



THE SNEWSPAPER

BERNICE MACNAUGHTON HIGH SCHOOL - MONCTON NEW BRUNSWICK - APRIL 9TH, 2026

BMHS CONFESSIONS PAGE

— MORE LIKE BMHS CONFUSION



By: Lucy Kawamura

The new Instagram page created anonymously in the past weeks at BMHS has students posting confessions and gossip. According to students, many of the “confessions” were fake and were being posted out of context or to be “funny.” The Instagram page was made for people to confess things anonymously, but it ended up becoming a platform for gossip and spreading rumors (fake or not) about others.

At the start of this ordeal, people would post silly little confessions; eventually, people were posting stuff about other people, pretending to be them, or they were confessing things about other people that weren’t true. It got to a point where others were getting hurt by the group, even if it all started for laughs.

To make matters worse, some students reported that confessions were being made about them that *they* didn’t even know about themselves. Sometimes, people would post while using the names of others, pretending to be them, which made anyone following the page think that those people were confessing to things they really weren’t.

Grade 10 student Brook Boone said: “It was a pretty stupid idea, and the people’s names that were brought up a lot probably felt hurt.” She thinks that it shouldn’t have been created at all, and it added no good to our lives. On the other hand, some people had different opinions. Lionel Hall, a grade 10 student, said that he thought it was kind

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OLYMPIAN COURTNEY SARAUT RETURNS TO BMHS

By: Yekateryna Kucheriuk

Students and staff at BMHS were given a rare and exciting opportunity this week. Former BMHS graduate and Olympic athlete Courtney Sarault, the winner of silver in the 1000m and mixed 2000m relay, along with bronze in the 500m and 3000m relay, returned for a special visit.

Her presence brought a mix of pride, excitement, and inspiration throughout the school, as many reflected on the fact that someone who once walked the same hallways has gone on to achieve international success.

Sarault began her visit with a tour of the school, revisiting familiar spaces and sharing memories from her time as a student. Teachers and staff welcomed her warmly, many remembering her as a dedicated and determined student, even then.

As she continued through the building, students lined the hallways for a spirited welcome, creating an energetic and supportive atmosphere. Cheers, applause, and school spirit filled the corridors as Sarault made her way through, clearly moved by the reception. The moment served as a powerful reminder of how much her achievements mean to the home community.

“The spirit hallway carried the idea of meeting, welcoming back to the school Courtney Sarault, who ones was regard-



Sarault participates in a Q&A after her school tour

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LEADERSHIP OPPORTUNITIES AT BMHS



WHY CAN'T STUDENTS CHOOSE THEIR OWN TEAM NAMES?

By: Mario Romero

By: Chloe Blanchard

At Bernice MacNaughton High School, leadership is everywhere; in classes, clubs, and everyday moments. Unfortunately, many students still picture a leader as someone who's fully capable of standing confidently in front of a crowd without being nervous. That narrow view holds students back, convincing them they're not "outgoing" enough to step up; in reality, leadership isn't a case of one-size-fits-all. It can be loud or quiet, recognized, or behind the scenes. For our BMHS community to truly thrive, it needs that balance, and often, those with a quieter approach don't realize just how much they have to offer. At BMHS, teachers are opening doors for all kinds of leaders to emerge, proving there's a place for everyone to make an impact.

BMHS Sports & Recreation Leadership 120 teacher, Mrs. Stacey Beaman, when asked about the purpose of the course, said: "I think it's a great opportunity for people to understand how they interact with other people, and through that, it's an incredible way to learn how to adapt and improve when it comes to working with others."

Sports & Recreation Leadership is a grade-12-specific course, where the leadership aspect is supported through wellness and movement. Due to the small class size (usually around 25 students), many report getting very close to their classmates over the course of the semester.

Clans is a well-known student organization that is very simi-

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A recent change to the April Anger four-on-four basketball tournament has left many students questioning why they are no longer allowed to choose their own team names.

The decision came after teachers discovered that a group of students had named their team "The Goon Squad," a name that was considered inappropriate, due to its hidden meaning. As a result, staff removed the privilege of choosing custom team names altogether.

Many students were surprised by the decision. Alec Donaher shared: "Honestly, my first reaction was confusion. It's supposed to be a fun school tournament, so hearing that a name caused an issue felt a bit over the top."

Donaher also explained that, "team names are part of what makes events fun and builds school spirit," showing how the rule has impacted the atmosphere of the tournament.

However, others understand why the rule was put in place.

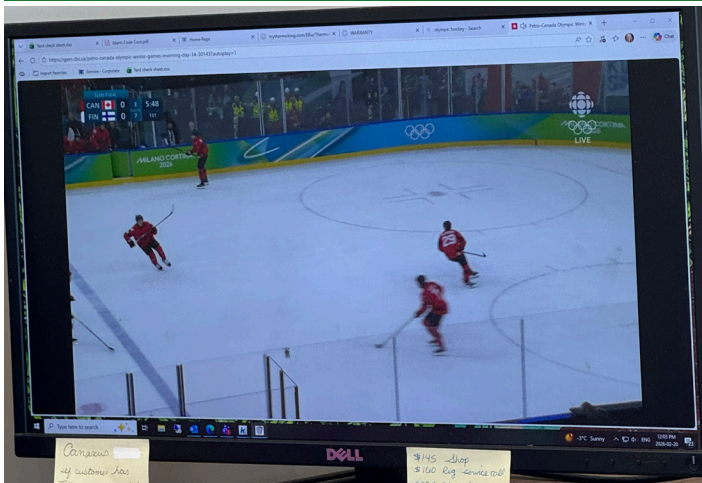


Last year's April Anger teams were all *Pokemon*-based

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OLYMPICS VS. PARALYMPICS:

THE COVERAGE GAP



Many people watched olympic coverage at work.

By: Isabelle Boudreau

Every four years, the Olympics receive far more media attention than the Paralympics, despite both showcasing world-class athletes.

For many athletes, the Olympic stage is one of the biggest moments in their careers. It is an event that draws millions of viewers from around the world; however, the Paralympics, which feature equally talented and dedicated athletes, often receive far less attention.

“Between the Olympics and the Paralympics, there is definitely a difference in media coverage,” says grade 12 student Ronin Malloy, an athlete and coach. “The Olympics is a lot more widespread and well known, as the Paralympics aren’t as well known,” Malloy adds.

With a larger audience and more consistent coverage, the Olympics continue to dominate global attention.

When asked how he feels about the difference, Malloy stated, “I think it’s a real shame that they both don’t get the same amount of attention. One shouldn’t be getting more attention just because they are seen as ‘normal.’”

His perspective highlights the idea that recognition in sports events, like the Olympics and Paralympics, should be based on performance and dedication, not how relatable the athletes are to viewers.

Even athletes who do not participate in the Paralympics can still appreciate the event. Allison Wasson, a grade 12 student, explains how being a track athlete herself makes watching the event more engaging: “I find it cool watching people that deal with different challenges compete in the

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GIRLS LACROSSE AT BMHS

By: Haley Patterson

Prior to this year, Bernice MacNaughton High school has never offered a girls lacrosse team. For many years, only a boys’ team existed, making a clear imbalance in athletic opportunities at the school.

Starting a girls’ lacrosse team is a big step toward making things more equal. School sports are important because they help students build confidence, learn teamwork, and feel more connected to their school. Everyone should have the same chance to be part of that, no matter their gender.

Girls’ sports are as important in a school environment as boys. As teacher Mr. Nick Smart said: “It is important that for every boy’s sports team, there is a girl’s team for more equality. It is exciting to be able to start a girls lacrosse team building from the ground up.” This new team gives girls a chance to play, improve their skills, and be part of something new.

