

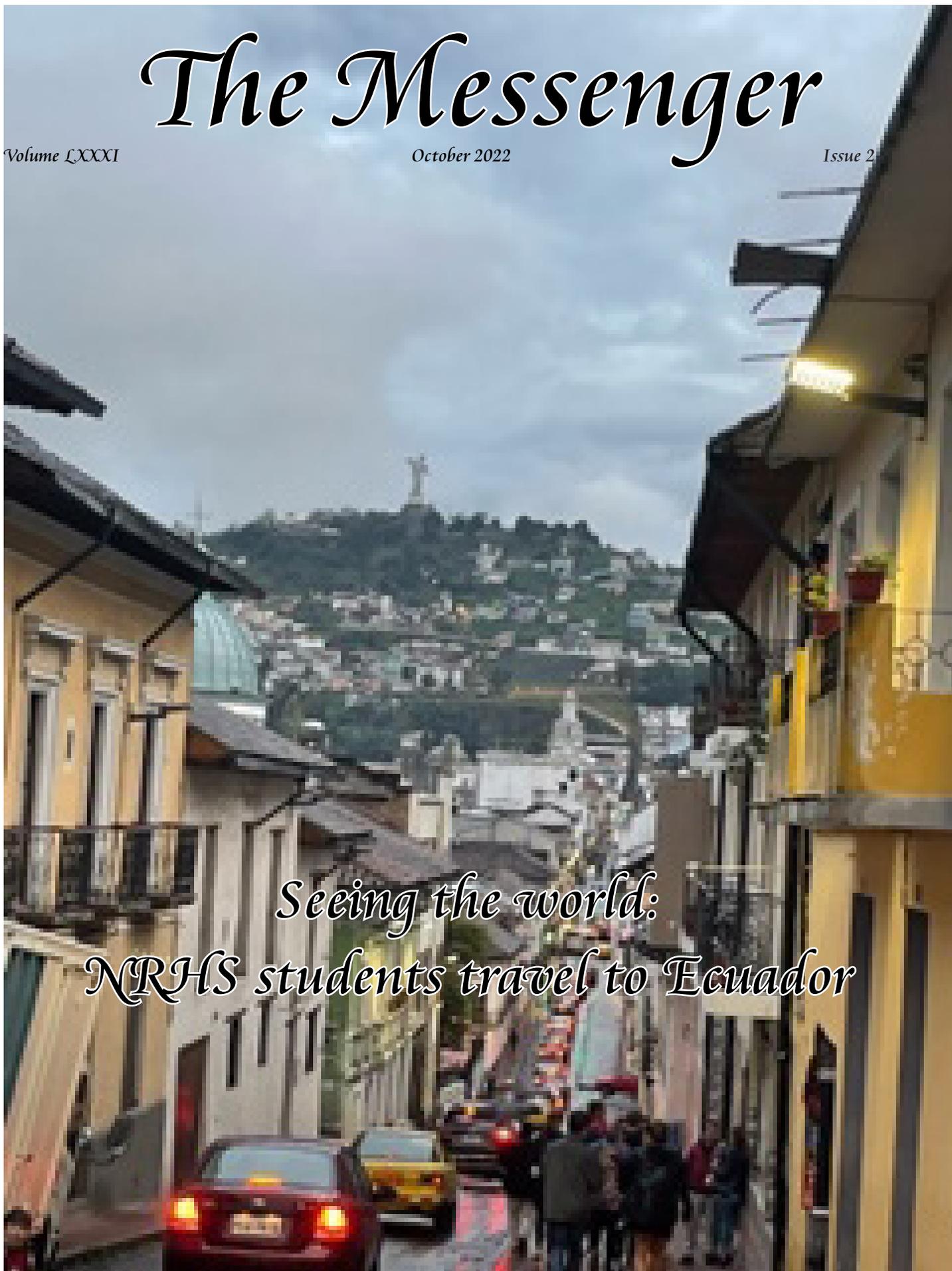
# *The Messenger*

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Issue 2

*Seeing the world:  
NRHS students travel to Ecuador*



# NRHS students study abroad in Ecuador

## Teachers encourage students to explore other countries

By Layla Jones

This June, science teacher Logan Minning took the chance to take her students to study abroad in Ecuador, a country full of culture and beauty.

“Studying abroad is an opportunity to broaden your overall perspective of the world,” she said.

Because of COVID-19, the trip had been pushed back a few months, getting close to a year; however, the moment the borders opened up to Ecuador, Minning grabbed her kids and ran to the nearest flight.

“We were sick of waiting and ready to get going at that point.”

Starting in Quito, the capital of Ecuador, our school was paired with another school from the states. The trip consisted of going to various historical highlights like ancient churches, historical sites, and different important buildings. They also went to see the Cotopaxi mountain range.

“We saw llamas and alpacas in the mountain range,” says Minning.

After Quito, the group went to what they consider the highlight of their trip, the Galapagos Islands. At the Galapagos, the group studied marine ecosystems and evolution.

“We saw penguins and sea lions. There were plenty of fish and animals,” said Minning.

At the Galapagos islands, our students learned about Charles

Darwin at the Charles Darwin research center. Darwin was a scientist who posited the theory of evolution and went to the Galapagos Islands to do his research.

“We got to snorkel with white-tip reef sharks and tortoises,” Minning says about the islands

Another highlight of the trip was the Amazon rain forest. The group was in a camp within the rain forest with no air conditioning or heat. Minning says it was hot all throughout the trip, including in the forest.

