

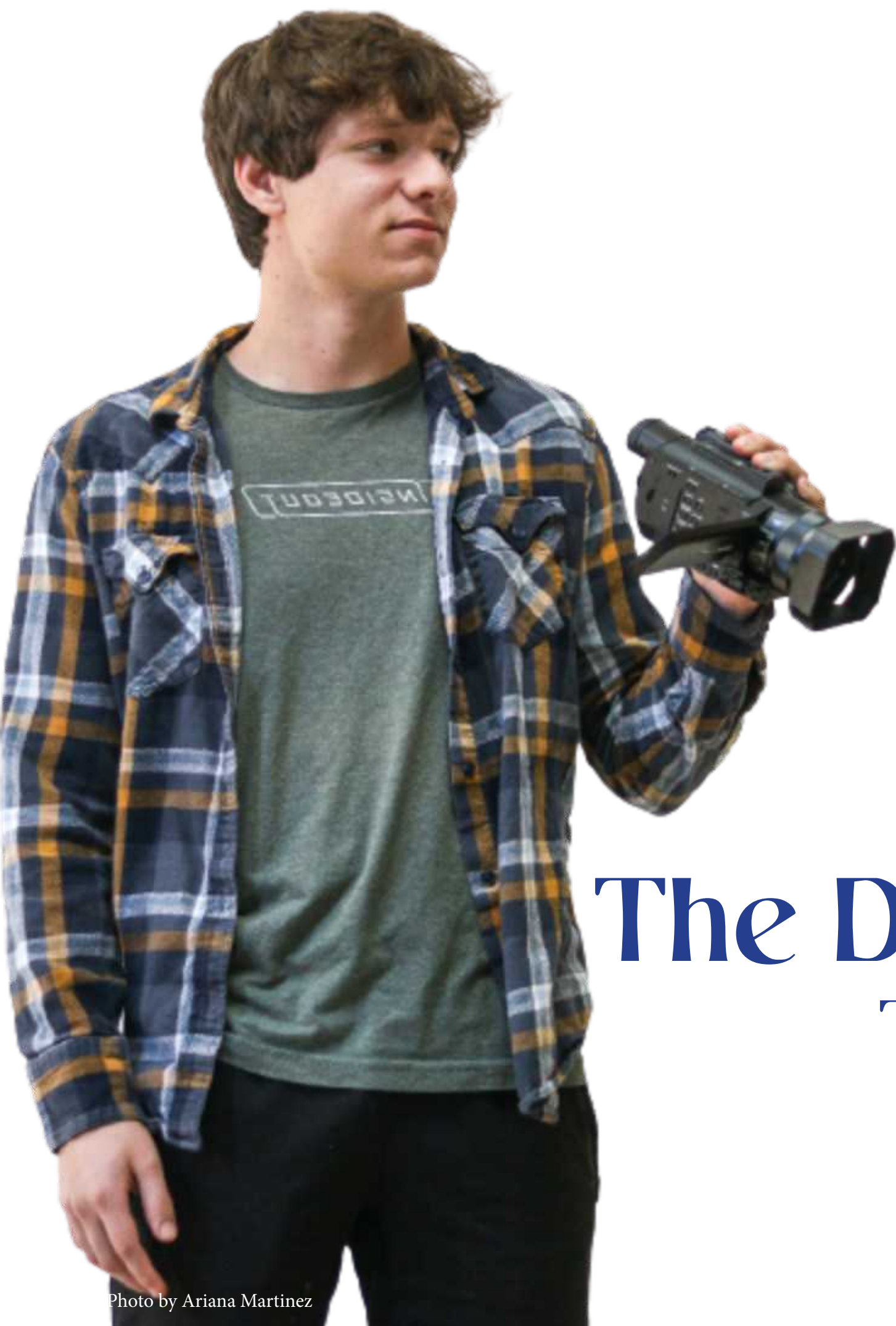
The Arrow



The Highly
Profiled



Who's who at
Sequoyah?



The Director Tyler Sandt

By Stephanie Rios

Photo by Ariana Martinez

Voices swirl all around. White studio light illuminates the actor's faces. With the set materials all placed just so, acting ensues:

"You can't keep doing this to me! I'm calling it quits!"

"CUTTTTT," the director yells as the clapperboard snaps.

Directing film and movie production is something that Senior Tyler Sandt has always envisioned himself doing in the future.

"I really want to go into the film industry and be a director. Making videos has always been so much fun for me and to do it for a living would be a dream come true," Sandt said.

Sandt initially found himself intrigued by the transitions and editing styles included in YouTube videos he watched. This interest eventually grew into a desire to learn video production techniques himself. Some videos that had the greatest impact on him were the Lyrical Lemonade videos that YouTuber Cole Bennet produced.

"Lyrical Lemonade videos are basically just music videos. I started watching them a long time ago because there were always super cool effects and edits and I would always try to mimic them," Sandt said.

Those videos were a catalyst that pushed him to learn how to edit on his own and exposed him to the editing and filmmaking industry.

"I got interest in filmmaking from music videos. I always found the effects so cool. So, I just started trying to recreate them on my own. I learned everything on YouTube, I would look up how to do certain effects, and then put my own spin on them. Eventually that taught me to use the

software and I could just create on my own," Sandt said.

Learning to use the software through the music videos he would try to mimic was the first steppingstone towards becoming a movie director. Those skills proved useful when he started taking the audio-visual pathway here.

Sequoyah offers many pathways that give students a basic set of skills to specifically prepare them for whatever their post-graduate pursuits may be.

Sandt takes the audio-visual pathway called Video Production. In this set of courses, students learn the basic mechanisms of utilizing filming equipment to build the necessary skills for possible film-related careers in the future.

**"I just am focusing on my craft at home and learning new things"
-Tyler Sandt**

The pathway description immediately caught Sandt's eye.

"I chose the audio-visual pathway because I really wanted to do things with film long before high school. I was so excited to use all the gear and learn how to actually make movies. It was a no brainer," he said.

Mr. Mann teaches the audio-visual pathway. He met Tyler and was impressed by his editing knowledge in the classroom.

"Tyler was already an excellent editor and really understood the concepts before taking the class. Learning how to produce videos and movies has really brought that skill set to a whole new level. He has far surpassed anything that I could have ever hoped for. His work is straight up incredible," Mr. Mann said.

With an ever-improving skillset under his belt, Sandt felt ready to really put his talents on display. So the announcement that our school would be getting a new high-tech video board for the football field was, to him, an opportunity to flex all that he'd learned.

"I just kind of suggested making hype videos last year before the season because I had just found out that the school was installing a brand-new video board. I had seen before NFL and College games that they would always try to hype up the fans with cool videos and I felt like I could do the same," Sandt said.

Mr. Mann approved the idea and Sandt got to work. Once he had finished editing them, Mr. Mann uploaded the hype videos to the school YouTube and the videos received a lot of attention and traction. They have garnered thousands of views since being published.

Since publishing, Sandt has prioritized taking it slow and improving.

"I just am focusing on my craft at home and learning new things," Sandt said.

So who knows what the future has in store, maybe directing is something he will pursue but one thing for sure is that editing isn't something that Tyler will give up on anytime soon.

"Ok Give me more emotion. Let's run it back from the top. Camera, lights, action!"