Physical education teacher Mrs. Stacey Beaman stated: “I think that girls should try every and all sports. They may try something that they really like and continue after high school. Staying active in life and playing a variety of sports builds a more versatile athlete.” This shows how important it is to take advantage of opportunities like the new girls’ lacrosse team.

Lauren Ward, a BMHS student said: “It is exciting that we get the opportunity to join the lacrosse program and create our own first female team for BMHS. All girls deserve to have the chance to experience the same sports boys get to play.”

In conclusion, the new girls’ lacrosse team is a crucial step toward equality at BMHS. It gives girls the same opportunity to play, grow, and be part of a team, while helping make the school a more inclusive place for everyone.



Photo credit: BMHS Girls Lacrosse Instagram page

DISTRICT COFFEE HOUSE



Photo credit: Mishayla Porte

By Shanti @orange Tacotaco

Students sat close together with friends and families, some holding drinks, others leaning in to listen as performers took the stage. There was a sense of anticipation in the air—moments of silence before each performance, followed by applause, cheers, and soft snaps of appreciation.

“I’m quite biased, but I liked Bernice McNaughton’s performance the most because— I do work here. but I really thought that they put a lot of effort into making sure it would be something that the performers enjoyed, because if the performers enjoyed it then I feel it goes towards the audience, but I feel a little biased,” teacher Mr. James Snelgrove remarked.

SRS, Hillcrest, RHS, HTHS, and MHS had also took part in the gathering. “I honestly felt great while my band and I were performing that night. My friends were in the crowd watching, and it was really a new experience for me since it was my first time performing at Bernice MacNaughton. I’m definitely looking forward to more coffee houses held by the school,” said Sebastian Cordero, grade 12 student from HTHS (Harrison Trimble High School).

“Up to this day, the moment that makes me smile when I think about it, is when knowing that the girl I like was going to be watching me perform. Once I saw her in the audience, it gave me more confidence, and made my night better,” Cordero added.

Mr. Jason Melendy, teacher and AV advisor, acknowledged: “It’s so nice to see everybody get together, in a supportive and positive environment where we cheer each other on and we celebrate the success. I didn’t know that across

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CONFESSIONS (CONT)

of interesting. Some kids at Bernice MacNaughton High School thought it was kind of funny or interesting to read the confessions, and they wanted to be kept in the loop. Many people followed the account primarily because their dopamine kicked in, making them excited to see what confession was going to be posted next.

For a brief period, it seemed to be a big news story around the school. Everyone at BMHS was talking about it. What started as a humorous confession page ended up being a negative platform, filled with gossip-driven posts by the students. Although many thought it was a funny joke, some people saw both points of view, saying it was funny until it called out people in negative ways.

Blake Ajibade, a grade 10 student, said: “I thought it was funny at first, until I started getting brought up in the confessions.” For some people, it was funny until it involved them.

Mclene Advincula and Maryam Mohmand, both in tenth grade, agreed that “It was kind of funny, but it probably hurt a lot of people.” They also said later they felt bad for the people who had fake confessions posted about them.

On the confessions page, students reported seeing familiar names multiple times. Brooke MacDonald, a grade 10 student had quite a lot to say: “Sometimes it felt targeted toward specific people like more of the popular kids at school and it started a bunch of unnecessary drama.”

She then went on to say she thinks the point of the creation of the Instagram page was for people to speak up and have a voice, or tell others things they wouldn’t normally be able to say in real life (about themselves not others).

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With headphones on, a student turns to music as a coping tool during a busy school day.

MUSIC AS A COPING TOOL: ARE YOU PRO MUSIC OR NO MUSIC?

By: Lilli Celestine

Students of Bernice MacNaughton High School turn to music to cope with stress, whether it's calming nerves before a test or getting hyped for a game. While some use it to shift their mood, others say it helps them understand what they're feeling in the first place.

For grade 11 BMHS student Ava Sparling, music is a reliable way to relax. "I use music to cope with stress... it never fails to calm me down," she said. She explained that while music can match your mood, it can also change it. "If I'm sad, I'll listen to happy music to get more positive, and it usually works."

Nadirah Adelakun, a grade 11 BMHS student and clarinetist in both the school band and New Brunswick Youth Orchestra, sees music as something deeper: "I use music not only to cope with stress, but to understand it," she said. "Music understands your brain better than you do and knows how to speak to it." She added that even sad music can be helpful, because it truly helps her to understand her feelings.

Other students agree that music plays a big role in their daily lives, even if they use it more casually. Grade 12 student Shaylee Ferguson shared that "music really helps when I'm upset... it can bring me joy depending on the vibe," and added that listening while studying makes her feel more motivated.

Similarly, Grade 11 BMHS student Jacob Michaud said he of-

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FAST FOOD VS. HOME COOKING: WHAT DO TEENS CHOOSE?

By: Ludi Choi

Many teenagers face a daily decision between fast food and home-cooked meals as busy lifestyles affect what they eat daily. While fast food is quick and convenient, home cooking is often seen as healthier and more affordable.

For teenagers balancing school, after school activities, and social lives, the choice is not always simple. *Convenience* is one major reason teens choose to eat fast food. Some students rely on fast food because it has become part of their daily routine, especially since restaurants near schools make it the most accessible option for those who do not pack lunch.

Fast food restaurants, like McDonald's and Starbucks, are popular choices because they are quick, easy, appealing, and located almost everywhere.

"Sometimes I go out with my friends during lunch to grab something really quick because I have to pack my own lunch and don't have time in the morning," says grade 11 student Sierra Woronchanka. Her statement shows that busy schedules make quick meals a popular choice for teens. However, not all students prefer fast food.

Many teens recognize the benefits of home-cooked meals, especially when it comes to health. Home cooking usually includes more balanced nutrition, with less grease, salt, and sugar.

"My parents cook most nights, and I feel better eating that instead of fast food all the time," says grade 11 student Juliet Lockhart. "Eating at home can also help families spend time together" she continued, which is something fast food cannot replace.

Cost is another important factor. While fast food may seem



Well balanced, healthy meal by Ludi Choi

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STUDENT ATHLETES BALANCING SCHOOL AND SPORTS

By: Rayne Rapadas



Balancing school and sports can be hard for student athletes, because it's basically managing two full time commitments at once. Balancing two commitments that require high performance can burn out most students. That's why they have to learn how to develop habits in order for them to balance school and sports.

Cody Philpitt, a senior, says: "I make the most out of my school day in terms of productivity so that there's less work to do after school."

Student athletes face time pressure, with practices ending late, meaning there's no time for sleep and homework. With that, they also experience physical and mental fatigue, because athletes are mainly exhausted after every game and practice, making it harder to focus on academics.

Caeley Mathers-Ryan, a junior, said "Personally I believe there is no strategies and its all learning. You have to learn what to prioritize and to have the discipline to get it done when you have the time, instead of putting it off."

To keep up with both academics and athletics, student athletes often have to give up or limit important parts of a typical student life. They sacrifice their free time, their social life, their sleep, and even their personal hobbies and interests.

Faith Spicer, a grade 11 student, when asked about what biggest challenges she faces as a student athlete, said: "For me it would be burning out. It's really hard to fit practice, school, and friends into a day. To go far you have to train at least once a day, which is at least one to two hours, then school is seven hours. By then you're ready for bed, then you haven't even seen anyone. It becomes a choice of do you want to be rested for the next day or do you want to have a life outside of school and sports. I find I'm constant-

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SARAULT (CONT)

ing the day as an act of respect that the Olympian medalist deserved," stated Veronika Pankova, a grade 11 student who attended the event. "Anyone who attempts to participate at something special, especially to become a medalist like Courtney, means you must love it and to receive support from others. It was important for her to be here, to come back in time to see where her journey began. A spirit hallway was an act of respect and admiration for what you can become through the hard work you do. She was an inspiration for us, while we were her support - her indicator that she was doing everything right," Pankova added.