“There was netting around the cabins to keep mosquitoes out and there was no A/C.”

Trying new foods in different countries is a must when you go on a trip outside of the country like this. Surprisingly, Minning and her students tried various items most people would label unappealing, such as bug larvae and guinea pigs. “It was definitely out of the box. You have to try anything once,” Minning says about the food.

Minning says that her favorite memories of any of her trips are just the way she can see her students witness the world around them for the first time. For most of her students, these trips are the first time they are leaving the country. And for some, it is the first time out of New Richmond.

“It is unbelievable to see these kids leave the country for the first time, trying new things and

meeting new people,” Minning says

Senior Karlye Gilpin describes the people of Ecuador as “really nice” and she felt as if the local people wanted to teach her more about their culture.

“The views were amazing and in one of the hotels in Quito, we were able to climb all the way to the top and see a majority of the city,” Gilpin says.

Despite the views, Gilpin says it was rainy in Quito but sunny in the Galapagos. Her favorite memories include snorkeling with sharks and white water rafting. Both Minning and Gilpin can agree that learning traditional/cultural dances one night was a great experience.

Though they try not to have much free time, Gilpin says she had a great time playing cards with the group in their down time. Gilpin says they saw lots of stray dogs and iguanas laying around the islands.

“There were so many iguanas that you would just come across on the beach. There would also be sea lions just laying on park benches that you would have to watch out for.”

Other trips the school has taken include trips to Spain with Spanish teacher Sharon Nehls and trips to France with French Dr. Roger Nyam.

While Nyam hasn’t scheduled his trip to France, Switzerland, Germany, and Italy, he has a

plan for what he would like to take his students to see.

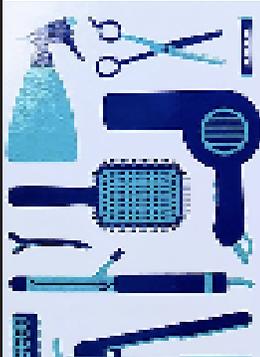
“Traveling outside of the country can help students connect to everything around them, not just a language. They can learn and experience the arts, history, math, science, everything,” Dr. Nyam says.

All the teachers that have studied abroad can agree that it is very important for students to experience life outside of the United States.

“Learning does not have to happen in an enclosed classroom; more learning can happen out of the classroom. Students need to experience other cultures. They learn how to do currency exchanges, learn about the arts, history, and the way other people live. They can learn about the Mona Lisa, but if they go to France with me, they can actually see it.”

“Students have to experience other cultures to be able to get along with others. I take them to France and Europe to see the French culture in real life. They are not only learning my subject—they are learning a way of life,” Nyam added.

Minning’s next trip is to Costa Rica this upcoming summer. She says she enjoys taking her students out of the country to see their reactions to meeting other students and people outside of the United States.



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# Craft Fair is back for 2023

## Local event raises money for Marching Band

By: Hannah Spears

The NRHS Craft Fair is an exciting event where vendors sell hand-made decorative objects. "It's a large gathering of local independent vendors who offer their craft items for sale," says John Wright, a band teacher at NRHS.

Michael McKinley, another band teacher at NRHS, describes the Craft Fair to be, "An annual event that provides a place for the community to see all of the wonderful small businesses and individual vendors our area has to offer."

English teacher Susan Griffin, the organizer of the Craft Fair, says that the show attracts a big crowd of people. "The show attracts people from all over the Greater Cincinnati area and it's a great place to do some Christmas shopping or just to shop for yourself."

"This is our seventh year doing the fair and it's back after

being canceled the past two years because of COVID," says Griffin.

McKinley says the students are what make the Craft Fair unique.

"What sets us apart are the student workers. We'll help the vendors load in and out and check on you throughout the day to see if you need anything from the concession stand."

The purpose of the Craft Fair is to raise money for the Marching Band. "We wanted a way for the Marching Band to raise money every year for the uniform fund and this seemed like a good way to do it," says Griffin.

However, not all of it goes towards the band, some of it goes towards other things. "Most of the money raised goes toward the band; some of it goes to Lions Reach Out and will help needy families in the communi-

ty at Christmas," says Griffin.

The start of the craft Fair was thanks to Griffin. "Mrs. Griffin came to the band because she knew of the band's constant need of funding. We use the money to build our uniform fund," says McKinley.

Vendors create a variety of unique items, says Wright. "There will be lots of quality items to purchase for the holidays!"

The organizers enjoy varied aspects of the show.

"I like seeing all the different vendors and the homemade crafts they offer. It's also a great community event--there are people of all ages that come to the show," says Griffin.

"Getting free honey sticks from the kind vendors!" said Wright.

The Craft Fair sells an assortment of items.

"We have about 80 vendors

selling all kinds of crafts--everything from homemade candles and honey to Christmas crafts, jewelry, and more. Booths are set up in the gym and the cafeteria lobby," says Griffin.

"This year, there will also be a booth selling old yearbooks from the 80s-2000s and we will have an NR spirit wear booth as well," says Griffin.

In addition to vendors, the Craft Fair offers other activities "We have a concession stand open all day and there is a raffle featuring an item from every vendor--we draw for raffle winners around 1:30 pm and winners don't have to be there to win," Griffin states.

Anyone interested in going to the Craft Fair should know that it will be on November 19, 9 am-2 pm.

# Individuals who believe kindness matters

## KIND Club members are dedicated to helping others

By Cali Lanter

KIND Club is a group of high school students who care and are willing to help out their peers and their community. Members of KIND Club go out of their way to volunteer, for example they help package lunches for weekends. "We are volunteering to show kindness goes a long way," says junior Hailey VanVooren.