Biggest Box Office Booms

Sandt's Most Viewed Chiefs Productions

1 Etowah v Sequoyah
3k+ Views



2 Cherokee v Sequoyah
1.6k+ Views

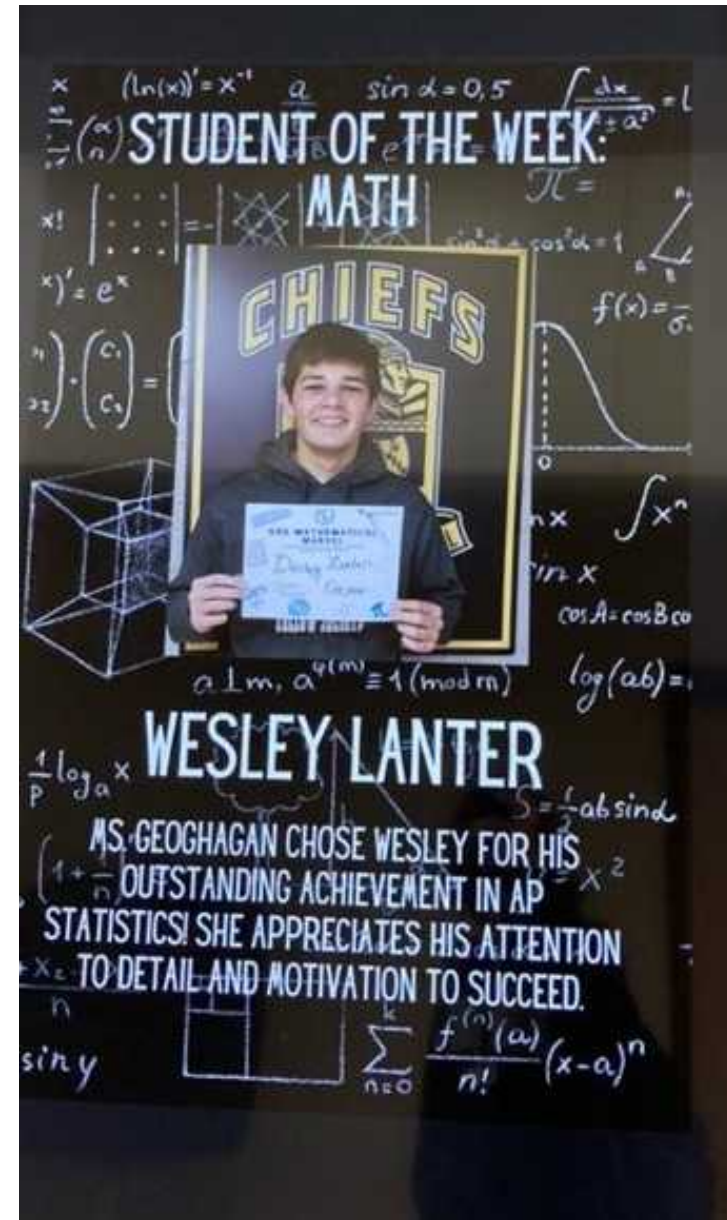


3 Homecoming 2021
1k+ Views





Photo by Ariana Martinez



Lanter is honored in Sequoyah's hallways for excellence in AP statistics. Lanter has maintained a near perfect academic record throughout his high school career. Photo provided by Wesley Lanter

The Jack- of- All - Trades Wesley Lanter

By Andrew Volk

By graduation, students have absorbed countless lessons, ideas and advice. Most high schoolers learn important social skills, acquire good time management techniques, and begin to discover who they are as people. One key bit of wisdom students gain is that they should make the most of their time— and no one exemplifies this like Senior Wesley Lanter.

Lanter takes part in many different clubs offered by Sequoyah. He is Captain of Lincoln-Douglas in the debate team, the bass section leader in chorus, and president of the National Spanish Honors Society. He is also an award-winning member of the Beta club, Mu Alpha Theta, and National Honors Society. Furthermore, he works as a tutor, runs in track and field, and is one of the highest ranked students in the senior class. While it may seem like he has infinite time, his approach is actually quite simple.

His philosophy for taking on and managing his schedule is to go all in on the task at hand.

“I always give my full attention to one activity at a time and knock responsibilities out as they come” Lanter said.

Yet there is more than just wholehearted enthusiasm. He abhors being left without anything to do and would much rather have too much on his plate than too little.

“Honestly, I hate not being busy,” Lanter said. “If I’m not doing something, I feel unproductive and then stress about what useful things I could be doing instead.”

A drive for productivity is far from the only factor that allows Lanter to keep up with his various activities. Valuable interpersonal connections are also quite motivating.

Lanter fondly recalls memories of post-performance pool parties with other chorus members. He still values the conversations he had with the older performers even now.

“After a lot of our concerts and some of our competitions, like the literary meet, we would go back to Randy Miller’s house and have big pool parties,” said Lanter. “We would all chill in the hot tub and have long conversations about the future. And though most of the people there were seniors, I was a junior at the time. So it was really, really cool to see

the insight that they had into being a senior. That’s been really useful this year. It was really neat to get to spend that time with people I look up to, and we just had a blast.”

Far from being resume-stuffers, Lanter’s experiences in these activities have produced genuine fulfilling friendships and achievements. One of said achievements happened during Lanter’s sophomore year of high school, in the inaugural season of what would become a central part of his life.

At the debate team’s yearly trip to Harvard’s National Debate Competition, Lanter shattered expectations by progressing to the elimination rounds of the tournament. This was so unprecedented, in fact, that the team’s flight home was pre-scheduled by Mr. Bartula, the Speech and debate coach, to run as these rounds were occurring.

“Bartula had wagered that we would lose. So he scheduled our flight home for during the tournament, during elimination rounds, thinking that none of us were going to make it that far. But I did. And so they basically left me,” Lanter said. “I got abandoned in Boston.”

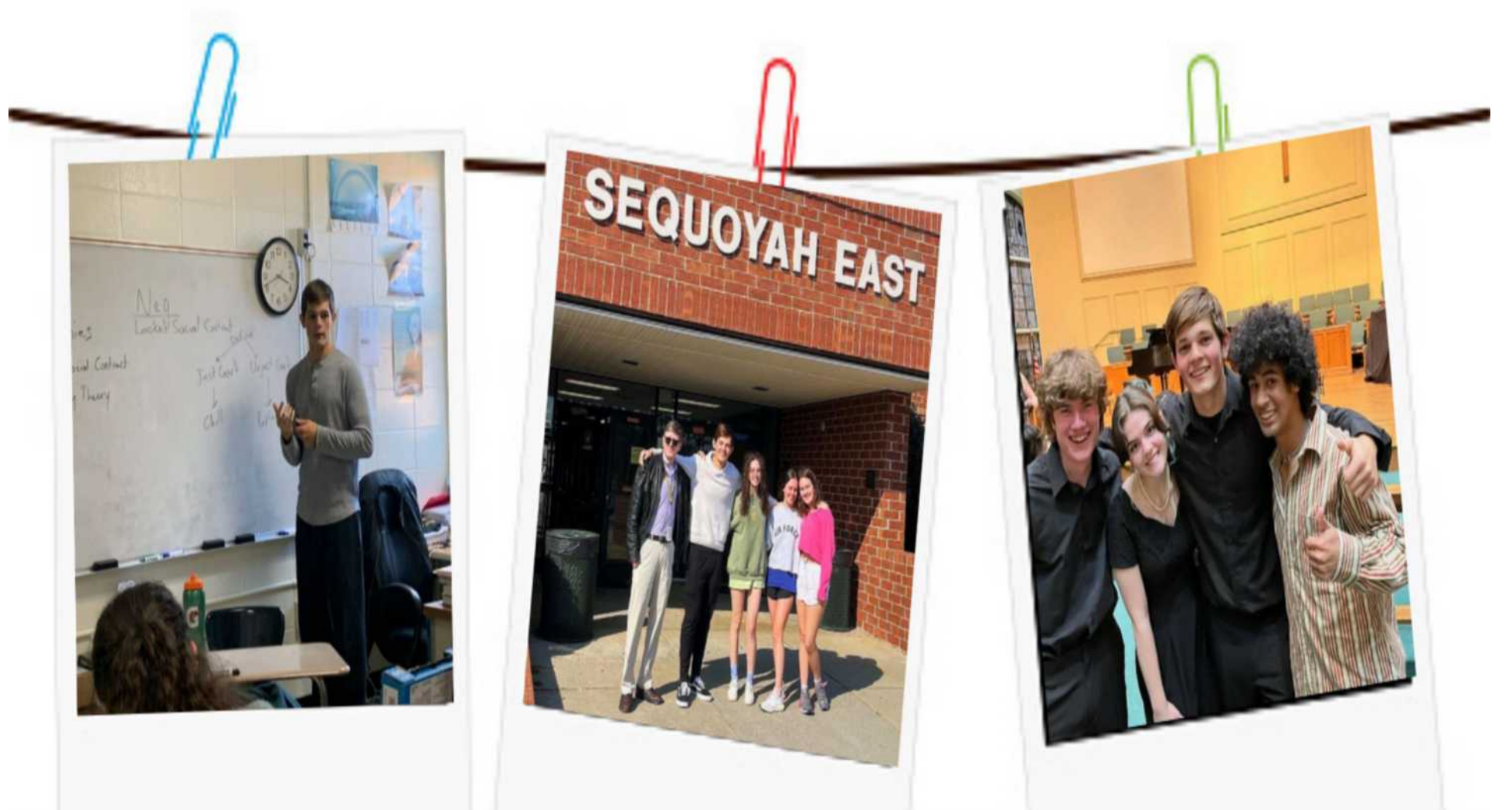
Despite the bizarre circumstances, Lanter views the whole event warmly as a notable accomplishment in his debate career.