Following the hallway celebration, Sarault attended a Q&A session in the school theatre, reflecting on her journey from a high school student to one of the top short track speed skaters in the world. She spoke honestly about the challenges she faced along the way, including the sacrifices, intense training, and setbacks that come with pursuing an elite sport. At the same time, she emphasized the importance of perseverance, discipline, and staying focused on long-term goals.

During the Q&A session, students had the chance to ask questions about her career, daily routines, and experiences competing internationally. Many were curious about what it feels like to represent Canada on the Olympic stage, as well as how she handles pressure during high-stakes competitions. Sarault answered each question thoughtfully, creating an engaging and interactive discussion.

The students felt very inspired by her. "I was very excited to meet her. Personally, I found myself very inspired by her achievements, because I'm also aspiring to make it big out in the world too," commented grade 11 student Bea Penilla. "I think the idea that a fellow Highlander like her could make it big like that, makes me feel that it's possible for me too," Penilla added.

Another grade 11 student, Isaac MacDonald, said: "I thought it was an important thing for our school to do. It was a great way for her to know that our school supports her and her run at the Olympics. It was very inspiring for us, young athletes, and for people in Canada who also support her efforts." He added that he would love to think that it will help BMHS students raise their school spirit.

During breaks in the Q&A session, Sarault also took part in a few lighthearted games organized by the Student Government. These moments brought fun and relaxed energy to the event, allowing students to see a more playful side of her personality while still feeling connected to her as an athlete and former student.

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Photo credit: Buffy Peters

SPORTS AND ITS EFFECTS ON STUDENT MENTAL HEALTH

By: Peter Du

Everyday, everywhere, students grab their running shoes, lace up their skates, jump in the pool, or do many other physical activities. It turns out, the benefits of sport go far beyond the scoreboard. From student athletes to coaches, many people close to the world of youth sports seem to believe that physical activity can have significant impact on a person's mental health.

This journalist spoke with students of various sporting backgrounds about their personal experiences with sports and the impact that sports has had on their mental well-being.

Grade 11 student at Bernice MacNaughton High School, Isaac MacDonald, who is a multi-sport athlete, when asked how playing sports has affected his mental health, said: "I would say that sports definitely impact my mental health in many ways. Wins make me feel like I'm on top of the world, but also I just feel so locked in when I'm playing sports. Like hockey, for example, when I'm on the ice, I just feel completely different. It's like I can forget about everything else and just focus on playing the game. I love that feeling." When asked what he would say to students who don't currently play a sport, MacDonald said: "You're lowkey missing out, haha. It really does make an impact on how you think."

Another student athlete, grade 10 student at BMHS, Alexis Scott, who plays rugby and volleyball, shared her perspective as well. Scott said: "The most important thing about team sports for me is the team. I love being able to meet new people and have nice teammates. It's great because we already have the same interests. I've met a lot of my friends through sport. Making friends who care about me really boosts my mental health. I like knowing that I'm not alone and these friends I've met have my back."

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2026 - YEAR OF CHANGE BUT THE HUMOUR STAYS THE SAME

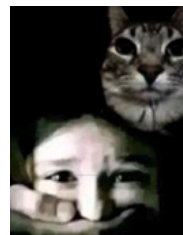
By: Luke Young

This year has announced wars, deaths, and pain. People's feelings aren't just hurt, most feel betrayed. This year means a lot to those who lost others. Jokes or memes help us process pain, stress, and horrors of life.

It's a form of art, allowing others to interpret such things. Not all may understand, nor laugh. Some may not find some funny or simple. That's okay, most have already seen these.

That's what makes a good meme: it spreads. These memes will have a brief description, regarding who sent the images, along with quotes from this year. This paper is not meant make the reader sad, but to make them feel the light in the darkness.

Moria Sarusal, grade 11 student, when asked to discuss how the year *feels* and what your meme means to you? "Basically it's hellish, but I have no choice but to do it. At least it feels productive, and I'm doing decently."



Ava Doucet, grade 11 student. "There were some bad things this year, but my cat is the only thing that keeps me going."

William Stewart, grade 11 student. "Life can be hard, but don't let it best you. Best it. The photo represents me due to me being depressed but also getting a girlfriend."



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GIRLS BEING ANONYMOUSLY HARASSED ON TELEGRAM

By: Anastasiia Kutsurenko

Cyber bullying has existed for around 30 years now and, most of the time, people forget about it. Occasionally, something comes up that makes us realize that it is an *actual* problem. It gets even more out of hand when the messages are anonymous.

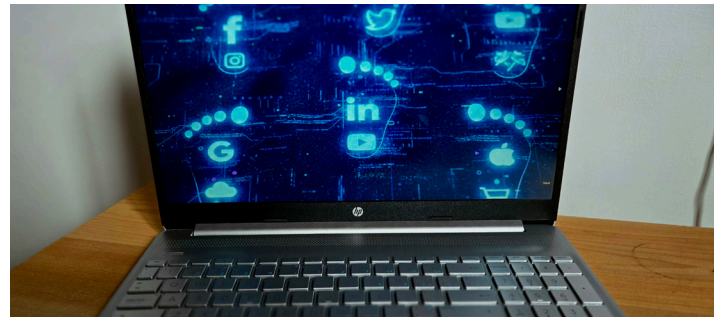
Around two weeks ago, a BMHS grade 11 student, Nika Pankova and a grade 12 student, her friend, Kat Kucheriuk, started getting weird anonymous flirty messages on Telegram. Both friends speak Russian, so they were even more freaked out when the messages were in Russian.

“At first the messages were flirty and then they switched to threats. I started getting messages that something was about to happen to me without telling me specifically what. Yesterday, they were telling me not to even leave the house. This is crazy, I honestly don’t even know about what they were talking about.” shared Pankova. When asked if she was actually scared about this situation, she denied.

Since the messages were anonymous, they obviously didn’t know who the person was. “At this point I’m not sure who it could be. There are a lot of people who can be them from our school. It could also be someone from another school, or someone who used to go to our school and then left. There’s a specific person that we know, that could be the culprit. She used to go to BMHS but got expelled because she bullied people. It might specifically be her because she’s written stuff like that before but she hasn’t done it to us. It could be anyone who just knows me. If they know my telegram contact or my phone number they could do that,” added Pankova.

The app all of this was happening on is called *Telegram*. It is quite popular with Europeans. For Valentines Day, the app created a chat bot that could pass on anonymous confes-

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DO STUDENTS CARE ABOUT THEIR DIGITAL FOOTPRINT?

By: Veruka Ripley Ruhnke

Posting anything on social media results in your digital footprint. Students may care about their digital footprint, and some will not. Students may care about it, whether its job related, safety, or appearances.

BMHS grade 10 student Felix Russell stated: “Yes, as with a digital footprint, you’re giving access into your day to day life and personal information, such as places you visit, people you’re with, things you do and so on. To me, that is not information I want anyone to be able to get a hold of.”