"KIND Club to me is getting to do nice deeds for others without asking for anything in return," says freshman Gabriela Sons.

KIND Club is very beneficial for the students also. "While being in KIND Club, I've earned community service hours, and also it keeps me in a great mood because I can help others and it

makes me feel better about myself," says junior James Carter.

"Not only do we complete our community service hours, but we also get to support those who are in genuine need, and I feel good about myself when I have the chance to help others," says sophomore Audrey Fouss.

"I really enjoy working at Empower Youth helping to pack weekend lunches for other schools," says special ed teacher and KIND Club founder Richard Mahan.

KIND club benefits are beneficial to our school because it helps kids develop leadership qualities and promotes positivity, "KIND Club helps promote kindness and helps students gain the positive experience of

helping others, while also getting to support our community at the same time," says Mahan.

When it comes to choosing kids to nominate for the Kind person of the week it's truly up to the students. "After students submit the KPOTW, a KIND club member has to go through the slips and decide who went well out of their way to do a good deed," says Fouss.

"I've been in Kind Club for the past two years and my favorite thing has to be staying after school and spending time with people I care about in the meetings," says VanVooren.

"Even though I only joined this year I like it a lot so far because I get the chance to help others," says Carter.

"I've only been in KIND Club for a short amount of time but from my experiences so far I want to continue being in it next year," says Sons.

Some students have only been a part of KIND Club for a short amount of time but have already created great memories with their peers. "We have so many opportunities in KIND Club and it has helped me gain leadership qualities and gain new skills like planning," says sophomore Jenna Adams.

"My favorite thing is helping plan things and knowing that I get to help others," says Fouss.

"I really like the structure of our meetings and getting to spend time doing something meaningful," says Sons.

# English curriculum changes for grades 9-10

## Teachers choose new literature program

By Ainsley Zimmerman

The English department has a new curriculum this school year for the ninth and tenth graders; *Into Literature*, published by Houghton Mifflin Harcourt, was chosen by the department after studying various other programs.

"During a year-long study of the Ohio English standards and the resources needed, the committee identified the need for materials and a research-based program in grades 3-10," says New Richmond Schools curriculum director, Dr. Jill Hollandsworth.

There are some big differences between the old and new curriculum, tenth grade English teacher Michelle Senter said. "The new curriculum is structured so that each unit focuses on an essential question. Compared to the older curriculum where the units were more

stand-alone, or based on one thing like poetry or short stories, the new curriculum can put poetry and short stories together in one big essential question."

"The lessons will be rigorous and will build upon previous grade levels all the way through a student's educational career," said Hollandsworth.

Susan Griffin, a ninth grade English teacher, said that the new curriculum has added benefits. "It includes assignments and assessments that are pretty much mirror images of the state test so students will have lots of practice addressing questions and writing essays in exactly the same format as the test."

With this new curriculum, the students should be even more readily prepared for the standardized testing they take at the end of the school year.

Ninth grade English teacher Shelby Adkisson said, "The differences are in the way we are teaching the material, essentially, each quarter we are working with all the state standards."

Along with the new curriculum comes the question of what is going to be the difference between teaching an advanced class versus a regular class.

"There is more content from each unit taught in the advanced classes and they move at a faster pace," says ninth grade English teacher Kelly Merritt.

"With the advanced track, we are focused on differentiated instruction to challenge students with more open-ended questioning and focusing on students' analytical skills," adds Adkisson.

"Advanced students may be able to read and study an additional literary text, such as a novel or a play," said Senter.

How did the teachers choose this specific curriculum?

"The committee first studied the standards. We then investigated all of the highly rated programs available and spoke with multiple districts about the programs they were using. We narrowed the choices, then had presentations by all of the publishers," says Hollandsworth.

With many options to choose from, the teachers then decided in the end to present *Into Literature* to the Board of Education.

"We felt this one was structured well, focused on all state standards in all units, and could be engaging for students," says Adkisson.

"We also liked the depth and breadth of assignments and the fact that there's so many resources from which to choose,"

said Griffin.

"We were also impressed with the writing component, Writable, and felt like it would provide many of the supports that our students need to grow as writers," says Senter.

After finding this curriculum that seemed to fit our students, it was to be reviewed by the Board of Education, as required by the board policy in the state of Ohio.

"We approved this curriculum because it allows us to have a standardized curriculum for all ninth and tenth grade English classrooms," said board member Jonathan Zimmerman.

The English teachers stated several goals they hope to accomplish using the new curriculum

"I would like to get familiar with everything it has to offer and discover how to best use it in the classroom," said tenth grade teacher Emily Miller.

"I want to see our students show significant growth in the areas of reading, writing, and language," says Senter.

"To see my students grow as readers and writers; I want them to become more independent readers and be able to easily comprehend material on their own," said Griffin.

"I want to blend the online component into class without using too much digital material," added Merritt.

Hollandsworth added that the entire process for choosing the new curriculum was something she enjoyed.

"I loved being a part of the staff as we worked through this process, and I greatly admire their dedication and thoughtful consideration of all aspects of our ELA curriculum."



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# Missing school can ruin your education

## Students need to attend to succeed

By Raven Mooney

At NRHS we take attendance very seriously, and always want to make sure our students are doing well not only academically but also emotionally and physically and we want them to come to school ready to learn every day.

Principal Joseph Stewart says that attendance is important because if they are not here they cannot learn. "Putting law aside, we want them here to learn and feel welcomed."

