

# theimagemagazine

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A photograph of a school hallway. In the foreground, the back of a student's head and shoulders are visible; they are wearing a grey hoodie and a black face mask. They are looking towards a black banner mounted on a tan brick wall. The banner has yellow text that reads "THROUGH THESE HALLS WALK THE FINEST STUDENTS IN THE NATION." Below the banner, on the same wall, is black text that reads "If These Walls Could Talk...". The floor is made of large tiles in a diamond pattern of tan, yellow, and white.

**THROUGH THESE HALLS WALK THE  
FINEST STUDENTS IN THE NATION.**

**If These Walls  
Could Talk...**

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**On The Cover**

Since Lafayette High School's opening in 1960, countless students have walked its halls. The walls hold stories of all of them. If the walls of our homes, cabins and classrooms could talk, what stories could they tell? • cover by MAKAYLA ARCHAMBEAULT

**Image Newsmagazine Issue #6****A letter from the editors**

Since it is the last *Image* newsmagazine of the year, we wanted to end things by considering an important question: if these walls could see and hear everything we do, what would they think?

If the walls could talk, what would they say?

From new students entering the building each year to everyone suddenly wearing a mask, these walls have seen it all.

Take cadet teaching for example. Over the years, LHS has seen hundreds of students form lasting relationships with teachers, some strong enough for students to commit to cadet teaching.

But the walls that see our students extend far beyond the halls and classrooms of LHS.

The walls of our homes have also watched as we worked through online learning.

Some students' lives outside of school have changed as they explored interests and

opportunities or faced challenges beyond the walls of LHS.

And if these walls could hear it all, how many rumors would they hear? How much gossip would they share?

LHS has been a second home for many Lancers. It has become a place where some people's best memories are made and life-long relationships are formed.

At the beginning of the 2020-2021 school year, the hallways were emptier than usual. Students were allowed to return in November to continue creating memories at school.

When the year ends, whether students attend a camp or travel the world this summer, the walls inside LHS will forever hold the stories of the Lancers who traveled the halls this year and in all the years before us.

With all that happens day in and day out, it is overwhelming to imagine how many stories there are to share.

If only the walls could talk...



Jack Daws and Juli Mejia

Lancer Feed Editor and Social Media Editor





## Stars & Gripes

Stars & Gripes is a satirical column written collectively by the Image staff members.

### Stars To:

- The very long school year is ending on June 3, which is National Egg Day. Words cannot describe how eggcited we are to start an eggcellent summer.
- The mask mandate has been lifted in St. Louis City and County for those who are fully vaccinated. We're finally seeing the light at the end of the tunnel and the rest of people's faces, though we're not impressed by all of them.
- Bank of America has announced it will raise its minimum wage to \$25 an hour by 2025. We'll be flooding their application pool in order for a chance to break our piggy banks.

### Gripes To:

- Too bad our first scheduled A Day of the year is on the last day of school. We'll spend nearly the whole day trying to figure out which class we are supposed to be in.
- While we are happy for Ariana Grande's sudden marriage to Dalton Gomez, *thank u, next* has lost a little bit of its bop appeal.
- The gas shortage might have been a cause of concern for most of the country. However, our primary concern lies with the shortage of Chick-Fil-A sauce, which is slowly dimming our spirits.
- A "Freshman Fun Day" is scheduled to take place the last day of school. This is an outrage to all upperclassmen, who had to deal with the Fish Dance, which smelled like fear, regret and AXE body spray.

# Soak up the summer

Break should be utilized by all as chance to relax, rejuvenate for next school year

## Staff Editorial

Staff Editorials reflect the majority opinion of the Image staff.

After ample time to spend recharging, COVID-19 can no longer be used as an excuse. Students will have to step up following vacation.

We made it.

Give yourself a pat on the back.

As we finish out the year, look back on your time as a student this year. Whether you rose to the occasion or not, at least it's over.

After a full school year in the wake of COVID-19, we have mastered Zoom calls and figured out Canvas enough to submit assignments. Well, most of us.

Summer is just over the horizon and, this year more than ever, it should be utilized to its fully to take a break.

Yes, we're talking about a full on laid-back, relaxing vacay from school for about three months, so use it wisely.

Do whatever you need to do to spend the time in a way that will have

you ready for the next school year, whether that is relaxing, sleeping or keeping busy. Whatever works for you to ensure you will come into the next year rejuvenated and ready.

Because in late August, when we come back to school, it's going to look a lot more like it did pre-pandemic.

As the vaccine continues to be distributed throughout the country, and is now available for anyone ages 12 and up, the summer and everything following it will begin to see change.

Starting the next school year, there is no reason for every student to not be prepared to ready to learn.

This is what summer is for.

COVID-19 will no longer be an excuse to complain about things like the return to seven classes, missing assignments or mental strain.

Sure, there will still be struggles, there is no doubt about that, what will be different next year is COVID-19 will most likely not be one of those major struggles.

Although no one will deny the past school year has posed challenges, we've all been given ample time to adjust to the new way of the world.

The return to "normalcy" is on its way and it's bringing the responsibility it holds for each person with it.

Next year, there will be no excuses.

That being said, H.A.G.S.

# Classroom Sweet Classroom

Willard creates special learning environment for students through different posters, decor

**Morgan Vehige**  
• Image Asst. Editor •

Language arts teacher Nathan Willard's classroom is covered wall to wall in posters. There are posters from movies, TV shows and other forms of media that leave little space for paint to be seen.

"There's things that students have brought me, posters and other things. I usually add it if it's something that I like. Most of the time, this is the stuff I like or want to make a connection with and I try to make it diverse. I want students to see, 'He's into movies, into comic books, maybe I can find something to connect with,'" he said.

The need for the connection arose when Willard was a part of the original Flex program, which was like a college schedule program in the safety net of a high school setting.