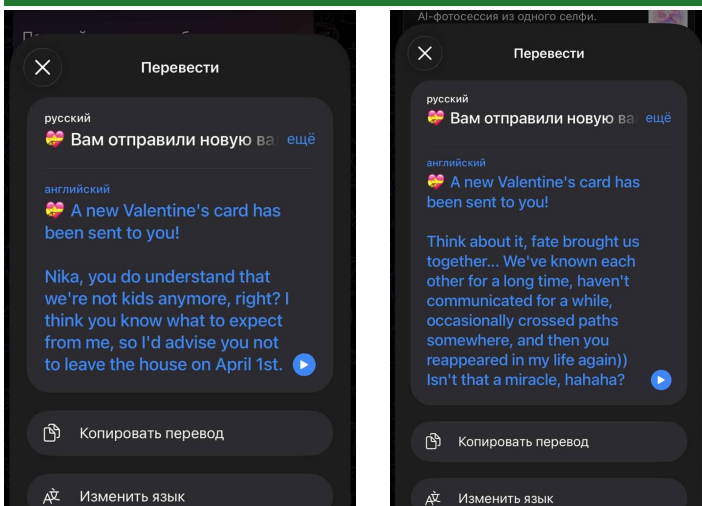
Grade 10 student Grace Woodford said: “Yes I do care about my digital footprint, I believe it is always important to watch what you do online, there is always a way for people to find what you or someone else has deleted.”

Grade 10 student Irina Calin said, “I do care about my digital footprint because, it affects my identity online and how other may perceive me.”

According to grade 10 student Meghan Losier: “I do. I care about my online activities more than anything. I’m extremely careful when I use the Internet or social media because everything can be traced back. I think about what is and isn’t okay to be said online before I send out comments or replies.”

Grade 10 student Addison Clarke said, “I do care about my digital footprint because that is what will affect my chances of employment. When my future college, university or employer looks up my name, they will see anything I had contributed to online. This will reflect on my morals and personality to them, therefore it is important to me to be careful with what I post.”

Whether students post online or not, they will always have some form of digital footprint. Students may what care about their digital footprint because its how they are perceived online, and that can be important to some whether it comes to job applications, or applying to university or college.



Screenshots from Telegram and menacing messages

ARE TEENS CURFEWS STILL A THING?

By: Skyler Rafferty

For generations, curfews have been a key part of growing up. Like it or not, our parents would say “Be home before dark” or “in by 10.”

These were rules that shaped how kids socialized, explored, and learned self-exploration. But in today’s world where smartphones track locations, social lives happen online, and parenting styles continue to evolve the question has to be asked are teens curfews still relevant?

Curfews were mainly meant to keep kids safe and give them structure. Parents didn’t want their children staying out late at night, when there’s a higher chance of crime, accidents, or bad choices happening. They also helped build good habits, like getting enough sleep, being responsible, and following rules at home.

Riley Melanson, a 12th grade student, had this to say about curfews: “I would say it’s very depending on the day like say it’s a school day and I’m out at a friend’s house she would want me home by at least 10pm, but on the weekend I can be out till whenever.” He also talked about how it’s also depending on the parent where he’s staying: “My dad doesn’t care about it though.”

As you get older, naturally, your parents become more lenient with you.

To avoid bias we also interviewed, Owen MacKenney in grade 9: “My mom doesn’t like it when I’m out too late obviously but it’s not like, I want you here at 9:30 sharp no exceptions. It’s more of a suggestion like if I’m texting her letting her know where I am she doesn’t really care if I’m out.”

Since we have smartphones nowadays, it’s less common for parents to worry about their children getting home at a certain time because they can just text them and ask for their reasoning. Back in ‘the day’, parents couldn’t just text with their kid because it wasn’t so readily available so they set rules in place to make sure nothing bad happened while they were out. Now, parents can just make sure with a few clicks of a button. It makes a big difference.

The verdict: Kids’ curfews are still a thing but they’re no longer so cookie-cutter clear. Instead of rigid rules, many families are taking on more adaptive approaches that are more in tune with modern life, technology, and changing outlooks about independence.

Ultimately, whether a curfew exists and how strict it is depends less on tradition and more on communication, trust, and the differing needs of each family.



SARAULT (CONT)

One especially meaningful detail of her visit was that some teachers knew her personally.

“Did I ever expect her to become an Olympic athlete? Yes absolutely, she was always a dominant athlete from the time we were young to the time we were in High School. (...) It felt really really cool to see someone that I knew personally compete in the Olympics, especially Courtney.

She sacrificed so much and gave so much time up to be able to be at the highest level, she did not have a typical teenage life. She spent most of her ‘free’ time in Montreal and was constantly travelling back and forth, so it is very cool to see her achieve her dreams. (...) A lot of people will think that being from a smaller area of the world almost excludes you from the world stage, but she is proof that that is not true. So, showing youth that anything is possible regardless of where you are from is awesome,” said teacher Mr. Samuel Moore, who graduated the same year as Sarault.

“I think that Courtney has been such a positive inspiration to our community. It is great seeing someone live out their dreams and show that hard work does pay off. I really enjoyed her visit because I got to see everyone’s face light up as she made her way around the spirit tunnel. I am impressed that someone so young is competing and dominating on the world stage,” said teacher Ms. Sara McConnell, who was only few years apart from Sarault when they were both BMHS students.

Beyond her athletic achievements, Sarault’s visit left a lasting impression because of how relatable and grounded she remained. By sharing stories from her time at BMHS she made it clear that her journey started in the same classrooms and hallways that current students experience every day. Her connection to a teacher who graduated alongside her further reinforced this idea, showing that success can grow from familiar beginnings and shared experiences.

Ms. Whitney-Burke Callaghan, who knew Sarault personally, was asked if she expected Courtney Sarault to become an Olympic athlete.

“Absolutely! Courtney had that goal for herself and worked extremely hard at it. She was a talented athlete and her work ethic proved that she would be able to take it to the next level,” Ms. Burke Callaghan added: “It has been very exciting to watch Courtney represent Canada at the past two winter Olympics. Cheering for someone you know compete at such a high level makes the Games even more thrilling to watch. I’m happy I get to watch her achieve her dreams.”

On a question if seeing someone like Sarault is important for students, Ms. Burke-Callaghan responded: “It is important

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CONFESSIONS (CONT)

Maybe, if it had been taken more seriously, it could have been something that encouraged people to speak up when they would normally feel inhibited—like speaking up for injustice or raising problems they could never say in person.

Haylee Williams, a grade 10 student whose name was quite popular on the page, said: “I thought it was weird to even start something like that, especially since my name got brought up a lot. It wasn’t even confessions, just gossip, and most of the stuff about me wasn’t even true.”

She said that even though there was stuff about her, she could ask the person who made it to take stuff down and they would, which was good, but that being said it’s also how you could ask to be anonymous and why people had confidence to even say some of the things they did.

What’s most discouraging is that some students were targeted with false or harmful comments. This shows a lack of respect towards one another; it’s sad that kids of this generation are comfortable online to say these harmful things, but they probably wouldn’t be able to say things like that to one another in real life. Kids pretending to be one another, to put words in other people’s mouths, could cause harm.

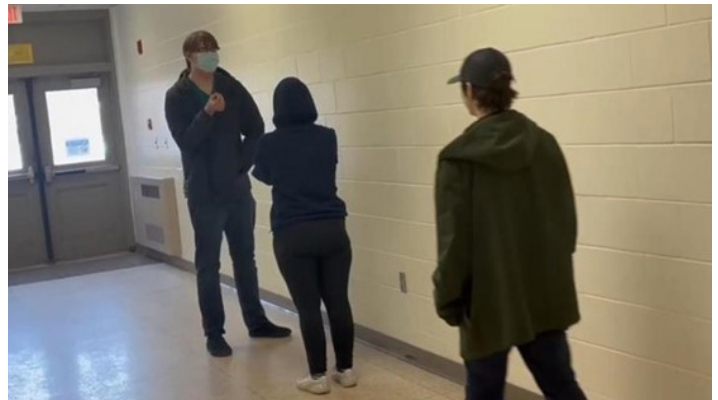
Even if worse things could have been said and worse things could have happened, nothing too bad really came out of the Instagram group; people like Haylee, whose name was mentioned a lot, just brushed it off.