Our vice principal, Lawrence Kozlowski, said that our upperclassmen's attendance has not been an issue, and the main problem with attendance resides within our freshmen and sophomores.

"Over the last few years, attendance for our juniors and seniors has not been terrible; however, our daily attendance for our ninth and tenth-grade students has not been very good. As a result, we have had to make it a priority within our district to address this issue."

Kozlowski's course of action has been to hire two new county employees to check on the students and handle the problem of those students not regularly attending school each day.

"We have added not one but two truancy officers via Clermont County. They are now responsible for home visits and for handling the court cases if we decide to press charges."

The website attendanceworks.org says that even missing just two days of school a month can help cause chronic absenteeism.

"Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence."(attendanceworks.org)

Kozlowski states that the goal of our truancy officers is to make sure that students are doing OK.

"We need to make sure that students are able to come to school every day. Our goal as a district with students that do not come to school consistently is first and foremost are they safe and are they being taken care of?"

Kozlowski says the second part of their plan is to ensure that students are always caught up with their education.

"We try to keep students educated and this cannot be done if they are not here."

Attendance from the previous years has not fluctuated much. Stewart says that from what they have gathered, attendance is still 92-93% each day.

"9 out of 10 kids come to school each day. Even with COVID, attendance has not changed very much based on the past few years."

According to attendanceworks.org, attendance improves when schools provide some positive reinforcement.

"Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students."(attendanceworks.org)

Even with the good attendance we always strive to make it better. Stewart says that something new this year is having staff members make stable 'friendships' with other students.

"We are making sure staff create positive relationships with students to create an adult that they feel they can trust. Getting staff to get to know kids helps make them want to come to school each day as they feel they have a trusted adult, one which they might not have at home," he said.

Studies show that people who come from communities with higher poverty levels miss more school.

"Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others, often for reasons beyond their control, such as unstable housing, unre-

liable transportation and a lack of access to health care." (attendanceworks.org)

A lack of attendance when the school year starts can also have a snowball effect as the year continues.

"Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school."(attendanceworks.org)

Stewart says that attendance lacks the most within the winter season as that is the best time for sickness.

"Attendance is lower in the winter because that is prime time for the flu season. That's the time when attendance is lowest."

Poor attendance can affect how children can read and whether they are where they need to be academically.

"These early absences correlate with reading difficulties and poor attendance patterns in later years. One California study found that only 17 percent of students who were chronically absent in both kindergarten and first grade were reading proficiently in third grade, compared to 64 percent of those with good attendance." (attendanceworks.org)

Attendanceworks.org says that by sixth grade, attendance can determine whether a child will drop out of high school and is the leading indicator of this problem.

"Chronic absence was the Early Warning Indicator that was the most common for sixth graders. One-third (33.3 percent) of the Class of 2007 students were chronically absent in sixth grade." (baltimore-berc.org)

Jane Lockwood

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# French class has many benefits

## Dr. Nyam teaches language, culture

By: Hannah Spears

French, one of the foreign languages taught at NRHS, is a place for students to learn about the culture and language. The language has many benefits for students, according to French teacher Dr. Roger Nyam.

“Learning a foreign language helps students connect across cultures, and bolster their vocabulary (believe it or not, in

English). There are some cognates that students know their meaning just because they first learned the word in a foreign language class...talk less of borrowed French words used in English: repertoire, sauté, faux pas, Rendez-Vous, plateau, lingerie, bouquet, RSVP (Répondez S'il Vous Plaît), etc.”

Dr. Nyam has a background

in translation as well having served in the military. “I have a Bachelor's degree in French and taught French both in the US and abroad for 24 years. While serving in the US Army, I was a French-English translator for the Army Community Services. I also volunteered for about two years as a French-English interpreter for a Church in Fairfield

edge and mastery of the language. So I decided to be like him when I grew up.”

Junior Rosemary Wildey believes French Class is a good chance to get to understand new backgrounds. “I love French class because it's a great opportunity to explore new cultures.”

“I love French class. Dr. Nyam is very fun to be around and does a wonderful job at teaching,” says freshman Elliana Brumbaugh.

Seventh grader Jackson Courter says French can be difficult at times, but it can be very fascinating, “French class is hard but it can be enjoyable and interesting to say words from a different language.”

Freshman Taylor Lawhorn, says French is a somewhat easy class with a relaxed atmosphere. “The teacher is very nice and it's not too hard. Just speaking is difficult at times.”

Dr. Nyam's advice for anyone taking French or is interested in taking French is never to always worry about errors when speaking it.

“When taking French, never worry about making mistakes while speaking. Just speak it and welcome any corrections in pronunciation. It's a beautiful language...a romantic language as people always say.”

Lawhorn's biggest advice for anyone interested in learning French is to just do it, “If you're interested, go for it. You learn a lot and it's cool to learn another language.”

Eighth-grader Whitt Sittason's advice would be to take the necessary steps to work outside of school. “If you take it then make sure that you are studying for every test or quiz.”

“Remember to study the words that you go over in class,” says eighth grader Noah Bozie.



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“Make sure you look over what you learned about when you get home so you don’t forget,” adds freshman Rachel Perry.

Brumbaugh advises students to be prepared for the future. “It’s easy to stress yourself out over new things. I would be prepared to take notes if you plan on joining.”

Savannah Wilkinson, an eighth grader, suggests using outside resources when taking French Class, “Make sure you study. Don’t forget what you learn in the beginning. You will need it. I also suggest using apps that will help you.”