Students would attend large group lectures on some days of the week and stop by Willard's classroom on other days for more small group discussion and one-on-one assistance, but they didn't need to attend class every day.

"Because of the way the Flex program is set up, I could never do a seating chart. I had to find other ways to do it," Willard said.

"I'm packing five days of coursework into three days, I can't play a lot of getting-to-know-you games. A lot of what I would do was really geared towards that idea of getting students as comfortable as possible as quickly as possible so we can

have real discussions rather than having a class where people don't know everybody," he added.

When his classroom fell victim to a water main break that damaged the front of the building in August 2019, Willard was temporarily moved to the Writing Center and had to remove all the posters and other items from his walls. While he had a small group of students help take down the posters, which took about an hour and a half, Willard wanted to put all of them up again, which was an all-day process.

Despite the amount of work it took to put the posters back up, and the fact that the original Flex program was disbanded in favor of the school-wide Flex program, Willard still felt it was necessary in order to build a strong relationship with his students.

"It was much more important to explain that I am open and I'm not afraid to share what I'm interested in and what I like. I think it's that first gesture of trust and respect that builds trust and respect," Willard said.

The room is also important just for students to remain comfortable in the first place. In Willard's experience, it provides for a better place to learn overall.

"For me, if you really want students to learn and you want them to feel comfortable, you want them to share or do whatever, you have to fight that battle on multiple fronts to do that. Controlling and how you present the environment is just one of many ways you can do it."

Willard also feels a bit of pride for his classroom and is glad that his students continue to enjoy the room each year.

"Everybody always likes it, and I don't think there's really any other room in the building quite like mine, though I could be wrong. [Students] do respond to it in big and little ways," he said.



Scan for  
more on this  
story

Language arts teacher **NATHAN WILLARD** works in Room 182 surrounded by posters from various movies, TV shows and other forms of media. He views the posters as a tool for telling students about his interests, and believes that they attribute to a safe and friendly learning environment. • photo by MORGAN VEHIGE



# Student See, Student Do

## Cadets gain skills through hands-on experience

**Vijay Viswanathan**  
• Business Manager •

**C**adet teaching is a way for high school juniors and seniors who are interested in going into teaching as a career path to get experience in teaching.

It is offered at all four Rockwood high schools.

At Lafayette, the program is supervised by language arts teacher David Choate.

To apply, students are required to fill out a form and have at least a B grade in the class they wish to cadet teach in and a cumulative grade-point average of 3.0 or higher.

Choate said the program only had about eight students when he took over the program 16 years ago. Now, it has more than 175 students participating.

Cadet teachers meet during Zero Hour on Mondays to learn about best educational practices and teaching strategy.

Their curriculum helps them learn what makes a teacher effective and “uncover the curtain of what teachers are expected to do,” Choate said.

Senior Bennett Robinson serves as a cadet teaches for band teacher Brad Balog in the Concert Band class. Robinson wanted to view the leadership aspect of the band, more specifically the work of the directors.

“I started cadet teaching for band because I have an enjoyment of band and I’m interested in the teaching side of band. It’s a different perspective,” Robinson said.

While Robinson isn’t interested in pursuing teaching band as a career, he volunteers for various music groups.

“I teach for various marching bands in the area, and volunteer for many symphonic groups,” he said.

Robinson met Balog in 7th grade when he was a student at Rockwood Valley Middle School.

“He was helping Mr. [John] Menner teach the band but I really got to know Mr. Balog through the Lancer Regiment Marching Band here at Lafayette,” Robinson said.

While most Lafayette cadet teachers work with teachers at Lafayette, senior Julia Stinnett cadet teaches at Babler Elementary School.

“I want to be an elementary school teacher when I grow up, so that is my reason for cadet teaching at Babler instead of Lafayette,” Stinnett said.

Stinnett works with Babler kindergarten teacher Madison Ackerson.

“I believe that when cadet teachers have a positive experience, they are able to build strong relationships with their cooperating teachers and students,” Ackerson said.

Stinnett has been cadet teaching at Babler since the start of second semester.

“Stinnett and I also have a great relationship. I share my experiences and ideas with her and she asks questions when she feels she needs guidance. I have no doubt that she will make a great teacher one day,” Ackerson said.

Ackerson believes the experience of cadet teaching is beneficial, both for the student doing the cadet teaching and for the actual teacher.

“The biggest pro of having a cadet teacher is that they push [actual] teachers to analyze and reflect upon their own teaching style in order to offer critical and reflective feedback. It also gives the high school students the opportunity to plan and teach a lesson,” Ackerson said.

Ackerson said Stinnett is a welcome presence in the classroom, and that the students feel the same.

“[Julia] Stinnett has been a wonderful asset to our classroom. She is comfortable with the students and treats them with respect. Building rapport with the students is very important and [Julia] Stinnett has done just that,” Ackerson said.

Stinnett equally enjoys cadet teaching, with her favorite part being helping the kids and working with them during her cadet teaching period.

Choate said, “Cadet teaching is the greatest thing ever. Every kid should take it.”



(Top) Senior **JULIA STINETT** helps a kindergarten student while cadet teaching at Babler Elementary School. STINETT wants to be an elementary school teacher, so she chose to work at Babler to gain experience. • photo courtesy of MADISON ACKERSON (Bottom) Senior **BENNETT ROBINSON** conducts the Concert Band during warm-ups. ROBINSON became a cadet teacher after becoming interested in the leadership aspect of band. ROBINSON generally helps director Brad Balog, working with individual sections of the band and playing with the band if there is an opening • photo by VIJAY VISWANATHAN

# Building on Their Skills

## Geometry in Construction class uses math, other practical skills to complete play kitchen

**Cece Beckmann**  
• Staff Reporter •

"It's amazing our students are not only learning math but applying it to real projects. The fact that we built this for a non-profit in our community means so much to me," math teacher Patty Mabie said.