Liam Talbot-Filler, another grade 10 student, said: “It’s not that big of a deal. It’s just a stupid online thing and this type of stuff happens all the time, it doesn’t really matter.”

He then added that we shouldn’t blame certain people because maybe that wasn’t the intent trying to be made when the Instagram page was created, and we can make assumptions, since a lot of the people on the account faked who they were. So, we can’t call out one another, or people shouldn’t get too upset by what others said because maybe it wasn’t really them.

Things like this happen all the time online, and social media is a big way rumors, false information and misinformation spreads; most of the time, it spreads quicker than truth, because it’s more interesting and grabs people’s attention. That is why things like this are more likely to be shared more quickly, without being verified.

Do we think these things would’ve been said if it wasn’t an anonymous page, or if you couldn’t just pretend to be someone, you’re not? Let’s face it, probably not. Whether what happened was the intention or not for the person or people who created it, these things don’t last forever and because of the negative directions the confessions took, and how it brought people down, in the end, the page was taken down.



What do students do when they’re skipping class?

WHY DO STUDENTS SKIP CLASS?

By: Justice MacLean

Skipping class is an extremely common issue among all schools, and it can have a serious impact on students’ academic performance and overall development within the school system. While some people assume students skip simply because they are lazy or uninterested, the reality is more complex. There are several underlying reasons why students choose to miss a class, including stress, lack of engagement, social pressures, and even personal challenges.

BMHS vice-principal, Mrs. Amy Burke, said: “Sometimes students are not in a place where they are ready to learn and sometimes the courses aren’t things that they want to learn about, so we really want students to take courses they are interested in and feel connected with.”

One major reason students skip class is academic stress and disconnection with their classes or classmates. And are overwhelmed by heavy workloads, tests, homework, and even expectations from teachers and parents to excel.

When the pressure becomes too much, skipping class can seem like a straightforward way to escape or avoid that stress.

BMHS grade 10 student Jana Timani said: “Sometimes kids just need a break from everything, and class can be tiring.”

Another key factor is lack of engagement in the classroom.

If students find lessons boring, repetitive, or irrelevant to their lives, they may lose motivation to attend or even interact. Teaching styles that rely heavily on lectures without interaction can make it harder for students to stay interested.

When students do not feel connected to what they are learning, they are more likely to skip class in favor of activities they find more enjoyable or meaningful.

Grade 10 student Sophie Carrier said: “Students may skip class because it’s boring, and a lot of the time the teachers

CONTINUED ON PAGE 11

IS BMHS A “DRUG SCHOOL”?

By: Annie Balycheva

Students wonder, teachers worry: what school has the highest drug use rate? For a long time, Harrison Trimble High School had a reputation as the “druggiest” high school in our city. Is it still that way, or is BMHS taking first place, according to students’ opinions?

Sometimes, you would not be able to tell that the person does drugs. It all depends on how long, how much, and how often a person consumes it, besides many other factors.

An anonymous student from HTHS said: “At Trimble, a lot of people do drugs, even if they don’t seem like it at first, with their appearance.”

Many BMHS students said they have not heard of any critical drug usage in our school.

Grade 10 student, Analeigh Mendoza, says: “I mean, sure there’s probably a lot of shady stuff happening that I don’t know of, and well, honestly, I don’t get involved with the people who does drugs, so I wouldn’t know how big of a population are the drug users in our school.”

Speaking of which school has the highest drug use rate, we need to hear opinions about other schools as well, from students from different schools.

A MHS student, who preferred to stay anonymous gave us their description of a drug situation in his school: “Two people in my school overdosed last week.”

Also, both BMHS students Hailee Rozee and Nolan McNally agreed that: “the drug situation is worse at Harrison Trimble High School.” Rozee later added: “it’s also really bad in Moncton High.”

McNally says: “I’d still say both Moncton High and Trimble are worse than BMHS.”

Substances have been, are, and will be a thing. Back in the 19th century, people took heroin as a cure for everything - from a simple cold to tuberculosis - and was even recommended for children. Now, we have medical cannabis that helps treat chronic pain, multiple sclerosis, cancer-related symptoms, PTSD, sleeping disorders, Tourette Syndrome, just to name a few conditions.

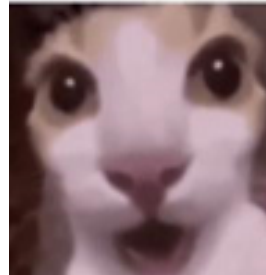
Drug use among the younger generation is often left unspoken due to the controversy and sensitivity of this topic. Society is used to thinking only about the illegality and consequences of drugs, forgetting that behind that “druggie” label there is a human being. People get in this path for a variety of reasons, whether it is stress, grief, high intensity of emotions, curiosity, or sometimes even getting pressured to try.

Every school has a certain percentage of students who do drugs, and it isn’t a race to be the most, or the least “druggiest” school. We can compete on which school shows more support towards people who need it. We cannot eliminate drugs, but we sure can offer help people.

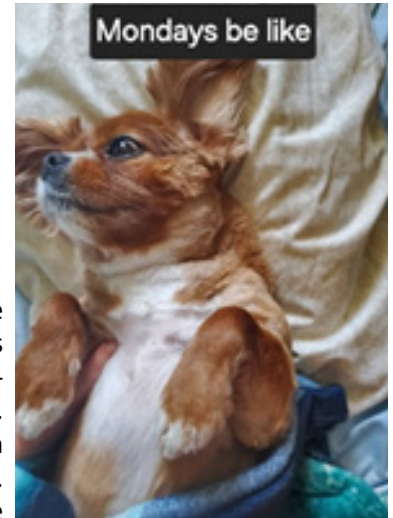
2026 (CONT)

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Malcom Hawkin, grade 11 student. “2026 feels like locking your door, and the house leaves anyway.”



Xander Sidebottom, grade 12 student. His meme is to honor his lost dog, Seven; Peace be upon him. “Still have no clue what I’m doing. This year’s been fast. I can’t remember half the stuff we did.”



SKIP CLASS (CONT)

are just repeating information that you feel could easily be found and learnt at home.”

Social influences also play a significant role. Peer pressure can encourage students to skip, especially if their friends are doing the same. For some, skipping becomes a social activity rather than an individual decision. Wanting to fit in or avoid being left out can lead students to make choices they might not otherwise consider.

In addition, personal and family issues can contribute to the “skipping” issue. Problems such as lack of sleep, mental health struggles, or responsibilities at home can make attending school difficult. Some students may not feel supported or may be dealing with challenges that teachers and administrators are unaware of. In these situations, skipping class is often a symptom of a deeper issue rather than the main problem itself, but that does not mean it is not often just a choice of not wanting to go.

In conclusion, students skip class for a variety of reasons that go beyond simple disinterest. Academic pressure, lack of engagement, peer influence, and personal challenges all play a role in this behavior. Understanding this cause is important for schools and teachers who want to address it effectively. By creating more engaging classrooms offering support for struggling students, and fostering a positive school environment, and even adding more “fun” activities educators can help reduce the number of students who feel the need to skip class.

TEAM NAMES (CONT)

Jerry Estabrooks explained, "It was made because students have tried to bypass the system using inappropriate names in a 'clever' way. It also makes things easier since names don't have to be checked." This perspective highlights that the decision was not only about the specific incident, but also about preventing similar issues in the future.

The rule has also sparked debate about fairness. Omar Tawfik said: "I personally think the decision takes the fun out of the tournament. I don't think it's fair because not only does it take away the fun, but there weren't really any other alternatives." He also suggested that "there should have been another option instead of removing team names completely."