Freshman Zarah Khan advises paying attention during class, “Take notes and take lots of them! Don’t offer a good offer otherwise you’ll be very confused later on.”

Dr. Nyam says a typical day varies from one to another. “To ensure that my class is not bor-

ing, I make sure each day is different: we practice each component of language learning: speaking, writing, and listening skills.”

Wilkinson decided to join French because she hoped to learn a more advanced language. “I wanted to learn a more challenging language. Plus, I could get some high school credits.”

“I took an intro to French a few years ago and it was nice. I think it could give me opportunities and knowledge for the future,” says Khan.

“I decided to try a foreign language now that I am better mentally and scholarly,” says sophomore Wyatt Vogelsong.

Eighth-grader Willia Riggensbaeh wants to move to Canada once they’re finally old enough. “I plan to go to Canada and French is one of the main languages spoken there.”

“I want to travel a lot when

I’m older so I just wanted to know French,” says sophomore Keegan Doty.

Brumbaugh decided to take French because her sister had taken it. “My sister had taken French and loved it! I also wanted to take a class with my friends.”

Perry decided to take French because she had wished to speak with family members, “Some of my family is French and I wanted to be able to talk to them.”

Junior Logan Cox wanted to take a language that most people wouldn’t have taken. “I wanted to take a language that not everyone and their mom takes.”

Eighth-grader Grace Seibert’s favorite thing about French Class is Dr. Nyam. “I like the teacher and learning French in general.”

Wilkinson’s favorite thing is the fact that the teacher is very understanding. “Dr. Nyam is very helpful and patient with us and helps us understand French better.”

“It’s fun to think about my future in the language,” says Khan.

“My favorite part about teach-

ing French is when students practice speaking French with their peers and when I help students discover the nuances between the various cultures (American, French and Francophone countries),” says Dr. Nyam.

Eighth-grader Riley Roach, says the main goal in taking French is being able to comprehend what she’s saying. “I want to be able to speak and understand French to the best of my ability.”

“I want to be able to communicate in French,” adds sophomore Tanner Adkins.

Khan wants to accomplish the goal of being able to, “Speak fluently and thrive in a French-speaking country.”

“To at least be able to write in French and somewhat speak it,” Lawhorn says.

Dr. Nyam wants to share his knowledge with students to help them understand and speak in a different background than what they used to. “I wish to give students the tools to connect across cultures (through communication in French) and appreciate other cultures. My goal is to widen students’ perspectives of the world.”

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# New AP classes offered at NRHS

## Students enjoy a challenge

By Gabriella Sons

This year, NRHS welcomes new AP classes to its schedule. From AP Psych to AP Comparative Government and AP English, students are getting a chance to take courses they enjoy.

"I like the rigor and organization of the AP Curriculum. I enjoy teaching rigorous classes and pushing students to learn something new on a daily basis. The AP Comparative Government class studies six different countries, and it is enjoyable to learn more about these countries. I love to travel and see different cultures so teaching this course helps me do that while I work," says social studies teacher Brian McMonigle.

McMonigle says that he teaches his students about different countries around the world and their governments.

"We study and compare their cultures, their economics, and more. We study Nigeria, Iran, Mexico, China, Russia, and The United Kingdom. The most important concept I would like students to get from the course is a deep understanding of different cultures and government systems. I would like for our students to become more worldly, and this is a great class for that," said McMonigle.

Kelly Merritt, the AP English teacher, says she wants her students to know how to think about literature.

"I want them to be able to identify why an author included a particular symbol, or how an author develops a theme throughout a story. I hope that they will be able to articulate their ideas in their writing. I want them to be able to take

those skills outside of the classroom as well."

Merritt likes teaching an AP English class. "So far it has been good, but stressful. The content is not especially difficult, but learning how to present that material is. Finding the best ways to reach the students is daunting, but I think thus far, I have managed pretty well," says Merritt.

Students who are in these new AP classes like a lot about what they are taking.

"I like the increased weight on my GPA and being able to go into more depth on topics that would normally be glossed over," says senior Asia Fitzgerald, who is taking AP English. "The class isn't too fast-paced, it also has fun and interesting texts in comparison to other English classes I have taken."

Senior Michael Winchenbach enjoys taking AP Psychology. "Taking AP classes can be tough at times, but for the most part it is good to challenge myself."

Senior Abby Houck likes the structure of her AP English class and that they have a consistent schedule for the start of class each day.

"I think that the actual content of the class isn't too difficult, but there is a lot of work assigned. I expected the workload to be this vigorous," says Houck. "I like how we get ten minutes of either reading or membean at the beginning of class every day."

"I like how AP classes can get you more college credits and save you money in the long run," says senior Karlye Gilpin. Houck is also taking AP psych



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and took it last year.

"I took one semester of regular psych last year, and this year so far, it is different. We are doing fewer notes and more activities, which I like. This class isn't too challenging for me since I've already taken it, but there really aren't a lot of assignments. Most of your grade is based on test grades, like a college class," said Houck.

Junior Lily Staton says that she likes all of her AP classes.

"It is a great experience to be in an AP class! I am learning new material and I feel as if I'm becoming a more well-rounded person," says Staton. "I enjoy writing and a challenge. All of the AP classes I am taking strengthen my writing and critical thinking skills. I also need college credit, and being in three AP classes looks good on a resume. Even if I don't pass the exam, I still learned valuable skills for school."

Students taking AP classes tend to think the classes are just a bit more challenging than expected.