In Geometry In Construction, 11 students built a play kitchen for a nearby community group as part of a two-year project.

The class, which was first offered during the 2017-2018 school year, was created with the intention to add a more hands-on approach to learning.

The students in the first class built sheds that were converted into tiny houses.

The class meets every day, as it takes up both the 6th and 7th Hour class slots on each students' schedules. They earn both a math credit and CTE credit for the course.

During the 2019-2020 school year, the class was given the opportunity to build a small play kitchen for a nonprofit organization called Our Little Haven, whose mission is providing early intervention services for children and families.

The Our Little Haven's website describes the group as a group of professional caregivers who create a safe environment for those impacted by abuse, neglect and mental or behavioral health needs.

When COVID-19 hit, the project for the nonprofit had to be abandoned, until a new group of students came in this year and finished it.

The kitchen, which was made up of an oven, a fridge, a sink and a counter top, was split up between the students who took the visions and sketches from the year before and made them come to life using geometric equations and processes they had learned.

When it came to building the fridge, things were not as simple.

The original structure was not built strong enough to stand

vertical, so the current group of students had to start over after almost two months of working on the first attempt.

"My favorite part was going to Our Little Haven to put it together with everyone and have a good time as we saw it together for the last time. I wish that we took more time with the fridge because there are some parts that I think we could have done better like making it more straight," freshman Jacob Ikemeyer said.

Sophomore Aemarys Hayn worked on the oven and microwave shelf.

"We get to see everything we're doing [in the classroom] and be able to apply what we're learning to something we're building, it's just so much easier to see why it affects what we're building," Hayn said. "I've always had a hard time with applying math to things and trying to figure out how math is something I can use in my life. I felt like I wanted to do this because I'm applying math to something that I can use in my life. We also got to paint a lot, which was amazing, but the class was great, even with some conflicts along the way."

Although the project has now been completed, students said working together has helped them build strong friendships that will last long after they leave Room 100 on the last day of school.

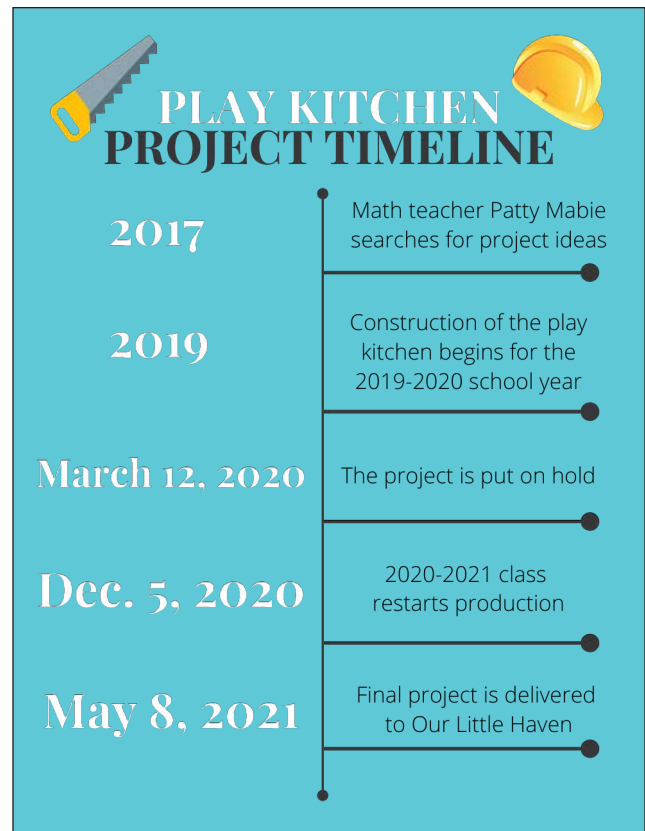
"We made a lot of friends during this. We learned what everyone was good at and applied it to the project so it got done faster," Hayn said.



Scan for more on this story



Industrial technology teacher **CURTIS AHLERS** aids sophomores **CLARK TAYLOR** and **THAD ETTERS** along with junior **ANDERSON GAUVREAU** while setting up at Our Little Haven. Set up for the play kitchen took around an hour and a half with five students assisting. • photo by CECE BECKMANN





**THANKS FOR FOLLOWING @THELANCERFEED**

WE'RE GOING TO TAKE A BREAK AS THE SCHOOL YEAR WRAPS UP. HOWEVER, WE'LL CONTINUE TO POST IMPORTANT EVENTS OVER THE SUMMER

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**#RockwoodTogether**



# How I Fight My Battles

## Past experiences create new positive perspective

**Makayla Archambeault**  
• Editor-in-Chief •

**Jack Daws**  
• Lancer Feed Editor •



Senior Lily Gregory is diagnosed with anxiety and depression disorders and faces challenges with her mental health.

She describes her mental illness as a “roadblock” between her and the other parts of her life.

In middle school, when she and her family realized she was exhibiting behavior most other students were not, Gregory said she first sought help with her mental health. “I started having really severe panic attacks just by sitting in a classroom,” Gregory said. “And that was the point when I told my mom [I wanted to seek help].”

Gregory believes mental illness has had a strong impact on her life overall.

“I used to be more of a really outgoing person, and I wasn’t scared to be myself,” Gregory said. “After I developed all my trauma and my depression, I just wasn’t really myself anymore,” she said.

Gregory’s struggle with her mental illness also impacted her education.

“I used to thrive in school, and then it became a struggle because I couldn’t even get out of bed some days. And I would just lay there wondering why I couldn’t get up. Just general things that people should be able to do, I just couldn’t do anymore,” Gregory said.