“I think I broke the school record because, previously, no one had made it past octo finals, and I made it to quarters,” Lanter said. “Because Bartula was betting against us, it was pretty satisfying to prove that we could go further than he thought.”

Lanter’s hard work and dedication in his high school years have certainly equipped him with a laundry list of well-developed extracurricular talents and achievements to look back upon with pride. But his primary words of wisdom in the twilight of his high school career in fact have little to do with any of those.

“Never discount your need to enjoy yourself and breathe—you’ll never get your high school years back,” Lanter said. “The memories you share with friends, whether they be in clubs, sports, or sleepovers, will be the ones you cherish most, so don’t get too caught up in the grind. Have a little fun.”

Now with a treasure trove of fond memories from a wealth of varied experiences, its safe to say Lanter succeeded in heeding his own advice.





The Musician

Ashlyn Bolduc

By Ansley Carrol

Award winning senior Ashlyn Bolduc steps off the ladder after her last marching band duet with her partner. Bolduc has always had a love for music. Ever since she was a young child, her parents exposed her to piano, singing, and flute. In high school, it just made sense for her to be a part of the school's band and chorus program. So when she got to high school, joining the school's band and chorus program seemed only natural.

Bolduc has been playing the flute since the 7th grade, but singing is her main passion. Though music really became a serious part of her life in middle school, she recalls a childhood filled with music.

Her biggest musical inspiration is her parents; they both majored in music in high school and her father still has a job in the music world. They are both people who Bolduc looks up to and help expand her music knowledge with.

"My dad is a professional pianist and we have always had a piano in our living room, so I have grown up with music my entire life," Bolduc said. "He would always (and still does) play the piano, sometimes with songs he has written, he is actively writing, or just various songs he knows how to play. When I was little, he would always play songs for me to dance to. At one of my birthday parties he started playing Part of Your World from The Little Mermaid and I performed it for everyone at the party! It was so wholesome and so much fun for me. I have never forgotten it. I have never not had music in my life, and I am so so thankful for that."

Since the start of her journey at an early age, music has given her so much. She has become a part of the what she calls the 'band family', and has found something she really enjoys in addition to helping her develop her skills.

"I have definitely become a more well-rounded musician," Bolduc said. "I am technically better, using more techniques, and I think I have found more confidence in my playing and singing."

Bolduc's biggest musical accomplishment is when she competed in a group singing competition last year and won the state championship.

Her trio, consisting of Bolduc, senior Suzanne Cook, and junior Taryn Mareau, sang the song "Chili con Carne", which is a popular French piece that is sure to get stuck in your head. They won the state championship for the first time in Sequoyah history at the Literary competition- despite some roadblocks along the way.

"I was sick when we won regional," Bolduc said. "And I did not cough during the performance- that was a big deal. It was my first experience competing other than marching band with music, and it is like *the* chorus competition."

Not only is chorus a big part of her life, Bolduc has also had her share of solos and accomplishments within the band program. Her favorite band memory is of winning her first marching competition.

"At my first competition when we won grand champions, I think I cried," Bolduc said. "I don't actually remember the performance. All I remember is them announcing that Sequoyah had won the grand championship and the huge celebration that happened right then. All the hard work paid off! We all rushed onto the field and there was a feeling of pride and joy, and there were tears and smiles all around. It was my first time winning something big like that, and I honestly just fell in love with that feeling. That is why I stayed in marching band all four years of high school and it is why I wanted to (and became) section leader. That is genuinely one of my favorite memories from high school."

Bolduc values the collaborative nature of band, but she's also excited about more personal projects she's been working on recently.

"There are so many good things about [band and chorus]," Bolduc said. "I think just being able to create art through music and share that with people [is my favorite]. I also write songs for fun-zies,[so] that's a fun thing. They are all very sad."

Bolduc has put countless hours into practice and performance throughout her life. Music remains at the center of her past, present, and hopefully future.

"I hope to do some music on the side in the future," Bolduc said. "I plan on releasing my songs and we will see how it goes!"

What's Ashlyn Listening to ?

Reckless Driving

Lizzy McAlpine



Waving through a Window

Dear Evan Hansen



All My Ghosts

Lizzy McAlpine





The Academic Anna Louise Panhorst

By Cassidy Ratner



In Dr. Murphy's AP Language and Composition class sits a room full of juniors writing a rhetorical analysis essay with only 40 minutes to do it. However, there was something different about this specific class period; a sophomore student was also drafting the essay. AP Lang is a college level literature class that is typically reserved for juniors; however, an exception was made for this one student.

"Anna Louise is engaged, participatory, and focused," said Dr. Murphy. "As a student, she is incredibly mature, poised, and passionate about topics that she cares about."

Anna Louise Panhorst is a sophomore student who moved last year to Georgia. Before moving to Georgia, Panhorst lived in Greenville, South Carolina where she resided for 14 years. She attended Charles Townes Center where she excelled in all her classes. At her school in South Carolina, she took many high school credit classes; however, when she transferred to Sequoyah, there were some differences between the two schools.

"The main difference between school in South Carolina and Georgia is the size," said Panhorst. "I went to a very small school in South Carolina and in 8th grade, I had 63 people in my class, now I have over 500."

Another difference was the classes being offered. The school she went to in South Carolina offers different high school credit classes than Dean Rusk does, so there were some differences in her schedule compared to the rest of her grade when she

arrived for her freshman year.

By taking the many different high school credit classes at her old middle school, Panhorst was ahead of most of the students in her grade in respective areas. As a result of these classes, she is allowed to take above-grade level classes as she has already met the criteria needed for specific grade-level classes. Panhorst currently takes grade-level above classes in math, Spanish, and English.

I really enjoy taking upper-level classes," said Panhorst. "These classes have allowed me to be challenged, work with other grades, and get ahead in college because I am able to take AP classes."

Panhorst not only excels in school but is also an active member of her community. She participates in Beta Club and is a company dancer at Dancentre South, a local dance studio. She currently takes ballet, pointe, jazz, tap, and contemporary at her studio. This year, Panhorst is dancing 6 hours a week (excluding extra rehearsals); however, despite her extracurricular activities, she does not let them impact her grades.

Panhorst balances her extracurricular activities and her schoolwork by trying to get as much work as possible at school, so she has less to do at home.

"Extracurriculars help my grades because they give me a break from school," said Panhorst.

Taking classes that are above your respective grade-level can be difficult for anyone; however, Anna Louise Panhorst has shown that it is possible to succeed in them. She has proven that she can still excel in school while also maintaining a rich life outside of her schoolwork.



Panhorst shows off a ballet stretch while reading for an AP Lang assignment. She has cultivated a healthy balance between dance and academics in her life. Photo provided by Anna Louise Panhorst

Sharing the Halls: Teachers' Kids and their Parents Speak Out



Logan Geoghagan

Q: What are the biggest advantages to having a teacher as a parent?

A: "She helps me pick the classes that are best for my schedule. She understands Canvas and knows where to find everything unlike most parents. She also has snacks."

Q: What are the biggest challenges that come with this?

A: "I can't really get away with anything. My mom hears about everything I do; good or bad. Having to listen to my friends talk about how awesome my mom is - we'll see about that after I have to have her next year for AP Statistics. She, again, understands Canvas and knows where to find everything unlike most parents (this is both a pro & a con)."

Q: How did your dynamics change when you guys were in the same building?

A: "Not really much other than what I answered in the pros and cons questions. Most of our conversations are now about school, grades, and future plans."

Q: Can you share any special/ unique moments that being in the same school provided?

A: "I look forward to my mom giving me my diploma on the stage at graduation."

Ms. Geoghagan

Q: What are the benefits of being a teacher in your child's school?

A: "If any emergencies arise, Logan is in the same school with me."

Q: What are the biggest challenges that come with this?

A: "I feel more responsible for Logan and have a hard time separating the mom role from the teacher role. - Not going to find him during his classes to spy on him and remind him of responsibilities and to make good choices. Finding a balance between mom & teacher modes [are some of the biggest challenges]."

Q: How did your dynamics change when you guys were in the same building?

A: "We don't like each other as much and he's much more annoying now. Just kidding! He pretty much completely ignores me at school."

Q: Can you share any special/ unique memories that being in the same school provided?