Dawson Pennington, a senior, is taking AP Comparative Government and thinks the class is more challenging than expected. "I feel it is the right amount of work. I prefer to be in CCP classes, though."

Senior Liz Willis thinks that the amount of work assigned is fair, but the class has its hard times too.

"I enjoy English and wanted to challenge myself," says Willis. "There is a lot of work but it's not an overload. Some weeks are worse than others, but it's honestly what I expected from an AP class."

"It is about as difficult as I thought but there is a lot of work. Some of it feels like busy work," says senior Lindsey Fischer.

"There is definitely more work than I predicted, but the way it is spaced out allows me to work at a steady pace," says senior Drew Palagyi, who is taking AP Comparative Government.

Hannah Rogers, a senior, thinks the classes aren't very difficult and doesn't think they

are too quick in pace. "It's really not much different. The pace is way quicker but it is easy to handle."

Winchenbach doesn't think the class is any different than his expectations. "I like the difficulty of the classes; it isn't more work nor more challenging than I thought it would be."

"I think that AP Psychology and AP English are challenging in a good way and I'm not getting as overwhelmed," says senior Grace Bailey

Students like taking AP classes for a variety of reasons.

"I am able to learn more and be treated like an adult," says senior Alessandra Farrell.

Palagyi likes taking AP Comparative Government for many reasons. "It allows me to follow more advanced topics and understand more than if I didn't take an AP class."

Rogers likes Mr. Harris and his teaching style. "His teaching style makes it easy to memorize all of the information you read."

"I'm able to have an in-depth

understanding of each of each topic while still having the freedom to handle the class by my own volition," says senior Marley Rudy.

Willis likes taking AP Literature and everything that comes with taking an AP class. "I like the environment and I like the feeling of pushing myself."

"I like the level of depth of the subject matter in AP classes," says junior Alynn Kirschner, who is taking AP Comparative Government.

Emma Baechle, a senior, likes taking AP classes for a number of reasons. "I like how constant class is, we are always working so there is never a time you are sitting doing nothing. The teachers also treat us more as adults so it is easier to express problems and issues that arise."

Bailey likes how challenging taking an AP class is. "I like the way it makes me think and how it challenges me."

"It makes me feel good knowing that I am holding an A in an AP class," says Winchenbach.

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# NRHS cares for student mental health

Counselors, teachers, agencies all in place to help with struggles

By Lillian Williams

According to the CDC, in 2019 more than one third of high school students reported ongoing sadness and hopelessness, a 40% rise from 2009. The same year, a suicide plan was made by one in six young people, a 44% rise since 2009 (CDC's Youth Risk Behavior Surveillance Data Summary & Trends Report: 2009-2019).

Students have faced numerous challenges and difficulties as a result of the COVID-19 pandemic. We're now learning the broad effects on pupils as a result of schools being suspended, physically isolating restrictions, and other unanticipated changes to their lives. Even teachers noticed the decline in students' mental health, with social studies teacher Bill Harris saying, "I think we all

saw a decline in students' mental health during the COVID shut down."

When it comes to teachers' views on a students' mental health, one of our English teachers, Kelly Merritt, shares,

"I think mental health amongst students is, to put it lightly, not great. I think they don't even know how tenuous their mental health is. I think students today are so bombarded with images of what 'healthy' looks like, that they struggle to identify what is true and what is not."

Merritt says she believes that people do care about students' problems, "Not that every student needs to share with me their life story, but they have become conditioned to shut down rather than open up. They may think their problems

are not that important, or they think no one cares. And nothing could be farther from the truth."

Students putting their mental health above school is a continuous debate, with the pressure of parents and grades. Most teachers surveyed believe a student's mental health should be top priority.

"Mental health is no different than physical health. In fact, one affects the other," English teacher Michelle Senter say. "Students can't be fully successful when they are physically struggling with an illness, and I think that also goes for mental struggles, too."

To show they care, teachers are now implementing certain structures and tactics into their classrooms to help aid students' stress levels and mental health.

Business teacher Mary Ann Dalton says she tries to give students a break before moving onto their next subject. "I always start the class with a positive, how is everyone doing today?" and I will try and allow some time (briefly) to discuss what students did on the weekend, talk about their extra-curriculars, etc."

Best Dancer science teacher, Pat Crowley, says, "I try not to place any high degree of success on any one test or project. In science, we have a lot of chances to succeed. There are different ways to show what

you know. Everyone can use different techniques and procedures to show an understanding of a topic or concept."

Teachers also believe the school can change in ways to better help their students.

"I would love to see some time spent on exploring some practical strategies to help students and staff build resiliency, identify stress triggers, and create a bank of wellness tips to utilize when feeling overwhelmed," says our Troubs director, Lizbee Hannah.

Our school mental health specialist, Mrs. Bethany, says the school has contact with multiple outside agencies in order to help students with their mental health.

"We have a Child Focus person who is our case manager here, her name is Maddie. We also have a Counseling Source, which is me. We also have another lady who comes in and just helps with the overflow of clients I have."

As for advice for students, special education teacher Nick Schmidt says, "You are important. You are loved. You may not feel it now but more people love and care about you than those who do not. And those who do not are not needed in your life. Seek help & support in all you do to make yourself happy!"



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# New Richmond's Drama Club puts on new show in November

## Advisors talk production, experience and love for theater

By: Layla Jones

New Richmond's Drama Club is run by advisors English teacher Kelly Merritt and social studies teacher Bill Harris. The club has been around for multiple years, but neither Harris nor Merritt have been around to see the start of theater and the club at NRHS.

