at all. According to counselor Milissa Pierce, the Coalition Application has been under development for two to three years. Still relatively new to teachers and students alike, the Coalition App is only accepted at 113 universities across the country. Manson said not a lot of high schoolers know about the Coalition App, and so many have not applied using it. Pierce agrees, saying that she has not had enough experience

with the Coalition App to be able to have a preference between it and the Common App. “Maybe we’ll become more familiar with it,” Pierce said. “But we’re just familiar with it, kind of in name only.” Still, many believe that the Coalition App offers a perspective that the Common App doesn’t. The Coalition App is a virtual locker of achievements, activities and writing samples over all four

years of high school. Pierce said the goal of the Coalition App is for universities to get a more well-rounded look at students. “They both have work to do, you know, and it’s just different kind of work.” She said “What you might have with the Coalition App is a bigger picture of you.”

Important college dates:

FIRST SEMESTER OF JUNIOR YEAR Juniors and their parents have junior planning meetings with counselors to discuss graduation requirements and college.	END OF JUNIOR YEAR Students ask teachers for letters of recommendation. Requirements vary by institution.	FALL OF SENIOR YEAR Seniors work on applications for early action and decision deadlines.	NOVEMBER/DECEMBER High deadline months for early admission applications.	APRIL 1 The regular decision release date for most colleges without rolling admissions.	EARLY JUNE College t-shirt day at school.
APRIL The SAT with writing is administered to all juniors free of charge.	AUG. 1 The Common Application and Coalition Application open to students.	OCT. 1 The Free Application for Student Federal Aid opens. Some schools may also require the CSS profile for financial aid.	JANUARY/FEBRUARY High deadline months for regular decision applications.	MAY 1 National College Decision Day	



At the finish line

Life is a marathon, not a sprint. With application deadlines looming over the Class of 2018, the month of October can either feel like the last painstaking mile of a gruelling marathon, or a high-stakes sprint. While some have already been accepted or committed to their future colleges, others are just

now creating Common Application accounts. The variety of preparedness levels is astonishing—ask any two seniors, and they are likely to be at completely different points in their application process. Most seniors, however, are now in full application mode. They spend their evenings trying to fit in time to review endless essays between homework and practices, putting off personal obligations to make up for lost time and wondering whether or not taking one last ACT might boost their standings. All this pressure can take a lot out of someone. During a time when the average student stands shoulder-to-shoulder with thousands of other identical applicants, tension can run high. Trying to always present your best self gets tiring, and at the end of the day, you shouldn’t be pretending to be someone

you’re not. At this point, you can’t be any more “you” than you already are, and that’s not defined by what you fill in on an online bubble sheet. There are students who make it to the Ivy League and struggle to find jobs after graduation. There are also students who drop out of college and become billionaires. The future is not set in stone. There is absolutely no concrete path to success—for anybody. Allowing your self-worth to be determined by the number of honors or AP classes you’ve taken, your grade point average or number of colleges you get into can be incredibly damaging. Doing your best is what is important, not scrutinizing every aspect of your life that gets put down on a transcript. All that’s left now is to be honest. Put your best foot forward and leave the judging to the admissions officers. We’ve made it this far. We just have

to collect the last three years, tie them up in a neat little bow and send them off to our hopeful future schools. During this time of high self-criticism and low self-esteem, it can be hard to focus on the good. As a whole, our generation has cracked up to be pretty great. We are arguably the most connected and educated generation there has ever been. A new study in Child Development Journal shows that today’s teens are taking longer to start engaging in “adult activities,” such as driving, dating, drinking and drugs. The cause of this phenomenon is highly disputed—whether it’s due to increased caution or laziness—but the biggest commonality that’s mentioned is the shift in culture. Across most households in America, families are smaller and more focused on the children. While it’s not exactly scientific

to say that the drop in these (mostly illegal) activities is due to a higher amount of responsibility in Generation Z (people born after 1996), it’s hard to argue against lower rates of teen pregnancy and underage drinking. It’s safe to say that as a generation, we are lining up to be pretty great. Growing up and surviving teenagedom is somewhat a feat in itself. We’ve handled ourselves well, but now it is time to prepare for what’s next. Our next big step is getting to college. It’s hard to give yourself credit when you’re simultaneously kicking yourself for waiting until the very last minute to fill out applications. But what’s important is what lies beyond your application. The makeup of your character is what will get you further in life than the makeup of your college application. We are going to be fine.