A: "I have enjoyed being involved with Logan & the SHS swim team as well as getting to teach many of Logan's friends. Helping Logan plan and make his Halloween costumes



Will Murphy

Q: What are the biggest advantages to having a teacher as a parent?

A: "My mom is always able to give me insight on both teachers and difficulty/workload of classes from what her students tell her."

Q: What are the biggest challenges that come with this?

A: "A lot of times people ask me questions about things they think I know the answer to because my mom's a teacher. Sometimes I'm able to answer the questions but most of the time I have no idea."

Q: How did your dynamics change when you guys were in the same building?

A: "It was weird to see my mom at school at first, but after about a month or two into high school I got used to it."

Dr. Murphy

Q: What are the benefits of being a teacher in your child's school?

A: "I love being able to see Will every day and to hear about what he's doing in school! Even though he's a man of few words, I feel like I know a little more about what's going on in his life than my friends often know about their kids."

Q: What are the biggest challenges that come with this?

A: "I haven't really had to face any challenges yet, but maybe Will has."

Q: How did your dynamics change when you guys were in the same building?

A: "I don't know if they have so much. Will kind of always knew the deal from the beginning, but I do remember his older brother being kind of shocked to see me in the hallway and at lunch duty when he was a first-semester freshman. Once he got used to seeing me, though, the situation became normal and even convenient if he forgot to get a permission slip signed or if I left my lunch."



Preston Clyburn

Q: What are the biggest advantages to having a teacher as a parent?

A: "Biggest advantage to having my mom as a teacher is that I get to know all of the teachers before I even have them as a teacher."

Q: What are the biggest challenges that come with this?

A: "[The] biggest challenge is she knows everyone and everything that happens at school."

Q: How did your dynamic change when you guys were in the same school building?

A: "It didn't change much really. I have been doing the same thing since 6th grade, going to Sequoyah in the mornings."

Ms. Lingerfelt

Q: What are the benefits of being a teacher in your child's school district?

A: "One of the things I like about being in the same school as my children is getting to know their friends better. Preston is my third (and last child) I get to go to school with every day, so I cherish each year he's with me because I know how quickly the high school years go by. On a more academic level, I appreciate seeing firsthand the expectations set by his teachers and the opportunity sometimes to talk to him about his daily school successes and struggles."

Q: What are the biggest challenges that comes with this?

A: "I honestly haven't had any challenges with any of my children. My daughters graduated in 2015 and 2020, and I always let them take care of issues they might have with classes or school matters. Preston never asks for my help with any school issues and is also very independent. Preston, nor his sisters, have ever tried to use "Mom" as a crutch even though I'm so close-by."

Q: How did your dynamic change when you guys were in the same school building?

A: "I don't think our dynamic changes at all. Neither of my daughters ever tried to avoid me or care that I was around, and neither does Preston. Sometimes he tries to change my Pandora music between classes, but I've learned to avoid restroom visits when he is around. He also likes to write messages on my board, like saying there is a pop quiz or surprise test."



Anna Powell

Q: What are the biggest advantages to having a teacher as a parent?

A: "For me, the advantage of having a teacher as a parent was knowing that I always had someone to help me. Whenever I needed help with anything school related, my mom was there or could get a friend to help me. This was a huge advantage when I was younger and starting school."

Q: What are the biggest challenges that come with this?

A: "It is awkward having your mom know all your friends and everything you do. There were no secrets, but I never had anything to hide. If I didn't tell her things other teachers would in casual conversations. That was one thing I had to get used to."

Q: How did your dynamic change when you guys were in the same school building?

A: "When we were in the same building, I think we got a lot closer. Growing up I always had a pretty good relationship with my mom, and at first, I worried about being in the same building. My worrying was all for nothing because my mom never embarrassed me or anything else that I was worried about. She made my time at Dean Rusk better! We had a lot of fun riding to school together and making a lot of inside jokes. I am super happy we had this time together."

Ms. Powell

Q: What are the benefits of being a teacher in your child's school district?

A: "For me, I loved having Anna nearby. Whether she was at Hickory Flat, DRMS, or SHS, it is nice having her close. Anna is a great student and is well behaved, so I never had to worry about her in class. I enjoyed every second of riding to school with her and hearing details about her day."

Q: What are the biggest challenges that come with this?

A: "The most difficult thing for me was when Anna was in 7th grade, and we had lunch at the same time. Being in the cafeteria together, I wanted to go to her each day to talk but I knew I needed to give her space. I am thankful I could see her, but that was a challenge!"

Q: How did your dynamic change when you guys were in the same school building?

A: "When we were in the same building, our relationship grew stronger. We have always communicated well, but spending more time together drew us closer. We laughed more, talked more, and shared more time together. I am thankful for that time together."



The Globetrotters

Jake and Will Labasi

By Brock Freeman

“We were constantly moving around all over the country and the world, from Georgia to Germany, Alabama, Virginia, and Kansas” Juniors Jake and Will Labasi have lived in places all over the United States and beyond, with their experiences and ever-changing lifestyle making for a unique childhood.

For the first eleven years of their lives, Jake and his twin brother, Will, represented two of over two million children of active-duty military members spread across the globe. While the Labasi twins’ father, Duke, is now retired from active service, much of their childhood consisted largely of moving from Army Base to Army Base, cycling through schools, sports, and new friends every year as their dad, who reached the rank of Colonel at retirement, was stationed in wherever the US Army needed his services.

While Jake and Will were growing up, their dad was deployed to the Middle East several times.

“It did make me realize how precious time is with your loved ones though because he was gone so often” Will said.

Many active-duty service members, including Duke, are stationed in the Middle East for periods sometimes exceeding a calendar year. During this period, they are rarely able to return home and see their families.

Outside of deployment, moving constantly presented its own set of difficulties.

“The most challenging part was making new friends and leaving old ones behind or going into a new place knowing I won’t be there in a year made it hard to connect with people. I still made friends, but it was just hard to make close ones,” Jake said.

While being a kid growing up on an Army base was unconventional, it also brought a unique set of benefits and experiences to Jake and Will that other kids will not experience.

“My favorite part was learning and experiencing things all over Eurasia, and going to castles, great cities and monuments, and museums of vast variety .” Jake said.

While all of these are life experiences that Jake will never forget, he remembers not thinking of his travels very much at the time.

“I was too young to comprehend the importance behind them” Jake said.

Will also claimed Germany as his favorite place to live while also noting that he carries the memories of all the places he experienced with his family forever. The Labasi family lived in several other places throughout the twin’s childhoods, and each carried unique opportunities, especially in extracurriculars and sports.

Both Labasi twins are now active athletes and participate in multiple varsity sports. Will tried a variety of sports throughout his childhood, including archery, fencing, and skating.

“On the military base in Germany I could not play baseball (at the time it was my favorite sport) because there was not a club to do it. Luckily, I was still able to do soccer,” Will said.

Will’s sports experiences relied mostly on availability of whatever sport in the location that he was in, while Jake was able to find consistency in a sport he still competes in today– wrestling.

“I began wrestling in 1st grade and realized how I could still keep some normality when I moved from state to state, it kept me connected wherever I went and allowed me to bond with my dad so I could spend more time with him as well.” Jake said.

Jake and Will Labasi certainly didn’t have a conventional upbringing, but their ever-changing childhood represents a lifestyle that many share across the country. Even though they are settled in Georgia where most of their family is from, their experiences as traveling Army kids set them apart forever.

The Labasis have been stationed statewide in **Virginia, Georgia, Alabama and Kansas**



Germany, a favorite location of Will Labasi, is located **4,635 Miles** Away.

Malaysia, the most distant of the places the Labasis have lived, sits in the Pacific over **9,775 miles** away.





The Actor

Claire Clemons

By Cristen Johnson

Photo by Ariana Martinez

Before the excitement of a new theater project begins, the nail-biting anxiety of the casting announcements must be endured. As the eager actors anticipate their fate, they might hold two opposing truths in their mind. One, that there are, of course, no small roles. And two, that the biggest roles will still likely go to the most experienced cast members. But that's not at all what happened this past August, when the theater announced the lead role of their production of *Fortress*: freshman newcomer Claire Clemons.

Clemons, who uses they/them pronouns, was a newcomer only in reference to Sequoyah's stage-- their first experience with acting was in a theater-themed summer camp they attended at age seven. Now years later, Clemons looks back on that early performance fondly.