“For example, in my chemistry class first semester I had an A, and I was doing really well with my grades and my mental health. Then everything went downhill and

I stopped caring. I ended up with a D second semester.”

Lafayette counselors are available for students to discuss mental health issues and help students find more resources.

Gregory said she has gone to the counselors before, but also uses outside resources, such as Crisis Text Line more often.

“I’ve talked to my counselors here a couple of times. If I’m at school, and I’m having a panic attack or something triggered me, then I’ll use them as resources,” Gregory said. “But I’ve actually used the hotline a lot, which is 741741.”

If anyone texts HOME to that number a live trained counselor will respond and help the person who texts “move from a hot moment to a cool moment” according to their website.

Music has also provided an effective coping mechanism for Gregory’s mental health.

“The best thing that I started doing is making Spotify playlists. So whenever I’m in a specific mood, or just feeling a kind of way, like I will create a new playlist with songs that are very specific. Sometimes these playlists are only five songs long, but they are such specific playlists pertaining to the mood. I have like almost 30 playlists on my Spotify now,” Gregory said.

She said she has also used Instagram as a platform to talk about mental illness and spread awareness about different disorders.

“I think it’s important to talk about mental health and mental illnesses, because someone probably needs it. Everyone is very individualized in their struggles. Just speaking out about how it is for you can make someone realize that they are struggling the same way,” Gregory said.

The response to Gregory’s posts have been mostly positive, but still there has been some negative feedback.

“I’ve had quite a few people swipe up and thank me for doing this or ask questions about my past or just questions about mental illnesses in general,” Gregory said. “I’ve only gotten a couple negative responses. They didn’t like that I talked about it, which I understand because it was a hard topic. But it’s something that [people] need to talk about because it is something serious that a lot of people deal with.”

As she prepares to go to college at Carroll University in Wisconsin next year and enter the next phase of her life, she anticipates similarly mixed effects on her mental health.

“I’m definitely excited to be able to get out of the high school setting and just start fresh and be able to be myself, but also a new person who doesn’t have all this baggage that I’m leaving behind,” Gregory said. “But I’m also anxious because I won’t have my original support system with all my friends and family here. I’ll definitely be very anxious around it, but I feel like it’s a good anxiety sometimes.”

photo by Makayla Archambeault

## Resources, programs provide support at LHS

“We’ve lost kids to suicide. We’ve lost kids to some tragic deaths. Our students feel that and they want to do something. They want to be empowered to do something. We’ve been meeting with a group of students once a month for the past four months, who have really helped us as an administrative team, and a counseling team recognize some ways we can get more

information out,” Assistant Principal Colleen Fields said.

“I know kids think nobody’s doing anything and that isn’t the case. There’s a lot that goes on that may not be visible. I think that’s what we had to do, as the staff, make those things visible,” she said.

Students and staff have worked to provide resources within the walls of Lafayette to anyone struggling with their mental health or looking for someone to reach out to.

### Communication

“[On] the weekly communication [emails], we have a list of resources that are very viable and good. Our counselors have included that in their signature lines, different resources for kids to access a place on our website and that all came out of those meetings with that mental health group of students. We would rather you be able to see something that is there every week and know that it’s going to be there so you can just access it whenever you feel the need to if you’re not ready to talk to somebody,” Fields said.

### Staff Members

“When school starts, every staff member has to go through mental health training. Identifying sexual abuse, child safety — there’s a whole list of things we have to do every year to make sure it’s fresh. We take tests and pass with a certain percentage. That happens every year for every staff member. [Principal Karen] Calcaterra, is very mindful of what will be helpful to our kids and that’s why she brought trauma-informed training in. There are things throughout the year that are offered to anybody, it might be trauma informed, it might be self-care. There’s a list of different professional developments that you can do,” Fields said.

### Mental Health Resource Page

On LHS’s website, under the “Students” tab, a “Social & Emotional/Mental Health Resources” page is now available. One of the resources available is a Virtual Calm Space with different videos including meditations, support lines and activities.

Guidance and Counseling Department Chair Nicole Buesse said, “Some kids have come down here in a moment of crisis and either they weren’t ready to talk or maybe they were done talking but still needed some time to decompress, we pulled up the [Virtual] Calm Space and let them go through that and see what speaks to them on that page. It does have a lot of things, from different music and meditation to some coloring apps and things that might speak to a different person at a different time.”



SCAN ME

### Counselors

“Our counselors go through training all the time and there’s different training throughout the year that we (staff members) can sign up for and go to, as a way to keep us fresh and to keep us mindful of some good strategies [and] give us some insight into more resources for kids. [It] kind of varies from year to year,” Fields said. “Our counselors have made signs and then there’s a little QR code to make an appointment or reach out, or [offer] some resources, making it visible. There are some days where it’s not all puppies and rainbows and that’s okay. If it’s something that is situational, then we work through it, if it’s something chronic, or long lasting, we work through it.”

### Trusted Adults

“We would always encourage you to talk to an adult that you trust and that’s why we do the Trusted Adult Surveys so we know who you would feel most comfortable with, because that’s an important piece too. So there’s a lot of like intricacies to it. But I think it’s helped us become more aware of how we are communicating that information. We can see your schedule of classes and then underneath that schedule is a place for your trusted adult that gets listed. That trusted adult is there for any person in the building who can access a schedule. I think it’s been a good way to keep us mindful that there are certain people that kids connect with, I always want a student, especially if they’re struggling, to have somebody who will just make them feel more calm,” Fields said.

“I wish [people] wouldn’t invalidate and trivialize mental illness so much. It’s not easy at all and is really debilitating. Mental illness takes over your life and controls you in a way. I wish people understood that.”

• Lily Gregory, 12



# Word on the Street

## Gossip negatively impacts students, environment

Juli Mejia

• Social Media Editor •

Inside the walls of Lafayette, the chance of gossip being spread, whether in the Fine Arts Hall or the Locker room is all the same.