Despite differing opinions, the situation highlights an important lesson. As one student pointed out, if students abuse a privilege, it can be taken away. Some believe a better solution could have been setting clear guidelines for team names instead of banning them completely.

In the end, the change reflects a balance schools must maintain between allowing student creativity and ensuring a respectful environment. Whether the rule will stay or be adjusted in the future remains to be seen.

MUSIC (CONT)

ten matches his music to his mood, choosing different songs depending on whether he's feeling sad, happy, or needs energy before an event.

Finally, music teacher, Mr. James Snelgrove, also sees the benefits of music when it comes to stress. "Music is an excellent way to cope," he said, explaining that both listening to and performing music can help process emotions. He noted that matching music to your mood can be especially effective, adding that it helps people "work through those feelings."

When it comes to studying, opinions are divided. Some students, like Sparling, find that music helps them focus and stay energized, while others, like Adelakun and Michaud, prefer calmer, lyric-free music to avoid distractions.

In the end, whether people are listening to upbeat songs, emotional tracks, or quiet instrumentals, music continues to be a powerful tool for managing the stress of a school environment. While not everyone uses it the same way, it's clear that for many at BMHS, life just sounds a little better with music playing in the background.

Even exam season has its own soundtrack, ranging from calm piano music to what Snelgrove likes to describe as something "repetitive and driving."



WHAT'S IN YOUR BAG?

By: Alex Doiron

At Bernice MacNaughton High School, students carry a wide range of items in their school bags, but not everything they bring is necessary for their daily school lives. When asked what they carry and whether they truly need it all, students provided insight into their habits, revealing a mix of practicality and unnecessary extras.

Clifford Bartlett Glidden, a grade 11 student, described the contents of his bag in detail, saying: "Pink gaming mouse, disorganized papers, broken binder, and fud (Food) and a laptop and charger separated and pages from last semester."

His response reflects a somewhat cluttered and unorganized bag, with items from previous semesters still taking up space. When asked if he needs everything, Glidden replied, "No, you know why though... feesh." Although his answer is posthumous and unclear, it still suggests that not everything in his bag serves a real purpose.

Xander Sidebottom, a student on set on graduation this coming June, keeps his bag relatively simple. He stated: "My laptop, my binder, and the fries."

His stuff was mostly needed but in his last comment, he really put the fries in the bag. When questioned about if he needed everything, Sidebottom responded with "NOOOO!!!"

Malcolm Hocken, a grade 11 student, appears to be more organized and prepared. He said: "I have gym clothes, pencil case, laptop, lunch bag, E-reader, and wallet, and binders."

CONTINUED ON PAGE 15

HARASSING (CONT)

sions, but in this case, it was definitely misused.

Pankova has already taken action and told our vice-principal. "I've already told a teacher and the vice-principal. The vice-principal is already concerned about that and she even wants to call the police at that point."

Obviously, there's a possibility that the person was simply using Google Translate, yet it is very unlikely because as the girls said that the messages looked very personal, with little details that translate could never add.

"I know that it's a Russian speaking person because I don't talk to people that much so its really only a few friends that I'm in contact with. If the text would be translated, that would be really OG Russian. Also, in Russian conversations most of the time we just use brackets just to show if were happy or sad about something, instead of using emojis. So that basically shows me that this person knows Russian and uses it a lot," said Pankova.

The person threatening Pankova and Kucheriuk is likely not random, because another girl who speaks Russian and has Telegram has not got any similar messages.

A second opinion came from grade 11 student, Diana Vlasenko: "I also have Telegram, but I didn't get any anonymous threats. I don't give a f**k. I think its jokes and it's not that serious," she mentioned.

Others would say that cyberbullying, such as anonymous threats online, is quite important, especially because for now, the person threatening Pankova and Kucheriuk are left without consequences.

BMHS teacher, Mr. Ryan Martin, shared: "I think we need stricter laws and stricter rules in schools against cyberbullying. Students should be expelled if they're doing cyberbullying in school. It should not be allowed. But that's just me, and that's maybe a very strong opinion, I just don't feel that it should be allowed in school at all. There should be strict consequences in place."

While threatening others online is definitely wrong, sometimes the confidence, or rather the lack of it, in the person hiding behind the screen is what people focus on the most.

Liam Talbot-Fillier agreed that it wasn't that serious but brought something else to attention. "I didn't see anything like that. But I think it's horrible and if you really wanted to say something, go and say it in person. You're kind of a baby if you don't, and obviously, it's just not a big deal," he said.

Be safe, Highlanders, and let an adult know if you're experiencing cyberbullying.

COFFEEHOUSE (CONT)

the district we had musicians and performers that were so good. Every act was professional; again, it was so nice in a positive environment; with parents and people from the community. I walked away with a smile on my face." This highlighted the community's enthusiasm and encouragement to the performers in the event.

The purpose of the coffee house is not just about performing songs that are catchy or the one that you and your band composed; it's about uniting and creating stronger bonds within the community.

The event also provides students with the opportunity to grow their confidence as they showcase their talents and passion for music. Through each performance, it creates a space where diverse voices come together, forming meaningful connections that last well beyond the stage.

FAST FOOD (CONT)

cheap at first, the cost can add up over time. Buying meals regularly from restaurants can become more expensive than eating food prepared at home.

"Now that I am in Uni and spend time outside more, I'm realizing how much money I have to spend on food," explains Lorena Zavala, who is in first year at Crandall.

In the end, both fast food and home cooking have their advantages and disadvantages. Fast food offers convenience, while home-cooked meals provide better nutrition and long-term savings. For many teens, the best choice may be finding a balance between the two. Making healthier decisions while still enjoying occasional treats can help students stay energized and focused in their daily lives.

SARAU (CONT)

ant for students to see Courtney come back to visit BMHS so that they can see that she was a lot like them - a local area high school student with big dreams. Her message of doing things that scared her really resonated with me and I hope it did with current BMHS students too."

The visit concluded on an uplifting note, with students leaving the session feeling motivated and inspired. For many, seeing someone from their own school reach such a high level of success made their own ambitions feel more possible.

Sarault's return to BMHS was more than just a visit. It reminded students that big opportunities can start anywhere. She quickly won their hearts and respect, inspiring hope and showing that with dedication and perseverance, anyone can achieve something meaningful.

STUDENTS PLANNING TO STAY LOCAL VS. MOVE AWAY AFTER GRADUATION

By: Clara Nguyen



(Photo credit: Lillianna Celestine at STU)

As graduation season is approaching, many students are starting to feel the pressure of one big question: should you stay close to home or move away for university?

While it sounds exciting, for most people, the decision isn't as simple as it seems because your future mostly determined by where you go for post-secondary.

For some students, remaining local is the most practical and financially responsible option. Places like UNB and St. Thomas University offer accessible programs while allowing students to live at home. This can significantly reduce expenses related to housing, food, and transportation.

Tom Guo, a first-year student at UdeM studying DSS, a very competitive pre-med program, says: "I'm planning to stay here mostly because of money. University is already expensive and stressful, and I don't want to add rent and more pressure on top of that...I like the idea of moving, but it's stressful thinking about paying for everything and being on my own."

For other students, however, moving away represents an opportunity for growth and independence. Attending universities in other cities or provinces allows students to experience new environments, meet new people, develop

CONTINUED ON PAGE 15

LEADERSHIP (CONT)

lar to Student Government, minus the need to be voted on. Clans' advisor and BMHS guidance counselor, Mrs. Lindsay Dominie, when asked about what Clans mean and their values, said: "The way I describe Clans to most people, especially newcomers, is that it's like Harry Potter. The Highland Culture uses the word 'clan,' which means 'family' in Gaelic.