"The show was a mix of a bunch of different fairy tale creatures and stories and they came up with equal characters for each kid. Three of those characters happened to be wolves that had the same story as the classic big bad wolf. There was a 'big-bad-wolf' and a 'little-good-wolf,' but there was also a 'medium-ok-wolf.' That just so happened to be little seven year old Claire who wore a tshirt 4 times their size with fake fur glued on the front," said Clemons. "Ironically, my mom posted a picture of me in my costume and captioned it 'I think we'll be doing this again'(I definitely did)."

Clemons did, in fact do it again, participating in over twenty-five musicals since that inaugural role. *Fortress* was the first non-musical they ever performed in.

The play's reception suggests that Clemon's first performance of this kind was a success. This past fall, Sequoyah placed 2nd overall in the GHSA One-Act Play Competition for a double feature that included a performance of *Fortress*. Among the many individual accolades earned by cast-members at the event, one stood out as particularly shocking: Clemons, the youngest actor in the competition, walked away with the title of Best State Actress.

They now count the memory of receiving that award as one of their happiest moments.

"It sounds cheesy but honestly, it taught me so much about myself and how hard work pays off. All of my years of training led me to that moment and I really felt like I was on top of the world," said Clemons.

Even though they have many accomplishments within the theater, Clemons has another love besides the stage: music. They describe many cozy afternoons spent writing music in their leisure time at home.

Watching their talents develop in music brings them a similar joy as acting does.

"Honestly, just listening to or writing

music and watching myself improve as I learn about my craft [makes me happiest]," said Clemons.

Clemons recognizes that they wouldn't be where they are today in their creative outlets without the encouragement of a collection of peers both within and outside of the theater, and the support of two very special adults.

"One [inspiration] is my director that taught me from 7-13 years old. I still occasionally work with him but he taught me an insane amount as a performer and as a person," said Clemons. "The other would probably be my mom, who taught me to stand up for what I believe and always work hard for what I want to achieve."

They are already making the important people in their life proud again with their newest starring role in Sequoyah's upcoming production of *Cinderella*. Clemons, who wants to pursue acting as a career, hopes that it will be one in a long line of roles for them to get lost in in the future.

"[Acting] is what I've done forever," said Clemons. "And it's a kind of feeling that I can't describe. [There's] just a true feeling of happiness and comfort within it that you can't really explain."

"It's a kind of feeling that I can't describe. [There's] just a true feeling of happiness and comfort within it that you can't really explain."
-Claire Clemons



Clemons, aged 7, poses in costume for their first theater performance. Clemons has since gone on to act in over twenty productions.



The Social Butterfly

Wesley Hoogendyk

By Skylar Davies

Photo by Ariana Martinez

Wesley Hoogendyk saunters down the hallway, enormous smile of his face. Students call out to him as he makes his way down the Sequoyah hallway. To Hoogendyk, school is more than just boring classes and endless assignments— it is where he gets to express his big personality and nourish his genuine friendships.

"I love the opportunity to get involved in sports, clubs, and other activities where I get to meet new people and learn things to better myself," Hoogendyk said.

Since day one, Hoogendyk has always been a friendly kid. Growing up in a big family, with two older sisters and an older brother, led him to instantly come out of his shell. Family is a big part of his life and are those who constantly push him to be his best self.

"My siblings and I have always had a good relationship and that's fun because we just get to hang out together," Hoogendyk said. "The stereotype is always like you hate your bother or you hate your sister, but it doesn't have to be like that. It can just be fun."

For Hoogendyk, his dad especially has been his biggest supporter and who he looks up to the most. He remembers stories from when he was a kid.

"My dad is my biggest role model because of his hard work ethic and his personality," Hoogendyk said. "We went out and played tennis a lot when I was younger. He played tennis in college, so he taught and coached me up on how to play and how to be good."

Hoogendyk played many sports growing up including soccer and hockey. Through all his sports, his dad was always there. Whether it was coaching him from the sidelines or cheering him on in the stands, he was and still is the biggest encouragement in

his life. Hoogendyk's relationship with his dad and the rest of his family is important to him and he hopes that he will always stay close with them.

Although he has faced challenges throughout his life, he chooses to stay positive and learn from them. For example, when Hoogendyk was 13 years old, he and his family moved from Michigan to Hickory Flat. Moving to Georgia allowed him to step out of his comfort zone and try new things. Starting something new is always hard, especially when it comes to moving four states away from your home, but Hoogendyk made the best out of his situation.

"Even though their way of life was different, and they were less fortunate, happiness can come from even the littlest things in life,"

- Wesley Hoogendyk

"When I moved down from Michigan to Georgia, that was a huge change because for 14 years I had the same routine. All my friends and family were there so moving down to Georgia was kind of like a restart, but there's so many things about Georgia that I like, so it was easy to get into the swing of things," Hoogendyk said.

He remembers his first day in class after his move.

"I remember being so nervous for my first day at Dean Rusk. When I got in class, my

teacher made me stand up and say my name and where I had moved from. At the time I didn't love it, but now looking back, I realized how many more friends I met by just introducing myself," Hoogendyk said.

This new, exciting experience, although it was sometimes scary, pushed Hoogendyk to better himself and the people around him.

"If anything [moving] taught me to practice what I already knew how to do, like making friends with the right people and surrounding myself with good influences. Overall, really, it just taught me that change can be a good thing," Hoogendyk said.

In 2019, Hoogendyk and his family, along with two others, took a mission trip to Myanmar. They held a Vacation Bible School (VBS) at the local school where Hoogendyk was put in charge of games and activities. Through this, he was able to interact with the children in a less formal way. Seeing their happiness in even the smallest moments revealed to him something that he remembers to this day.

"[The mission trip] really opened my eyes to see, even though their way of life was different, and they were less fortunate, happiness can come from even the littlest things in life," Hoogendyk said.

Throughout his life, between travelling to unfamiliar places and meeting new people, each person that he has encountered has influenced his life and made him into the person he is today. He would like to one day work at Chick-Fil-A corporate headquarters where he hopes to excel in his career just like his dad.

"I want to make an impact on the people around me," Hoogendyk said. "Just like how incredible people have made me into the man I am today."

Touching Stones

Key Locations in Hoogendyk's Life

Hoogendyk learned a lot about himself after moving away from **Michigan**, his home state.



In **Myanmar**, Hoogendyk gained some perspective and walked away a more grateful person



At **school**, Hoogendyk extends the lessons he's learned elsewhere through kindness.





The Beauty Queen

Addie Hixson

By Sarah Pittman

Photo provided by Addie Hixson



Photo provided by Addie Hixson

Hours of preparation, fighting off nerves, and walking in heels, all lead up to this very moment. The moment the 2022 USA Teen Miss is to be announced. The winning girl's name echoes throughout the venue and seconds later, walking across the stage in a shimmering sky blue gown is first time pageant contestant, Addie Hixson.

"It felt like an honor more than anything that they chose me to represent [them] and be an example for others," Hixson said. "My favorite part was meeting all of the new people, especially this pageant because I met people from all different parts of Europe."

Women in Hixson's family have a history of being pageant girls, so when it came to becoming one herself, she already had one foot in the pageantry scene.

"My grandma has been involved in pageants for a while; she's even judged a couple," Hixson said. "My mom's foster sister, Sabrina Pinion, was Mrs. Universe in 2014 so she also helped me get involved."

When it comes to pageant preparation, a lot of work goes unnoticed by viewers that Hixson herself was not aware of before her first pageant.

"I had to start looking for a dress awhile before the pageant and then I had to go through coaching on how to talk for my speech and walk on stage," Hixson said.

One of the biggest differences between the distinct types of pageants are the individual themes that all pageants have. Some more popular pageant themes include the Great Gatsby, winter wonderland, the academy awards, and many more.

"It felt like an honor more than anything that they chose me to represent [them] and be an example for others"

— Addie Hixson

The pageant that Hixson competed in followed a theme called Beauty that Inspires. This theme, and those competing in the pageant, promoted a campaign against domestic violence and abuse.

The theme started because of pageant sponsor Pinion's past, as she faced domestic violence when she was a child and has since utilized her platform to help other women get out of those situations. Pinion's escape from that life came through pageantry. Now an established figure in this glittering competitive scene, Pinion created the Beauty that Inspires

title as an homage to the experience of herself and so many other victims.

Social involvement is thus a crucial factor for earning the title.