In a poll conducted by the Lancer Feed, 106 out of the 220 students who answered said they believe gossip starts inside of school.

Guidance Counselor Terence Small said students might gossip because it's a human being's natural inclination to share interesting information.

"Initially, when people share things out or gossip, they have acquired some information and this information is significant for them, so they may put it out there without thinking about it," Small said.

He added, "The challenge becomes once they share it with one person, it continues on and on and on. Some sensitive information [could be] shared and then the story itself can be altered and can go a whole different direction."

An example of gossip being turned into a false narrative is a situation that sophomore Ava Barnoski was involved in during the summer of 2020.

"Basically, a picture of me when I was 10 years old dressed up for Halloween in a black cat costume got posted on an Instagram account that was made for exposing racists, and everyone called me racist," Barnoski said.

The photo had been from an old

Instagram account Barnoski had when she was young, which someone took a screenshot of and shared.

Although the photo was given to the account as a joke, the post received multiple comments and also generated several hateful private messages to Barnoski's personal Instagram account.

"It was annoying because [I thought] it was obvious I wasn't being racist," Barnoski said. "People agree with whatever they see. So if the person who runs the account is exposing racists, they assume the person [in the picture] had to be racist."

The messages came from people around the St. Louis area, most of them from people Barnoski didn't know.

"I got comments saying I should be ashamed of myself or my parents should be ashamed of themselves for letting me wear it," Barnoski said.

One person messaged her multiple times with one of the messages stating, 'The world is better off without people like you'.

"It was so disrespectful that people hated on my parents, especially since I was just a kid," she said.

Ever since the situation occurred, Barnoski hasn't gotten any more messages about the

picture. Nonetheless, gossip still affects her and the people around her today.

"Gossip hurts people and sticks with them," she said.

Just like in Barnoski's case, social media plays a major role in the spread of gossip.

"The information that people share has stayed the same [since my childhood], sometimes talking about each other in a negative way but now the different ways you can do it has increased," Small said.

The evolution of gossip has also been affected by social media because of how it has become a catalyst for cyberbullying.

As a way to prevent bullying or negative gossiping, Small said the first step is to educate people to respect another person's private information.

"With cyberbullying, there's a lot of power the bully has. We have to teach people how to learn to be comfortable with power and how to use it in the right way," Small said.

"The question is, 'How would you want someone to treat you if you had something to share?'"

In a 2019 study by Social Psychological and Personality Science, researchers actually found only 15% of gossip was negative, while the rest was relatively neutral.

Nonetheless, creating a false narrative or altering someone's personal information to hurt them is still common practice in schools.

In a poll posted on the Lancer Feed Instagram page, 88% of the 206 respondents said they had been the victim of gossip.

Similarly, 86% of the people said they have gossiped about someone else.

For students who are the victims of gossip, Small said the best option would be to tell either a trusted adult, professional, family member or friend about the situation.

"You have a team.

Everybody has a team. Nobody is by themselves in accomplishing a goal, whether it's stopping a bully or graduating from college. You have people in your corner, so go to your corner people and get help. It doesn't matter what happened, because no one deserves to be mistreated whatever the case may be," Small said.



photo illustration  
by Makayla Archambeault

# Southbound Studies

## Online school offers flexibility for family with unusual learning situation

**Janka Gerber**  
• Staff Reporter •

A confined space filled with various belongings, teacher's voices flowing from Chromebooks being clicked louder and louder, fighting to be heard. Cats climbing over limbs and conference calls on the other side of the room.

For freshman Evelyn Matusiak, her first year at Lafayette was thrown off by more than just COVID-19 and virtual learning.

A few weeks before Winter Break, her family announced they were moving to Texas.

However, there was a lot of uncertainty about when they would actually be packing their bags and they didn't end up moving until late March.

"Having school with my siblings in the same area makes it harder to concentrate and focus on class. It would get noisy and hard to hear my class most of the time, and it was also hard to find space to work when you have siblings close to each other doing school," Matusiak explained.

Unfortunately, when the Matusiaks moved to Texas they had to stay in the same hotel room for a number of weeks while they were searching for a home.

Remote learning has provided more opportunities than ever for students to travel while still being able to keep up with schoolwork.

"Traveling has affected my schooling by making it more difficult to balance taking the time to enjoy sightseeing and school," Matusiak said.

Even though she admits that doing school in St. Louis was easier, Matusiak expressed her gratitude for the option of online learning and all the incredible things she was able to experience because of it.

"The year was pretty easy and I had fun learning even during the pandemic. I was glad I was able to travel and be able to explore different places while being able to go to school and not miss anything," she said.

Matusiak said the hardest thing about not being in St. Louis for school was that she wasn't able to participate in activities and she thinks that would have been a good way to meet new people.

"It is hard for me to be as connected as I could be. I've been virtual the whole year so I haven't really gone to Lafayette," she said.

Another thing she really misses from a school standpoint is the connections with her teachers, or rather lack thereof.

Even though she misses this connection, Matusiak greatly appreciates how much her teachers have been able to do for her even

through an online format.

"I miss being in school and talking to my teachers. It was harder for me to get to know and form a relationship with my teachers through a computer screen," Matusiak said. "My teachers have handled online school pretty well. They made learning as easy as possible for virtual students."