"I've been here for 26 years and it's been here before I was present. There are several painted blocks from the 1970s stage left; the theater was built in the 1970s. I don't know if they've had theater here or not before then," Harris says.

This year, the club will be putting on multiple productions, including the fall play, *Radium Girls*. The spring musical has been decided by Merritt, who will keep it a secret until the premiere. "I plan on directing the Spring Musical (no spoils

yet). I like to keep the title a secret for as long as possible. It helps to heighten interest, but it also gives me time to plan. I don't really have any long-term plans for shows. It really depends on which kids we have interested and which talents they have," Merritt says.

Some goals the club has includes an increase in participation and being able to provide the best shows that work well with the cast. Harris says he thinks it is important for the members in the club to enjoy each other, not just be there for the play. "We need to all be in this together. We get a family atmosphere there. To me, that's not the kind of thing you can coach or force. Hopefully, that follows through."

Both the advisors say they have no specific shows they

would like to put on--it all depends on the cast; Harris believes that his best shows happen whenever they have the right people to play each role.

"I don't really have any long term plans for shows. It really depends on which kids we have interested and which talents they have. We may have really strong actors and weak singers, or vice versa. Similarly, we may have 12 boys interested and 2 girls, and that would definitely impact which shows are chosen," Merritt says.

Merritt is new to the school, however not new to the theater business. She became an advisor here at New Richmond because of her love for drama all throughout her life.

"I have experience in theater from college. I was in several shows, received an acting scholarship, and became a member of Theta Alpha Phi (a co-ed theater fraternity at BSGU). I was asked to assist during a show about four years ago. Since then, I have helped out where needed, and last year, I became the spring musical director," Merritt says.

Harris ran the drama club in Georgetown before coming to New Richmond. He says he started as an advisor in Georgetown because the women who had run the club at the time decided to leave and he wanted to

help the school find better plays that suited the actors they had. Once he came to New Richmond, Harris stuck with Drama Club because he believes that it makes the school closer.

"It's good that teachers can do a club or a sport. It isn't the same when there aren't as many teachers as coaches. The school community is more tightly knit when you have all the same people, instead of someone coming from outside. I did it here because someone needed to step up to do it. There wasn't really anyone on staff that could do it, so I stepped up."

Harris says one of the plays he directed, *All the King's Women*, was, "the best thing that stage has seen." One of his favorite memories was that play; adding that he had all the right people for the roles. Harris says that one of the most valuable skills is being okay with being the center of attention. "If you can walk out on that stage and be a character, you can do just about anything," Harris says.

Merritt says her favorite part of being an advisor is the way she was able to see the kids getting pumped up and excited for what they are acting. "I truly love to direct. I spend inordinate amounts of time visualizing scenes and how to make things come to life on stage."



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# Student Council planning many events

## Fall/winter activities keep colder months fun

By Gabriella Sons

Student Council is going above and beyond to plan many activities for the students during the upcoming winter and the rest of the fall season.

“Planning the activities this year has been so much more fun now that we are over the hump of the COVID holdbacks. Our current Student Council is very active and is always willing to help spread the school spirit,” says Student Council advisor Logan Minning.

Minning says that Student Council has planned many activities already. “This year's Student Council has planned all of the Homecoming week's activities. This includes Clash of the Classes, the parade, and the Homecoming dance.”

Student Council has also begun planning activities that include younger kids in the other schools. “Other activi-

ties Student Council has been involved with are helping to select Spirit Days for our athletic events, providing busing for playoff games, and we are currently planning on building gingerbread houses so that we can decorate those with the kindergartners at the elementaries. Also on the horizon is setting up a pen-pal program between our seniors and our elementary school students,” says Minning.

Student Council has also been planning transportation for future activities. “Student Council has also voted to pay for busing for students to participate in some community service opportunities throughout the school year. We hope to take different groups of students and teachers to Matthew 25 so that we have an opportunity to give back to our communities and model service learning,” says

Minning.

“NRHS Student Council has a lot of fun events planned for the upcoming fall and winter. We plan to have a Halloween movie marathon on October 31st. We also plan to have a Winter Homecoming. There will also be a canned food drive and many more community service opportunities,” says senior class president Joli Boggs.

The Halloween Haunt is a fundraiser planned and organized by Student Council. “Every student is given the option to get out of three class periods if they raise a minimum of 10 dollars. Once they get out of class, they will be allowed to watch a Halloween movie for those three periods. This is a great way for students to support Student Council, and all of the money raised will be divided up by class. This can help with school spirit activities for each grade level,” says Boggs.

Planning events for fall/winter can be very difficult, but it still is important. “Fall/winter can always be difficult to plan fun events because everyone is so busy with exams and classwork. It helps to have such a large group of students in the Student Council that help everything run smoothly. The winter and fall are meant to be celebrated, and Student Council does its best to ensure everyone enjoys the events during this time of year. I think having

events planned in the winter and fall is very important because it gives students a break from school. The winter/fall can be a very stressful time of year with exams and knowing that Student Council tries to plan very fun events to get students' minds off of things,” says Boggs.

Around Thanksgiving, Student Council will also help to organize Turkey Tuesday, an event that is coming back after a two-year absence.

“Turkey Tuesday is kind of like a staff vs. student Clash,” said event organizer Sue Griffin. “We'll have staff members competing with students in ping-pong, badminton, pickleball, volleyball and maybe soccer. Students will get raffle tickets in their advisory classes and they can win cupcakes and other small prizes.”