"In the teen division, we focus more on what is being done in not only our own community, but beyond that," Hixson said. "I spoke a lot about my involvement in Haiti in that department."

There are many widespread stereotypes regarding pageant girls. Some believe they are shallow, or judgmental, or unintelligent. These ideas are so common that even Hixson bought into this idea before starting out herself.

"Even I had stereotypes for pageant girls, that they thought they were better than others or not very kind, but that is completely wrong," Hixson said. "All of the girls I met at the pageant were some of the most humble and caring people I have ever met. They really were there to help everyone, and [did] not just [care] about themselves."

Since Hixson is already a senior in high school, she is content with her title as USA Teen Miss. But if the chance arises to compete for another title sometime in the future, Hixson just might take it.

"If an opportunity comes up for me to be able to compete in another pageant in the future, I would definitely be willing to participate," Hixson said. "They are really fun and a truly unique experience."

Let the
real you shine



Barber grins in front of a shiny backdrop proclaiming "Let the Real You Shine." She has described optimism as being of central importance to her worldview. Photo provided by The Barber Family

Thoughtful, compassionate, great work ethic, supportive, and wise is just the beginning of adjectives that some of Tristian Barber's friends use to describe their dear friend. The sophomore class president, who also stays busy in basketball, track, and debate was diagnosed at birth with Pierre Robin defect. But that hasn't stopped her from going above and beyond to break expectations.

Barber explains her condition in simple terms.

"When I was born the bones making up my face were not formed the way they were supposed to. I also had a horseshoe cleft palate, which means I had no roof in my mouth," said Barber. "There are not many treatment options for these things so almost everything is done surgically. It also has severe symptoms such as hearing loss, organ failure (which I haven't had) undersized esophagus and breathing issues."

Despite everything, Barber has maintained a glass-half-full attitude- which proved invaluable when her condition severely degraded her hearing a few years ago.

"Losing my hearing made me feel like something was taken, and it really sucked. But eventually I found myself immersed in deaf and hard of hearing culture and I found a community," said Barber.

The Overachiever Tristan Barber

By Shelby Belanger



Barber's family visits her in the NICU shortly after her birth. Since her birth, Barber has endured dozens of surgeries to treat symptoms associated with Pierre Robin Syndrome. Photo provided by The Barber Family

Barber doesn't credit her success to attitude alone. She explains that the enduring support of some very special people has made her into who she is today.

"[One thing that always keeps me going is] probably my family, my older sister in particular," said Barber. "We are all extremely competitive and that alone has pushed me to do things I was never supposed to be able to do. In addition to that I have amazing friends that are always rooting for me regardless of if I'm even rooting for myself."

Tafton, Barber's sister, has been inspired by her younger's day to day tenacity.

"[Tristan] is wicked smart, and honestly someone who I look up to also even though she's shorter than me. Most people have no clue how much it takes for her to continue everyday with the enthusiasm that she does, and it takes incredible character for someone to go through that," said Tafton.

"I hope Tristan never forgets that no matter what stage of life she goes through she always has me as a safety net," said Tafton.

The challenges Barber's endured throughout her life have made her exceptionally openhearted, and this kindness is spread even in our schools own hallways.

"I just want everyone to feel like I'm a person they can talk to. I have definitely been the person in a room that had no one to talk to and it is not a great feeling. I want anyone and everyone to feel I'm their friend and they are always welcome to approach me," Barber said.

So how does she stay so unrelentingly positive? To Barber, this attitude is not so much a choice as it is a matter of survival. And survival sometimes means letting herself sit in the unfairness of it all so that she can bounce back up again when it's all over.

"Whenever I get asked [how I get through challenging times], I never really have a good answer. I just do because I have to; if you had to you would too," said Barber. "I think the most important thing is to have your moment. In your moment you are allowed to scream and cry and throw things, whatever you need to do. But once your moment is over, it has no power over you anymore."

And if there's one word that describes Barber, it's empowered. Her achievements as a debater are rendered even more impressive when you learn one of the most common features of Pierre Robin: muteness.

"It's not uncommon for kids with Pierre Robin to be mute, but for whatever reason I was able to teach myself to speak," said Barber. "Then along with losing my hearing there were even more speech problems, and then after facial reconstructive surgery I had to relearn how to speak. I

feel powerful when I can deliver an effective speech because it reminds me, I can do the 'impossible.'"

The Barber family as a whole came face to face with the impossible just this past January. After well over twenty surgeries, sixteen of those requiring post hospital recovery time which could last two or more months, and four surgeries requiring ICU, the family finally received the news they had been wishing for all of Barber's life.

Jennifer Barber, Tristan's mother, describes the moment their life was split into a before and after.

"We have waited for this day for almost 17 years. Our amazing craniofacial surgeon Dr. Williams let us know that we no longer needed to follow up with him! Dr. Williams did Tristan's 1st surgery at 6 days old... I'm so glad her surgeries are coming to an end, but it is bittersweet to say goodbye," said Mrs. Barber.

The surgeries may be behind her, but the lessons learned from over a decade of challenges and recoveries will resonate for much longer. Barber offers a hopeful message for anyone in a similar, seemingly impossible situation.

"Allow yourself time to heal emotionally as well as physically. You are going through a lot, and you deserve to feel any range of emotions you need to feel. But it is also so so important to not let it consume you. Your condition is not all you are, nor is it all you will ever be."



Barber's family poses for a picture after cutting down the net at a pep rally. Barber's achievements have surpassed expectations since her diagnosis of Pierre Robin at birth. Photo provided by the Barber Family



Wells shares a congratulatory high five with a student. She has been part of Sequoyah's Special Education Staff since 2015. Photo by Ariana Martinez

"There are so many little moments in each and every day, and some awesome big milestones for our students that happen throughout the years that make this job so rewarding and memorable."
-Ms. Wells

The Mentor Ms. Wells

By Delaney Harrison



Wells encourages a student engaged in interactive play. Wells has valued the bonds she's formed in special education's closed classroom format.

Walking through the bustling halls before first period, chatter and the scent of freshly brewed coffee fill the air. The scent flows out into the hallways from the small coffee shop located next to the library. The students and teachers of the special education work tirelessly serving the students of Sequoyah. Making coffee, counting change, cleaning, and greeting students are some of the daily activities performed by the students. The operations of the coffee shop are overseen by the teachers in the special education department. Paraprofessional Lori Wells spends her days working and growing relationships with each of these students.

"Honestly, there is no such thing as a typical day for a paraprofessional in a self-contained classroom at the high school level. We have daily responsibilities each day that involve assisting the students with their needs and the teachers with the implementation of their classroom lessons. However, each day brings many different scenarios and challenges, and this is what I love about this job... not two days are ever the same!" Wells said.

While not originally anticipating the specialty of special education, Wells always knew that teaching would be a goal of hers. "I knew at a very young age that when I grew up, I wanted to be an educator. I loved being at school from my first day of kindergarten to the day I graduated high school. I was lucky enough to have some very special teachers that allowed me to have wonderful classroom experiences." Wells said.

After graduating from Ohio University with a degree in elementary education, Wells began her teaching career in Ohio where she taught preschool, kindergarten, third, and fourth grade. Her last year of teaching in Ohio occurred in 2009; this is the year she moved to Georgia.

"I have truly loved all my varying experiences in education! You will find there are usually positives and negatives in all your experiences. I have certainly found there are when it comes to all the ages and stages of growth and development in children, and all that is involved in educating at those ages and stages!" Wells said.

After spending over six years as a stay-at-home mom, Wells made the decision that she wanted to resume her career as a teacher. While she did not want the responsibilities and time devotion that being a teacher required, Wells found an alternative that offered similar opportunities.

"I did not have my Georgia teaching certification. I was super excited to hear of an opening for a self-contained classroom paraprofessional in the special education department at Sequoyah High School. I interviewed for and accepted the position, and almost seven years later I am still at it!" Wells said. "Though I had never worked in the wonderful world of special education, I feel very blessed to be fortunate enough to get to spend my days with these amazing students!"

In the state of Georgia, students enrolled in the special education system are

allowed to remain in the public school system until the day before their 22nd birthday. In her seven years of teaching at Sequoyah, Wells has taught multiple students throughout the entirety of their high school career and into adulthood. She has even held the honor of walking students across the stage at graduation.

"My favorite thing that is unique to self-contained classrooms is the fact that we get to spend several consecutive years with our students. This allows time for us to develop and form some very special bonds with them. It so rewarding to see their growth from year to year." Wells said.