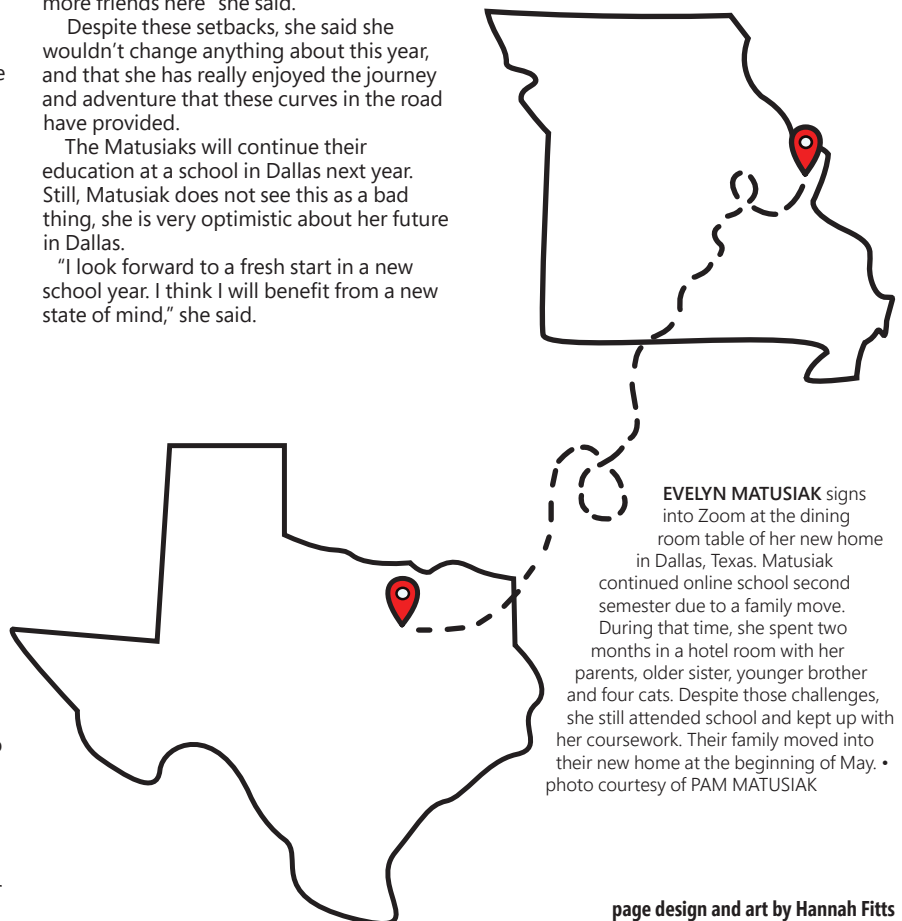
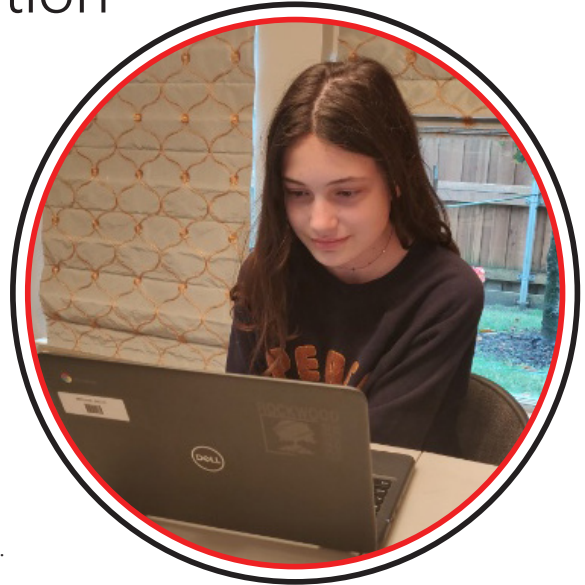
Matusiak believes making new friends and missing her old friends has been very difficult now that she has moved.

"Not having friends around hasn't been fun. I miss talking with my friends in person rather than over text message. However, even though I was able to stay in contact with my friends, I haven't been able to make many more friends here," she said.

Despite these setbacks, she said she wouldn't change anything about this year, and that she has really enjoyed the journey and adventure that these curves in the road have provided.

The Matusiaks will continue their education at a school in Dallas next year. Still, Matusiak does not see this as a bad thing, she is very optimistic about her future in Dallas.

"I look forward to a fresh start in a new school year. I think I will benefit from a new state of mind," she said.



**EVELYN MATUSIAK** signs into Zoom at the dining room table of her new home in Dallas, Texas. Matusiak continued online school second semester due to a family move. During that time, she spent two months in a hotel room with her parents, older sister, younger brother and four cats. Despite those challenges, she still attended school and kept up with her coursework. Their family moved into their new home at the beginning of May. • photo courtesy of PAM MATUSIAK



# Happy Campers

## Young Life creates cherished, vibrant memories

**Sofia Ganev**

• Staff Reporter •

Juniors Christina Long and Aaliyah Moebius have attended Young Life (YL) Camp since their freshman year and both appreciate the experiences and friendships they have made.

"Everyone is sweet and caring. The environment feels so safe and comfortable to be in. You're not judged at all," Moebius said.

YL is a Christian-based camp and the principal purpose of the camp is to "creatively present the complete Gospel of Jesus Christ" according to the organization's website.



LONG participates in a dress-up day during YL camp. The camp schedule also included different dress-up events that were usually paired with different activities. "I made a plethora of memories at Castaway, many of which I don't believe I will ever forget. The first that comes to mind is from the third night at camp. We all dressed up in Hawaiian shirts and donned brightly-colored leis. We started the night square-dancing with both friends and strangers underneath the canopy of lights that had been set up for the occasion," LONG said. "Laughter and music filled the air and smiles blanketed the faces of all those participating. The night ended on the beach, where everyone played sand volleyball, talked and relaxed in the hammocks until our eyelids became heavy and the bell rang to signal that it was time for us to return to our rooms." • photo courtesy of CHRISTINA LONG