UPCOMING GAMES

SOCCER

Wednesday, Oct. 4 at 7 p.m. against Lakeview High School at home

FIELD HOCKEY

Wednesday, Oct. 4 at 5:30 p.m. at Clarkston High School

VOLLEYBALL

Thursday, Oct. 5 at 7:30 p.m. at Romeo High School

GIRLS SWIMMING

Wayne State Country Meet on Saturday, Oct. 7 at 12 p.m.

TENNIS

Monday, Oct. 9 against Grosse Ile at 4 p.m. at home

CROSS COUNTRY

Richard Gabriel Invite on Saturday Oct. 14

GOLF

MHSAA regionals on Wednesday, Oct. 11 at 9:30 a.m.

FRESHMAN FOOTBALL

Wednesday, Oct. 12 at 4:30 p.m. against Romeo High School at home

Ride the Norsemen Tide

New athletic department works with fans to revamp the student section



CLIPARTFEST.COM AND FOTORESEARCH.COM

By Caitlin Bush & Allison Lackner
MANAGING EDITOR & BUSINESS MANAGER

Friday night, 7 p.m. Students flood into the bleachers, sporting the night's chosen theme. Each game, more and more students come out to support their peers and get hyped thanks to the improvements the student section is getting.

For the 2017-2018 sport seasons and beyond, students and athletic director Michelle Davis have been making adjustments to the student section to make it a place where students want to go and feel connected.

"I just want kids to have fun, show up at games to have fun and support the athletes to know there is a place they can go to support each other," Davis said.

North lacked an official student section, so Davis and students including senior Ashley Kowalski set out to improve the student section for future sporting events. During the first home football game of the season, students wanted their own place to go during the game, so a group

of students decided to form their own.

"I wanted a student section so bad, I legitimately stood by myself waiting for people to join me on a set of bleachers, and once everyone saw (that) this is how we are going to have fun at football games, the amount of people ending up coming into those bleachers was amazing," Kowalski said. "I did not expect that many people to come out there with me."

Davis has a vision for the student section and is currently brainstorming official names. She is also in the process of creating a banner that will resemble a Norsemen ship. It will be 10 feet by 4 feet and wrap around the student section.

"So when you are in the student section, it would look like you are in the boat. And I was going to have green and golden oars going up the side, like I am thinking for basketball games," Davis said. Davis said that if the

students have something to call their own, they will be more likely to want to be a part of it. Which is another one of her goals, to have all students come out and support our teams.

"I would really love to see students who aren't athletes showing up at games, too," Davis said. "I feel like we get a lot of the athletes

"You only got four years of high school, so why not go to the games and enjoy and have a great time at every single one?"

Marco McMann
SENIOR

showing up for other athletes, but there is a disconnect, and I want to know how I get those kids in as well." Kowalski agrees with Davis that everyone should get involved and sees that upperclassmen can make an impact on who comes out to

support at the games.

"The upperclassmen really have a lot of energy," Kowalski said. "We just have to get our freshmen there."

One way to get the student section to be energetic is to get everyone involved and have designated students be in charge. Senior Marco McMann led the North student section at the North-South game Sept. 22. McMann thinks it's hard for just one person to be the leader and says that a group of at least three people would be easier so they can work together to get everyone involved. "You (have to) get the chants going and get the right chant at the right time," he said.

Senior Nicole McCormick yells really loud, follows the chants and would love to see more loud people at the games.

McCormick sees the impact a student section can make on our school and the community.

"It shows how close our school is and how everyone is there to support our teams and be there for each other," McCormick said.

The ultimate goal of having

a student section is to get more students at the games. Kowalski and McCormick said they are in Davis's office at least four times a week discussing possible theme ideas, the banner and proposals for noise makers.

"I just want to see the whole school there, every home game," McMann said. "You only got four years of high school, so why not go to the games and enjoy and have a great time at every single one?"

The students are seeing and appreciating all the work Davis has done for the student section. They see Davis trying to get everyone what they want and make sure students are having the best experience.

"Mrs. Davis has changed our school, completely has turned it around. She is doing things, she is taking advice from students, and we have never had an AD like that," Kowalski said. "She definitely has flipped our school around for the best."