While the typical day of a paraprofessional can be hectic and at times exhausting, Wells credits her students for making the career worth it.

"There are so many little moments in each and every day, and some awesome big milestones for our students that happen throughout the years that make this job so rewarding and memorable," Wells said.

In her time at here, Wells has seen immense growth in both her students and the SHS Special Education program.

"It is my hope that this program continues to flourish and assist in the development these amazing students just as it has in the past," Wells said. "It serves such an important role in the lives of our students, their families, and in the betterment of our community. I am grateful and so very proud to be a small part of it!"



Photo by Ariana Martinez

The Future Educator Jesslyn Cottrel

By Jessica Ryan

Sophomore Jesslyn Cottrell walks down her classroom with a smile on her face, showing off her best teacher outfit and her best attitude. Cottrell has been enrolled in the Teaching as a Profession class for two years and will be entering her third as junior. In this class, Cottrell learns the ropes on how to become the best teacher that she can be.

Since Cottrell was little, she has always been interested in writing. She feels like she can express herself perfectly when she writes more than she can verbally. It helps her mind escape to a different place and lets her truly focus on her thoughts. She also loves kids and loves helping people. Both of those factors really made her believe that teaching would be something she could really love.

"I thought this class would be interesting to take [to] see what teachers really do, and what they have to learn. My aunt is also a teacher and I have kind of always thought about being a teacher," Cottrell said.

"I don't want to teach a specific grade, but I would want to teach high school students. I feel like it would be a better teaching experience because if you are instructing little kids, you are like their babysitter and with high school students, they are more independent.

You can also relate to high school students better," Cottrell said, "If I decide to become a teacher, I will want to be a special education teacher or a writing teacher. I love helping people, but I also love writing," Cottrell said.

Cottrell's TAP teacher, Mrs. LaChine is one of her biggest supporters and inspires her when it comes to this subject.

"Jesslyn has such a kind spirit and is always willing to help others! She is extremely motivated and a hard worker," LaChine said. "Jesslyn is always willing to participate in classroom discussions and give input; her willingness to share ideas in class helps create a dynamic classroom environment."

"Jesslyn has such a kind spirit and is always willing to help others! She is extremely motivated and a hard worker"

-Ms. Lachine

Cottrell describes her overall experience in the TAP class as one of the best classes that she has ever taken.

"This class has an extremely comfortable environment, and you always feel welcomed. The teacher is always there for you and helps you out. Even though there are a lot of projects, they are fun to do. You can also get close with everyone there. It is a new experience every day and the class is always

interesting," Cottrell said.

In the class, the students do many collaborative assignments and try new things every single day. Doing this helps them get to know their other classmates. The activities that students must do are activities where they must play the role of a teacher or a different grade level student. This way, they understand what it is like to be in different positions in the classroom.

"Every day is pretty different. We are usually working on a project, but they aren't your normal projects, every day is different," Cottrell said, "For a week we acted like little kids and did activities you would do in elementary school to learn about how kids learn and how they have to have all of these skills that seem so small but play a big part in your life."

Variation in projects and assignments makes Cottrell look forward to going to her TAP class and expecting something new and exciting every day. Cottrell feels that this pathway has been extremely beneficial to her skills now.

"I would recommend this class. Even if you do not want to be a teacher, it is interesting. You get to learn about things that will help you in the future. Also, it is a fun class, and the class is sometimes small so everyone in the class is close."

With a family legacy of teachers, a passion for helping others, and the close-knit and dynamic environment of her TAP classes, Jesslyn is able to envision an exciting future in the teaching profession.

**REVIEW: WHY TEACHING AS A PROFESSION?
BECAUSE...**

"EVERY DAY IS PRETTY DIFFERENT."

**"YOU GET TO LEARN ABOUT THINGS THAT WILL HELP YOU IN
THE FUTURE. "**

**"THE TEACHER IS ALWAYS THERE FOR YOU AND HELPS YOU
OUT. "**

"EVERYONE IN THE CLASS IS CLOSE."



The Teacher Mr. Maxwell

By Savannah Harvey

Photo by Ariana Martinez

The oil coats his skin and makes it itch. He sleeps during the day and works during the night; Andy Maxwell had no idea what was in store for his future.

At the age when most of us graduate high school, Maxwell had been working in the Virginia coal for five years.

“The first day was scary. It was dark and dirty, and the work could be challenging sometimes as well as dangerous,” Maxwell said.

He worked in a union mine, which meant his mine was safer than most. The Union had a say to reject dangerous work. Although the work was sometimes risky and unsafe, there was always a plus side to the job.

“It was great money for a 19-year-old [and] since we were a union mine, benefits [included] a great pay. I had 100% medical insurance, two weeks paid vacation time, and we got paid triple time on holidays and on my birthday. My favorite part had to be operating the shuttle car,” Maxwell said.

The shuttle car/buggy was an electric vehicle that carried coal from the face of the mine to a belt system that ran the coal out of the mines. It is about the size of a medium sized car and carried about 3-5 tons of coal.

“The buggy was relatively fast, and I was very good at transporting the coal without any incidents or accidents that could plague operators driving that size of a vehicle in a confined space. Other jobs were very dirty and hard labor, so this was my favorite,” Maxwell said.

After getting laid off the coal mine he

worked at, he decided to go to college to become a teacher and a coach for high school students. He went on to graduate from Emory and Henry College in Virginia, but Maxwell did not teach anywhere long-term until he accepted a job at Sequoyah high school.

“I stayed because of how great the students are, plus the community (parents) play an important role,” Maxwell said.

He has been here since 1996 and has taught every subject in the history department from Geography to Ap Microeconomics, and he has taught all the social studies electives as well.

“United States history has always been my favorite because I have taught it for most of my career, and I love that it is a junior class,” Maxwell said.

Not only does he enjoy teaching the subject, but he believes everyone should have knowledge and a good understanding of United States history.

Teaching for him is not just about earning a paycheck. It is mainly about building relationships with others.

Any student who has been taught by Maxwell will recognize the friendly face from across the hall, as well as the eruption of boos from students whenever Maxwell wants to mess with fellow history teacher and trusted colleague, Mr. Bartula.

“It started when Bartula got hired for a full-time teaching job, then we became good friends,” Maxwell said. “We both have the same sense of humor, and we share a love for Sequoyah students.”

While most teachers only talk to each other while they are in school, Maxwell and Bartula do some activities outside of school.

“We usually eat out together and I help him with his transportation issues since he does not drive. The one Tik-Tok where I tricked Bartula into smelling fart spray is by far one of my favorite moments I have had with him,” Maxwell said

They both love to mess with each other and their students from time to time, whether it is just turning off the lights while passing by their classroom or storming into each other’s room.

“We have always enjoyed each other’s company and the clowning around with each other’s students because it brings some joy to what has become a very difficult career,” Maxwell said.

Maxwell has had some tough yet memorable experiences over the years.

“Early in my career, in Florida, I had a senior girl lay out of my class 30-40 times because she was going off campus to eat lunch. It was Economics and she needed it to graduate. Exam time came and she needed a 100 to pass the class. She studied and did well, but not enough to pass. The administration left it up to me whether to pass her. She came in begging me to pass her, saying her family was coming to watch her graduate. Despite this I told her she did not make the grade. She grabbed a 13-gallon trash can and threw it at me, yelling very mean and unforgettable things. Needless to say, she did not pass,” Maxwell said.

Finding his place with the Sequoyah community and in a valuable friendship with Mr. Bartula, Mr. Maxwell has become an unforgettable fixture in the school.



Maxwell (left) sits with longtime friend and colleague, Mr. Bartula. The two have considered each other close friends for years. Photo by Ariana Martinez



Photo provided by Caleb Struchtemeyer

The Reporter

Caleb Struchtemeyer

By Brett Lowry



Walking into the campus library, one might see a bright red head of hair hunched over a Mac, furiously typing away. Unlike most students, he's not typing up a lab report; rather, he's reporting on the latest developments in the music world for the university's newspaper.

2020 graduate Caleb Struchtemeyer probably would never have predicted he would be a third-year journalism major at the University of Georgia. He would have guessed a baseball player, businessman, or anything else besides a reporter. Entering his freshman year of high school, he was unsure about what the next four years would entail.

"I never had an older brother who told me all the stuff that high school was," Struchtemeyer said. "A lot of my ideas and my beliefs of high school drew mostly from what I'd seen on TV and movies... I would say I was nervous, and I didn't really know what I was going into."