Junior **CHRISTINA LONG** (middle right) spends some time on the water with a group of friends who went tubing on a lake near YL. "The days are packed full with a variety of activities to the point that at night you fall asleep as soon as your head hits the pillow. Since you are in a different state surrounded by campers from all over the U.S., you make all sorts of new friends. I know people who are still in touch with friends they made the summer I went. You get to know and connect with the people you came to camp with on an entirely different level," LONG said. • photo courtesy of CHRISTINA LONG



Junior **AALIYAH MOEBIUS** (far left) takes a last day photo with her cabin group members, weathering the freezing temperature. MOEBIUS said her best memories connected with YL were during late night conversations with her cabin group. "The best experience I got from camp was something called cabin time. At the end of every day during the camp we would sit with the people in our cabin room and just have deep conversations. It got really emotional and deep sometimes and other times we just laughed and connected. It became something you looked forward to at the end of each day and got excited for. It was a safe place for anyone to talk about anything and they were all so caring and made you feel as if you weren't alone," MOEBIUS said. • photo courtesy of AALIYAH MOEBIUS



illustration by Caoimhe Farris

# Beware of Spirits

## Reoccurring paranormal activity haunts families through possessed objects, unknown entities

**Caroline Black**  
• Staff Reporter •

In a recent poll conducted by The Lancer Feed, 51% of the respondents in the Lafayette community reported that they believe ghosts do not exist.

However 49% said they believe there are some supernatural forces are among us.

For sophomore L LaMar and junior Katie Reid, not believing is impossible as both students have experienced paranormal activity in more ways than one.

A Furby, which is an electronic animal toy, came to life in ways LaMar said she would never have believed. When LaMar was younger, their Furby stopped working, so they revived it with a hack found on YouTube. Once the toy started to work again, she said it took on a life of its own.

"One day I was hanging out in my room with the Furby and my sister walked in and it went silent for a minute. It stopped and said, 'Get out'. Usually they say very gibberish things and so my sister was freaked out after that," LaMar said.

Even when the toy wasn't being played with, it would still find a way to make its presence known.

She said the Furby would start speaking while rocking back and forth on the desk in the middle of the night.

Eventually LaMar decided to take the batteries out due to the strange activity. But, to LaMar's surprise, that didn't stop the Furby from coming to life.

"It was in my closet and I was in my room

doing homework. From the closet I started hearing a muffled sound. I opened it up and Furby's eyes, and usually when they're off they're closed, but the eyes were open, but it stopped making any noise," LaMar said.

After that incident LaMar knew it was time to say goodbye to the toy so it was sold at a garage sale. Two years later, LaMar was in the basement when they ran into the Furby that was supposed to be long gone.

LaMar said, "I buried it that time and I haven't seen it again."

Even when LaMar moved to a different house, the Furby was gone, but that didn't stop the madness from continuing.

Recently after moving into the house, LaMar decided to try something they had recently read in a ghost story which claimed ghosts will sit in empty chairs and watch you sleep. LaMar moved the chair that was in their room to the opposite side from the bed and turned it to face away from them to see what would happen.

"The rest of the night I feel like I'm being watched. I can't sleep. I kept barely falling asleep and then coming back into consciousness. When I got up in the morning and I flipped on my lamp and I sat up out of bed, not only is the chair turned around to face the bed but it's closer by half way across the room," LaMar said.

In addition to things moving about the room, like hangers swinging in the closet, LaMar is convinced their new house is haunted.

LaMar said, "I don't know what it is with

me and creepy stuff."

Reid is also convinced her house has been haunted for years. Even before she was born, she believes she was targeted by a ghost living in her house.

When Reid's older sister was around 5 years old, she claimed to have three ghosts. Each would supposedly come to the edge of her crib and stare at her. When her mom became pregnant with Reid, the ghost, who her sister called 'Poke' would come up to the edge of her crib and say "I want my baby" and "give me my baby" before she even knew her mom was pregnant.

"When I was born, he stopped coming. He just stopped showing up. I don't think she was making it up because throughout my whole life I've had weird paranormal things happen to me," Reid said.

Things going missing in addition to hearing strange noises has become a normal occurrence in the Reid household.

"I put my keys in the same spot every day. We'll go to leave and my keys will be gone. We'll search everywhere and then in 20 minutes we'll go back and they'll be right in the spot where I left them," Reid said.

In another instance, Reid and her family were all upstairs at 2 a.m. when they all heard the same noises coming from downstairs.

"It sounded like people moving furniture. It was so loud. We went downstairs and we didn't see anything or hear anything. It's just weird things where it's like what the heck just happened," Reid said.



# Leave it on the Mat

## Jujitsu offers benefits beyond self-defense skills

**Hannah Fitts**  
• Staff Reporter •



**Sunshine Clemens**

Doing something for the first time can be quite daunting and when senior Sunshine Clemens was just 11 years old when she decided to start practicing jujitsu.

Despite being nervous about the unfamiliarity of the sport, Clemens was surprised to actually enjoy it.

"Originally my parents wanted to get me in some sort of sport that would allow me to defend myself. I started off with judo, and even though it was fun, it wasn't for me. Later we found the Gracie Barra gym at West County and I immediately fell in love with jujitsu," Clemens said.

At the Gracie Barra gym, there is an open lobby area with a front desk, changing room and a separate area referred to as the 'mat.' That is where opponents face each other. The mat takes up most of the space and is padded to provide a soft landing area in the case that someone is thrown.

"With judo, it's all about throws and how accurate they are. If you spar and are able to get someone on the ground, it doesn't exactly count for much. You have to do the throw accurately when you're in a match, which is obviously difficult to do when the other is fighting back," Clemens said.

"With jujitsu, it goes to the ground and beyond. You have

a much larger tool set that you're able to utilize. Not only can you take the other down, but you can also sweep, submit and pass. I felt that judo was far more structured, whereas jujitsu was more open and that is why I decided to continue it over judo," she added.