SCHOOL SPIRIT | North's student section cheers for the varsity football team at their September 22 game against South High School. Senior Marco McMann believes the student section is important to energize both players and students.



FROM THE SIDELINE | Senior Madison Murray cheers North on alongside the rest of the student section at the Sept. 22 game against South High School. "(The student section) motivates the players," senior Nicole McCormick said. "It's a good support system."

CTE

CONTINUED FROM PAGE 2

The severity of CTE depends on the number of hits to the head or the number of concussions one has endured. For junior John Hogebe, it only took one to put him off the field permanently.

Hogebe suffered a concussion his sophomore year during football season and was informed that he couldn't play football not only for that season, but for life.

"The important thing to remember is

to make sure the players know what could happen long term," Hogebe said. "I think we have made sports as safe as possible, and that it's the player's responsibility to not be careless."

Dr. Chris Nowinski suggests that it isn't the concussions but the repetitive head pounding that increases the risk for CTE. The symptoms of multiple concussions and head pounding aren't necessarily a direct precursor to CTE, but are something that Landa sees daily on the job.

Landa said it is her responsibility as the

athletic trainer to make the athletes are back to their pre-concussion selves after suffering injuries before she lets them back on the field.

"We can prevent CTE by making sure our athletes report signs and symptoms of a head injury from the get-go," she said. "As an athletic trainer, I see a lot of concussions. Once symptoms are reported to me, I keep the athlete out of play until they see their doctor, become symptom free, are able to stand school, and do physical activities without symptoms and (I only) return them back to play upon physician clearance."



COMMITTING TO THE PLAY | Freshman #8 Kai Bryant tackles a player from Cousino High School at their home game against Cousino on Thursday, Sept. 28.



Players for profit

SPORTS COLUMN
ANNA POST

When you watch sports on TV, what do you see?

You see the players, obviously. You see the top teams in the conference battling head to head. The score is tight, the atmosphere is lively, and the stadium is vibrating from the screeching sounds of college sports fanatics.

But you don't see what happens behind closed doors. When the fourth quarter ends and the buzzer goes off and fans

filter out of the arena, what happens then?

Winning is great and all, but at the end of the day, sports programs tend to care more about the politics and endorsements that come with a big win rather than the beauty of the sport itself.

Sports are losing what has made them so enjoyable. They're slowly being picked and prodded at by money-hungry corporate moguls and extreme coaches, losing value after each peck. The athletes are their prey.

This issue is evident all throughout college sports, especially as of Sept. 26. The NCAA is currently the center of attention of a federal investigation.

The controversy revolves around assistant and head coaches from the Power 5 conferences of college basketball who were involved in a surreptitious affair involving numerous college prospects.

Federal agents revealed that financial advisers and Adidas employees have been bribing coaches and top-notch athletes with million-dollar deals and

sponsorships—only to then garner a huge profit and persuade them to attend specific universities. As a result, nearly a dozen people—including four Division I assistant coaches, former head of Nike's Elite Youth Basketball League Merl Code and the global marketing director for Adidas basketball were arrested. The fallout has led to further investigations regarding six of Adidas's top sponsored teams.

And now, athletes are forced to endure the unnecessary backlash—being the victims of a "black market" for teen athletes.

Athletic programs across the nation need to recognize that when high school prospects enter the college ball scene, they're still kids. All they want to do is play the game they love. That's why they decided to play at the collegiate level in the first place. For a program to put all of that aside to receive endorsements is sickening. It's a bribe.

Just picture it: a big-time sports company waving hundreds of thousands

of dollars—even millions in an 18-year-old's face and promising them the world before their collegiate years even begin. Who would turn that down? It's flattering. Everybody immediately gravitates towards the big money, especially when their families get a share as well.

But it isn't until the chaos hits. The federal government gets involved. What now?

It's obvious. A player's athletic ability is used to satisfy a program's hunger for big bucks. Instead of positively recognizing an athlete's talents, coaches view them as a way to seek profit. You can see the dollar signs flutter in their eyes.

Sports are all about the numbers. Obtain a 14-0 record and you become the top team in the country. Rally some of the top 100 prospects together and develop the best team in the conference. Add a couple extra zeros at the end of a check, and a team or company could make anything possible. Numbers are a double-edged sword in the world of athletics.