All our students are divided into one of four clans, named: MacDonald, Stewart, MacLeod, and Campbell. Our leadership team consists of volunteers from grade 9-12, who organize and lead games and activities throughout the school year. It helps brighten everyone's high school experience, bringing lots of fun and school spirit. There are opportunities for people who may be shy, for those who are comfortable with a mic, and for those who want to get heavily involved with BMHS. Any commitment level is welcome in Clans, making it very easy-going for busy students."

Clans plans multiple huge events that take months of preparation. They are the hand workers behind the scenes on important projects such as the Christmas Parade Float and Fill The Bus.

Leadership doesn't stop at school-spirit-related activities; it's actually far broader. As many may know, each year, BMHS leads a school-wide musical production that performs around February. Students assume that musicals solely consist of cast and directors; therefore, they aren't interested in getting involved. In reality, there's so much more that goes into producing a musical.

Music Teacher and Musical Director, Mrs. Rebecca Moore, when asked to state the various leadership roles included in their musical productions, said: "The more obvious opportunities would be cast, ensemble, or band. We also had a dance crew, stage managers, AV, lighting directors, and even a sound effects person! Behind the scenes, we had people leading in the following designs: costume, props, digital, set, and makeup and hair.

Some students even volunteered to run a canteen, as well as manage my kids! I called them the 'child wrangler.'"

At BMHS, students are encouraged to take on leadership roles in any area that interests them.

Whether someone is shy or outgoing, there are opportunities for everyone to make a meaningful impact during their time as a Highlander. Leadership is an important quality valued in many future careers, and it also helps create a positive influence within the school.

PHONE FREE CLASSROOMS: DO THEY WORK?

By: Yassin Ali

A lot of schools have been trying out phone free classrooms lately, and it is surprisingly something many students have opinions about. Phones have become so commonplace that they are basically a part of our everyday lives. That is why taking them away during classes can feel like a tremendous change. Schools are focusing on this more now because of how distracting phones can really be. Their main goal is to help everybody focus and pass, but the situation is not that simple.

A grade 12 HTHS student, Lucy Lutes, said: "I did not think my phone distracted me that much, but I realized not using your phone in class will actually help you stay focused and and get your work done."

This shows how much of a difference it makes not being on your phone. It is not even the texting, it is the notifications from apps like Snapchat, TikTok or even Instagram that pulls your attention away without you even realizing, if you don't end up opening the notification or checking what came through, you just become distracted and your not focused on what you need to do.

Teachers also like the idea of phone free classrooms. Without phones, classes are active, students are more likely to actually talk, ask questions, and be involved in what is going on.

BMHS teacher, Mr. Nick Smart, says: "When phones are away, I can tell students are engaging more in my lessons." That kind of environment makes learning easier, but at the same time it kind of forces some students to actually be present.

Some students feel like their phones can actually be useful in class. They can look up information anytime and also keep track of their assignments.

BMHS student Kevon B. Hall said: "Sometimes using my phone is faster than using a computer from the library because of the WiFi issues, so banning it just makes things harder."

To conclude, phone free classrooms do seem to be helpful with participation, but it is not the best solution.

The best solution might be not banning phones completely, it is to start using them in a smarter and helpful way.

Either way, it's clear that phones have a big impact on our daily learning. Schools are still working and trying to figure out what's best for their students.

YOUR BAG (CONT)

His items reflect a balance between academic and personal needs. Despite this, Hocken admitted, "I don't need it on a day-to-day basis. I don't need my E-reader all the time and a binder I don't need."

His response shows awareness of which items are more personal rather than necessary every day.

Finally, Taha Julia, a grade 12 student, carries a variety of supplies and personal items.

He listed: "four Hilroys, a duotang, calculus textbook, food, water bottle, my wallet, and my playing cards."

While most of these items are related to school or daily needs, his inclusion of playing cards adds a personal touch.

When asked about if he needs everything, Julia said: "most of it, yes, except the playing cards, but it is useful to have them on me."

This suggests that while not everything is required, some non-essential items still serve a purpose in students' daily lives. For Julia it is for him to do sick card tricks.

Overall, the responses from students at BMHS reveal a common trend. While students carry many items in their sacks, not all of them are truly necessary. Whether it is leftover papers, extra binders, cards, and most of all, THE FRIES, students often bring more than they need or seemed something as necessary for themselves.

STAY OR GO (CONT)

life skills outside their comfort zone. Sierra Woronchanka-grade 11 in BMHS said "I want to move away from Moncton because I feel like that's how you really grow. Staying here feels too comfortable and boring when you've been living here your whole life"

For most students, this decision isn't about choosing the "better" option — it's about choosing what works for their situation. Some are prioritizing saving money and staying close to home, while others are ready to take a risk and experience something new. As Phuong Nguyen, grade 9 student, put it: "After I graduate, I plan to take a gap year and explore my options as well as earn money before worrying about my future, but I haven't decided yet that's just my goal until now"

In the end, whether students stay local or move away, both choices come with opportunities and challenges. There is no perfect choice. It all depends on what you are ready for right now. What matters most is making a choice that feels right for where they are now not just what looks good from the outside.

ATHLETES (CONT)

ly losing hours throughout the day, yet I have hardly done much. There's never enough time to do it all. So, things matter such as nutrition, relationships, grades, passion and self-care are just pushed aside”.

As a student athlete, people expect you to be great at both academics and athletics; people have high expectations of you, which then puts you in a lot of pressure.

Those are just one of the few areas where student athletes sacrifice and have a hard time trying to balance out school and sports at the same time.

Balancing the two commitments requires significant sacrifices - from free time and social lives to sleep and personal interests.

While these challenges can be hard to overcome, these can help you become dedicated, disciplined, and resilient and will eventually succeed with academics, athletics and ultimately life itself.

SPORTS AND MENTAL HEALTH (CONT)

Finally, grade 11 student Reese Billings, who was a former athlete, offered a different perspective on the topic, showing that sports is not always ‘sunshine and rainbows.’

Billings said, “I had opposing players hurt me on purpose, and their coaches encouraged it, which made me lose the spirit and enjoyment for the sport.” She added, “Nothing was wrong with my teams, but I guess it was just the toxic environment that I experienced at times that made me lose interest in competing in what was supposed to be just a fun game.”

Billings’s comments revealed that while sports can have many positive impacts on one’s mental health, it can also have negative impacts as well. It is important to set a clear boundary so that sports do not become your *identity*, which will cause harm to your mental health if anything were to go wrong. Surrounding yourself with people who support you and knowing when an environment becomes toxic is an important lesson to learn.

The consensus among students seems clear: sports offer more than just physical fitness. Whether it is the thrill of the action, the bond of a team, or the negative impacts of a toxic environment, athletics appear to play a meaningful role in the mental health of young people, both good and bad. As awareness about youth mental health continues to become increasingly important, sports certainly play their role in having a significant impact.

COVERAGE (CONT)

same sport that I do.”

Whether or not athletes deal with the same challenges on and off the field, sports are something that connects them.

Many teachers and students also shared the experience of watching the Olympics during class time. When asked her opinion, graduate student Lara Andrews shared: “Watching the games in class was fun; it was nice seeing everyone cheer on our country’s team, but I think we should do the same with the Paralympics, since the athletes in those games are just as strong and cool.”

BMHS has had two former students who highlight that there is talent in both domains.

It does not matter what struggles you have or where you come from. Athletes from both games deserve to be shown recognition and appreciation for their accomplishments.

MORE TEACHER PET PEEVES

By: Mason LeBlanc

At BMHS, teachers work hard every day to create a positive learning environment—but like anyone, they have a few pet peeves when it comes to student behaviour.