Early into her training, she advanced into the adult class. There she was paired against more competitive and tough opponents but regardless of her size, Clemens had no problem sparring, otherwise known as rolling, with anyone in the group.

One of Clemens's favorite things to do at jujitsu is to spar against her coaches.

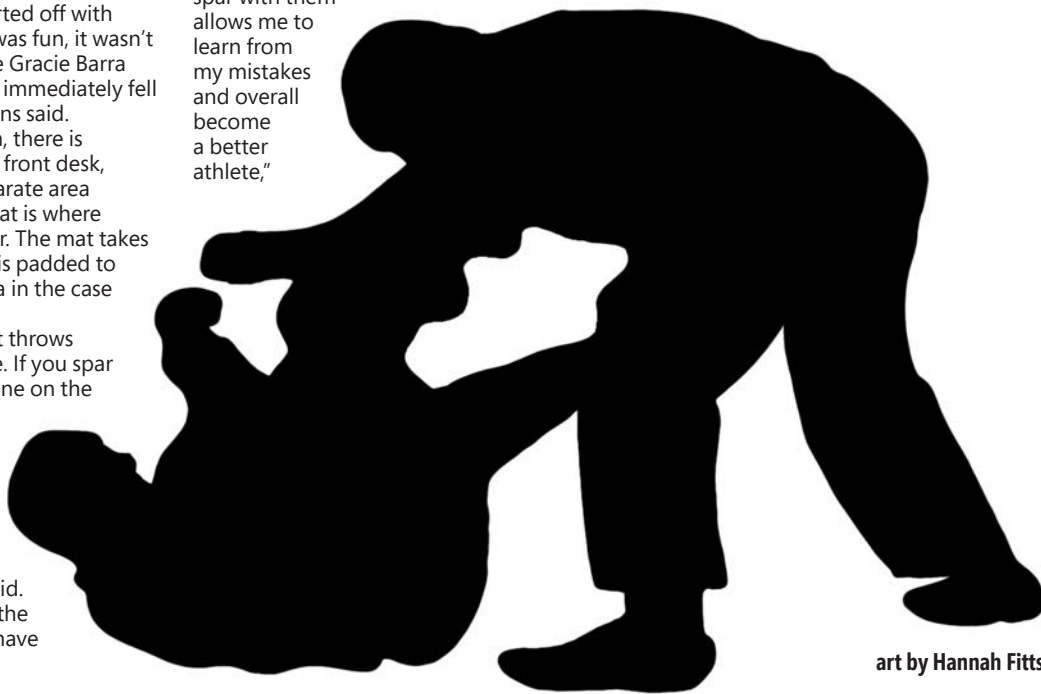
"Of course, they have far more experience than I do, but being able to spar with them allows me to learn from my mistakes and overall become a better athlete,"

Clemens said. "They also know my limits, so they won't end a match in two seconds though they're fully capable of doing so."

The gym has become a place of encouragement and inspiration for Clemens, who has earned a purple belt.

Whenever she is struggling, she said her coaches and friends at the gym motivate her to keep working hard, cheer her on and treat her with respect.

"My coaches allow me to put up a fight and see the possible mistakes that I make. Everyone is friendly and I'm glad that I'm given the chance to spar with someone who is bigger than me or is just better than me. It's an honor and allows me to learn through the experience," she said.



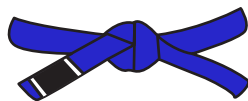
art by Hannah Fitts

### Measuring Progress In Jujitsu

Belts are a popular feature in Brazilian jujitsu. There are five primary belts: white, blue, purple, brown and black. The red belt represents a jujitsu Grand Master. New students always start at a white belt and normally stay there until they have trained for about six to eighteen months. At 16 years of age, students become eligible to receive any of the higher ranking belts. There is no minimum time requirement to earn any of them.



White Belt



Blue Belt



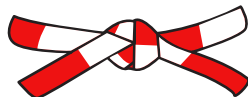
Purple Belt



Brown Belt



Black Belt



Red and White Belt



Red and Black Belt



Red Belt

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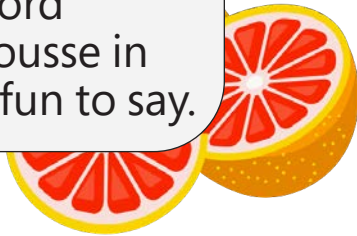


# *We asked, you answered*

The *Image* collected student opinions in a Instagram poll posted on @thelancerfeed. We asked the Lafayette community what they remembered most looking back on high school. Here are some of the responses.

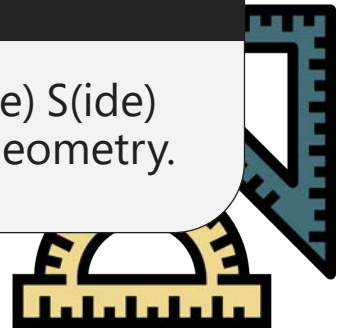
Lauren Dean • 9

The word  
pamplermousse in  
French – it's fun to say.



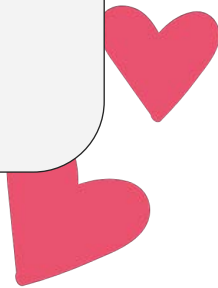
Tom Classen • 11

No A(ngle) S(ide)  
S(ide) in geometry.



Devan Ellison • 11

Be yourself.



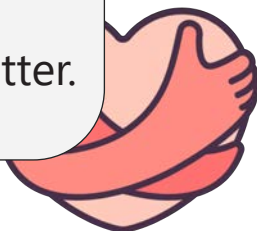
Naomi Wipfler • 11

SOH CAH TOA



Tessa Clark • 12

Other people's  
opinions don't matter.



Anthony Guiling • 12

The mitochondria  
is the powerhouse  
of the cell.