Quickly, Struchtemeyer's perceptions changed. High school opened up a wide variety of opportunities for him: opportunities that he gladly jumped upon. From freshman year onwards, Struchtemeyer joined a variety of clubs and organizations. One opportunity in particular stuck out, though.

"Towards the end of freshman year, there was a class called Journalism 1. I thought, I like to write, that might be fun to do," Struchtemeyer said. "I didn't apply to newspaper or anything like that, I kind of just fell into it."

Entering newspaper, Struchtemeyer did not know what to expect. Likewise, on his first day, his classmates produced the same reaction.

"I do remember that first day. They were like, who are you? They weren't expecting me to be in the class," Struchtemeyer said. "I said, oh, Ms. Hooper, I'm in your AP Lang class later today."

Though he could not envision what his time in the newspaper elective would shape up to be, Struchtemeyer is able to look back and be thankful for the introduction to his future career. He is majoring in journalism with a minor in communication studies. From the beginning, Struchtemeyer could tell that his college experience would be very different from his time in high school.

"My perception was that I would have no free time and I'd always be doing some kind of college stuff. Now that I'm in college, I would say that isn't the case," Struchtemeyer said. "It is hard, but I thought it'd be a whole lot harder. I do have a lot more free time than I probably know what to do with."

While he spends most of his college days doing classwork or hanging out, Struchtemeyer capitalizes on the college experience by making the most of the time he gets off.

"I took a weekend trip to Charleston, that was super fun," Struchtemeyer said. "I took a weekend trip to New Orleans; I've gotten to see so many new places that I have never seen before. For really, really, cheap honestly. You might be broke, but you know, find a really cheap hotel and go somewhere."

When focused on school, Struchtemeyer's major classes take up the majority of his schedule. As soon as he entered the major's classes, he could tell that college journalism would be much different compared to high school journalism.

"There are a million different kinds of journalism classes. I can take a photography class; I can take the history of journalism. They'll teach you about ethics: don't do this, do that," Struchtemeyer said. "I would say the classes give you an overall in depth look at journalism and what you should be expecting. The one I'm in right now is going over how

the media changes people's perceptions. Being a consumer of media, you need to be careful of this. That type of stuff"

Struchtemeyer's passion for writing extends far beyond just his major's classes. From taking up a reporting role in the Red and Black, the University of Georgia's newspaper, to writing on the side, he always finds time to brush up on his reporting. Indeed, Struchtemeyer's aspirations reach far beyond what he envisioned entering school as a freshman in 2016.

"I'd love to be a beat writer for The Braves," Struchtemeyer said. "I'm also interested in just any kind of news really. I'd love to work for ABC News, or NBC, or something like that, one of the big networks. I'd love to be involved with that somehow."

Wherever Struchtemeyer ends up, his story can serve as an inspiration to students everywhere to take risks in high school. Who knows, maybe it could lead to a future career?

"It's scary, because you're going into a new place. Just kind of put yourself out there, join clubs," Struchtemeyer said. "Have fun, but not too much fun, I guess."



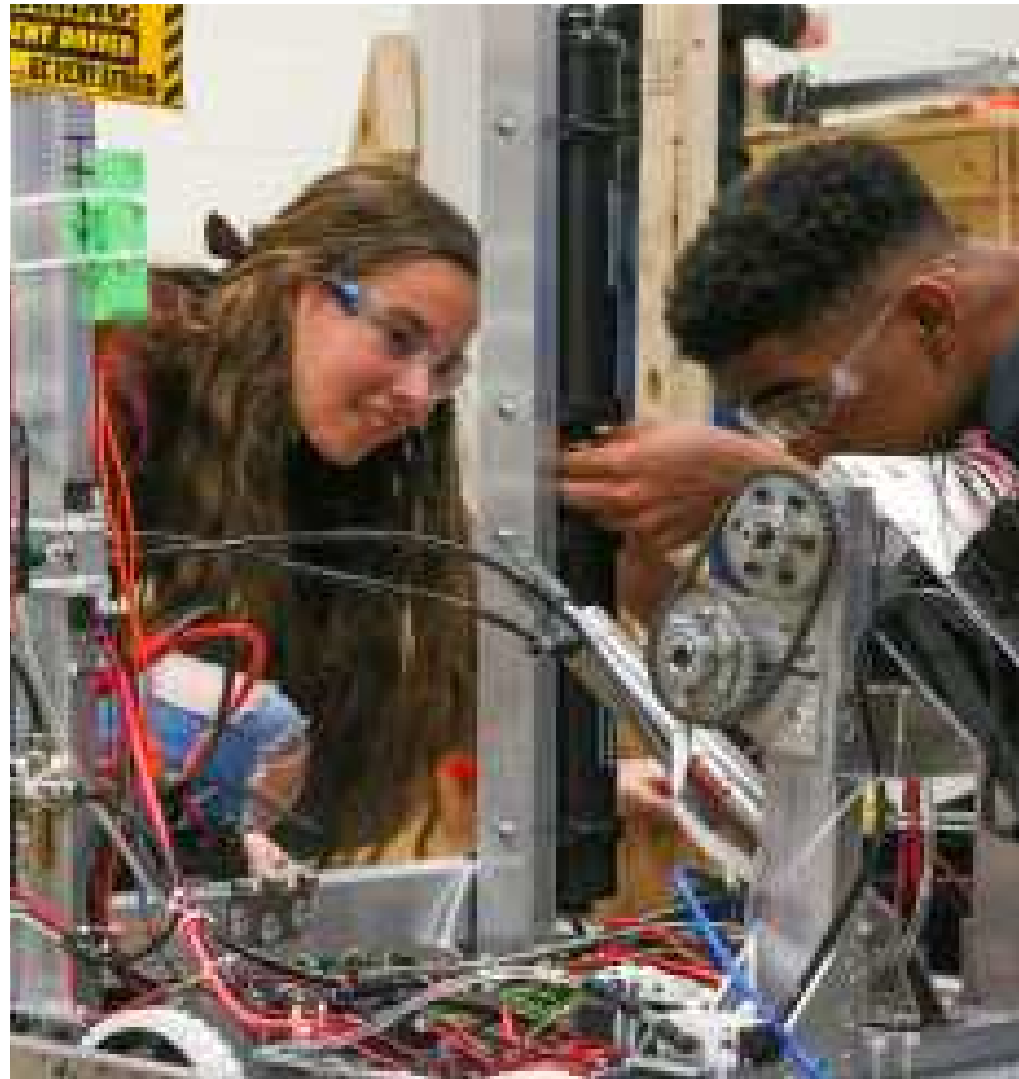
What's in a Club?

Students engage in clubs & extracurriculars

Robotics

“I first gained an interest in robotics when my mom started a FIRST LEGO league team at my Elementary School. I was in 3rd grade at the time and could not wait until I could join the team at the time which I did in 4th grade. Learning robotics is challenging because you can have an idea but trying to figure out how to make it work can be difficult. I plan on taking the skills that I have learned while doing FIRST and applying them to my future and college through the study of aerospace engineering.”

- Brett Lougheed



Healthcare

“Although I did not have any background knowledge on healthcare, I have always been super interested in it; I wanted to try it out. This class has shown me many different pathways just inside of the healthcare field. I have also become a lot more cautious as to what I eat, how often I wash my hands, and making sure that things around me are clean and sanitary. It has shown me how easily germs can spread, and how quickly they spread.”

- Kaylee Williamson



Academic Bowl

“Academic Bowl is a competition between two teams on trivia concerning a broad range of topics. Knowing random trivia might seem impractical, but I find that learning helps give a richer understanding of the world. For example, the name ‘Salvador Dalí’ kept coming up, so I looked him up on Wikipedia and went [down] a rabbit hole about art movements like Surrealism or Impressionism. Now, I have a better understanding of the context behind some of the art pieces that I encounter. During my freshman year, the team competed among other high schools on TV. Academic Bowl can be very fun at this competitive level.”

- George Chemmala



Pictured: George (Far Right)

DECA

“DECA is the marketing club. You get to pick an event that you are interested in and get the chance to learn what it is like being in that field from an entrepreneurial standpoint. It offers you a chance to figure out what job you would enjoy when you get older, plus the chance to compete. All members stick together and do events outside of DECA activities together. DECA is a chance to learn about a field you may be interested in while meeting lots of new people, competing, and having fun!”

- Morgan Gantt