Ms. Julie Verzilli, a teacher at BMHS, says one of her biggest frustrations is: “when students turn in assignments late but still expect to receive their marks immediately.” She also mentioned that cell phone use continues to be an issue in the classroom. Despite these concerns, Verzilli said that overall, she has been “pleased with her students,” and noted that they have been “really good.”

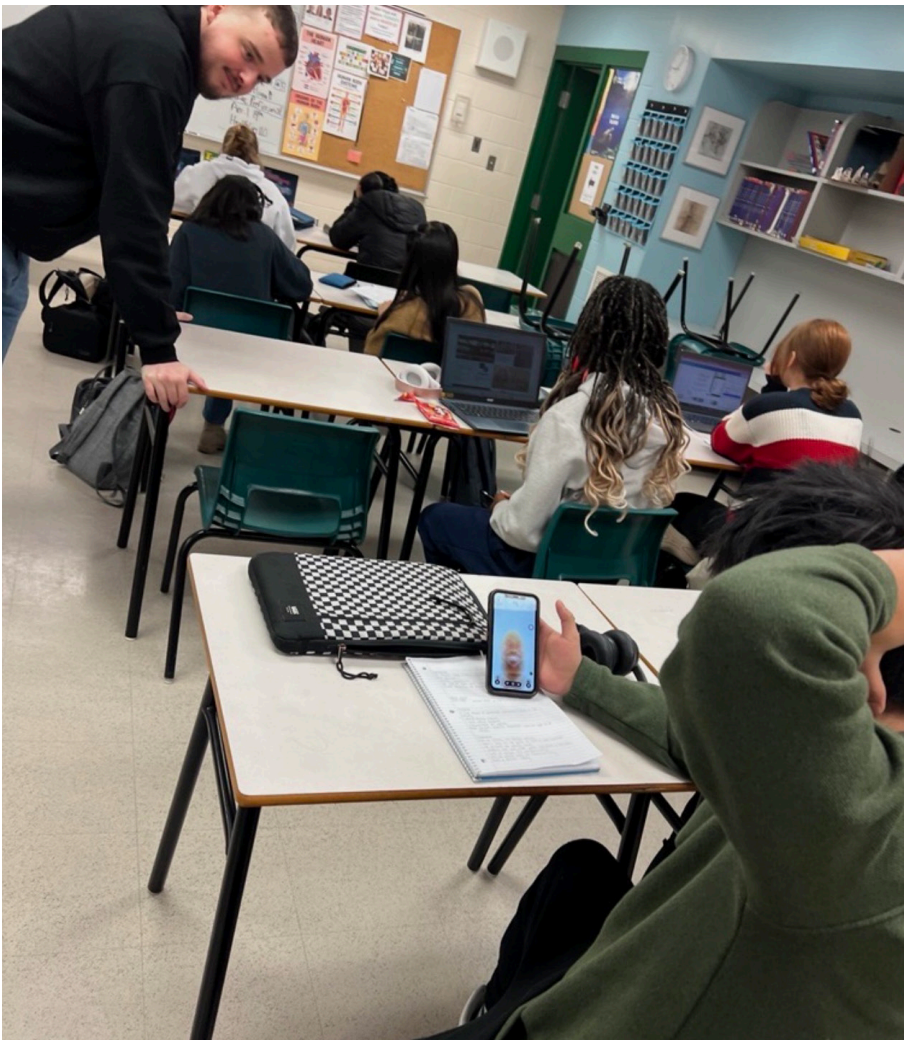
Another teacher, Mr. Matt Lusk, shared that his pet peeve is “when students don’t participate enough in class discussions.” However, Lusk remains positive, saying, “There is nothing I have come across yet that I couldn’t handle,” showing confidence in managing classroom challenges.

Shop teacher Mr. Craig Allen highlighted a different issue. His biggest frustration is “when students arrive significantly late to class—sometimes up to 30 minutes—and act as though it is normal behavior.”

While each teacher has their own concerns, a common theme is clear: respect for classroom expectations goes a long way.

By being on time, staying engaged, and meeting deadlines, students can help create a better experience for both themselves and their teachers.

EYE ROLLS, GEO DASH, AND THE MYSTERY OF THE OBVIOUS QUESTION: TEACHERS SPILL THE TEA



Mr. Moore loves students laughing out loud at pointless moments because of their phones.

By: Kayden Simpson

Ever wondered what really pushes your teachers to the edge? While students are busy juggling homework, sports, and social lives and maybe a little too much screen time, teachers are out here fighting their own daily battles... in the classroom.

We asked a few teachers to share their biggest pet peeves and let's just say, some of you might feel personally attacked.

Mrs. Stacey Beaman didn't hold back, as she shares "When students roll their eyes it is the worst! It makes me crazy!"

So next time you think you're being subtle... you're not. That eye roll? Seen. Noted. Probably remembered forever.

In Mrs. Place's class, there's a different kind of competition happening, and it's not academic. "Geo Dash in class! No time for that. It makes me irritated." Apparently, beating

a level is not more important than... you know... passing the course. Who knew?

Mr. Sam Moore brought up a classic modern-day struggle with phones. "When students are on their phones, and they randomly laugh in class!"

Nothing says 'I'm totally focused' like laughing at a meme while your teacher is mid-sentence. Bonus points if no one else knows what you're laughing at.

Then there's Mr. Scott Cunningham, who is just trying to make sense of it all. "When students ask questions that are very obvious to EVERYBODY else."

You know the questions that were literally answered 10 seconds ago. Somewhere, a teacher is taking a deep breath and wondering: *didn't I just say that?*

And finally, Mr. Matt Lusk, who kept it short, loud, and very clear: "NOT BEING PREPARED FOR CLASS!"

Translation: showing up without your stuff is not a personality trait. It's a problem.

The good news? You don't have to be perfect, just slightly less obvious. Put the phone away, bring your stuff, and maybe think twice before asking a question that

was just answered five seconds ago.

At the end of the day, school runs a lot smoother when everyone does their part and honestly, life is easier when your teachers aren't silently irritated.

So do your future self a favor and stay prepared, stay focused, and save the drama for after class.



Photo Credit: Mason LeBlanc

WHY REBOOTS AND REMAKES KEEP HAPPENING



By Michael Robles

In today's industry, remakes and reboots are becoming super common and is a very normal thing in the movie industry right now.

Instead of making new and original ideas, studios decide to revisit older more successful ones. One major reason remakes continue to be made is for financial gain.

Studios know that these beloved titles attract the audience, making them less risky than original films. Companies like the Walt Disney Company have made success by remaking their classic stuff into live action versions, such as the new *Moana* movie coming up soon, bringing in new and long-time fans.

Another factor is the appeal of nostalgia and brand-new and fresh experiences. Some people like seeing stories they love be shown in a different way.

Student Sauno Veysey explains: "Adaptations can be enjoyable because they offer a new way to experience a story... Remakes in the same medium often feel unnecessary." This shows how audiences are more open to changes when stu-

dios bring something new rather than repeating the original.

Not all remakes, however, are successful. Grad Shaylee Ferguson points out: "Movie reboots can be good if done properly. The remake of the 2003 *Mean Girls* was terrible but it was because they used bits from the Broadway production while still trying to keep elements from the original and trying to make it modern. It was way too ambitious, and it flopped. On the other hand, the live-action *Aladdin* was done pretty well."

And some people believe certain films should never be remade at all. Christopher Macias argues that *Back to the Future* is already perfect and doesn't need a reboot. This shows the concern of the people that remakes can sometimes take away what made the original special.

Overall, remakes will continue to exist because they are a safe move for huge companies, not to mention they are also nostalgic and sometimes innovative. (Personally, I liked the *Ghostbusters* reboot, thought it was a nice send-off.)

Some are good, some are bad, and some just don't live up to the original.