After the major success of Homecoming in September, Student Council is planning another dance, that they hope is just as big a success as the first one. “Winter Homecoming is a wonderful opportunity for New Richmond to have another school dance. Winter Homecoming allows us to recognize our club and team members as they will be the ones on Homecoming Court. All grades are welcome to Winter Homecoming, and we hope to have as much fun as we have in past years,” says Boggs.

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# Should teachers carry guns?

## Students about evenly divided on controversial issue

By Raven Mooney

June 13th, 2022, Governor Mike Dewine signs House Bill 99. This bill allows teachers and other staff members within a school district to carry firearms. The staff member must undergo 24 hours of training and get state approval. The hours of training before this bill was passed was 700. This bill took action 90 days later after the bill was signed. Dewine says that this is a local choice and that it is up to the school to decide if they want teachers to carry firearms. (<https://ohiocapitaljournal.com>) Now schools all across the state have to decide if they, too, want to have their staff carry firearms.

In a recent informal opinion poll at NRHS, a very small majority of students said that

teachers should not be armed.

"I don't think they should allow the staff to be armed because they could hurt students," said sophomore Sam Davis.

"I feel like it would be safe for them when an intruder comes in but I also feel like some people might not feel comfortable with it," said junior Krystina Smith.

"I do not think teachers should be armed. It would make me uncomfortable to have so many guns in easy reach," said senior Eve Roth.

Many of the students surveyed said that if teachers were armed it would make the school feel unsafe.

"No, it wouldn't be safe for anybody," said freshman Lillie Musgrave.

"I think staff could take ad-

vantage of being armed using it as a violent threat to a misbehaving student," said freshman Lily Fite.

"I don't see any real reason to arm teachers. It leaves a big vulnerability in our safety. It would be easy for a 250lb, 6'4, guy to overpower a 5'1 English teacher," said freshman Elliana Brumbaugh.

Several of the people who stated they wanted staff to be armed said that arming staff would be pointless, as we already have police officers around the school who are trained to do those types of things.

"We already have police officers that are trained and armed for occasions like that," said freshman Payton Ollendick.

"Absolutely not! We have police officers who are armed and protect us," said freshman Molly Crawford.

"I really don't see a reason for arming teachers knowing we have police officers plus this increases the risk of other children getting shot and injured," said junior Donald Louiso.

Many of the people who said they didn't want staff to be armed said there were too many negatives connected to arming teachers to have any positives.

"Teachers are probably not trained enough to use them and if they were I would not trust them," said sophomore Savannah DeAtley.

"Sure, it would maybe help a shooting if we ever have one but the chances of someone



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getting shot are even greater if the teachers have a gun. There would be no safety, so a teacher could literally sit down and there's a chance that it could go off," said senior Cameron Whaley.

"Students could steal firearms and there's really no use for them. It could be way more dangerous than not being armed. Teachers could be just as bad as students," said freshman Nickolas Collier.

"Parents would be concerned with the sudden 'need' for weapons. And who's to say a staff member won't be the threat?" said freshman Ciara Ammermon.

Even with the majority stating that they wouldn't want staff members armed, a nearly equal number of students surveyed said that they wanted staff members to be armed.

"I feel it would be safer and would give us an advantage on

intruders. It would also limit the chance of someone doing this," said senior Caleb Stephen.

"I do think they should be armed, but with special training classes in order to protect themselves and students," said senior Olivia Dunning.

"With rules and limitations. I think teachers who are trained with the weapon should be allowed to carry one, and students shouldn't know which teachers are armed," said junior Jillian Studer.

Some students said that they would feel safer if staff members were armed and that it would benefit the school.

"I think this is a really great way to protect the students and everyone else in the school," said freshman Lylah Ackermann.

"We need protection and being armed would be great as long as they know gun control," said senior Zach Frederick.

"It would make me feel a little bit safer, I think the positive is that we are essentially defenseless if we don't but if we do we have a higher chance of being saved," said senior Billy Foster.

Some of the students who were for arming staff members said that the positives outweighed the negatives in this situation.

"I believe that with the right training, teachers can stop these things from happening. Some disgruntled teachers could attempt to lash out, teachers are people too, but the benefits outweigh the negatives," said senior Cason Swensgard.

"The benefits of arming teachers would be that the arming of them would act as a deterrent for active shooters," said freshman Logan Nieters.

"If there were a threatening issue we wouldn't have to wait for multiple police officers to get to the building," said junior

Elle Zeisler.

The results of the informal poll show that many students are against staff members but only a slightly lesser number believe that staff members should be armed.

"The benefits can be for our safety, especially for a situation like a shooting or anything like that. Negative effects can be what if a student gets a hold of it? A lot of students also may not feel safe enough if a staff member might be armed. What if a staff member does something? You may never know what could happen," said freshman McKenzie Sawman.

But on the other hand, "School shooters would be less likely to shoot up a school if we had guns in there. I don't think there are any negative effects as long as the teachers go through self defense training and or gun safety training," said senior Jack Helvey.



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# Let's put some more spirit in Spirit Week!

## New dress-up days might increase participation

Participating in the school's Spirit Week is a common practice among students in NRHS, but as the year goes on, the themes tend to repeat themselves. Most students, including myself, lose interest in participating in Spirit Week because it has slowly been losing the creativity, the fun, and the participation of a once exciting week. Students tend to lose interest because most of the themes are repetitive and uninteresting, but what are the ways we can fix this?

There are many ways of getting students more involved with Spirit Week. One of them is by letting the students decide on the themes. By using a google form given by the advisory teachers, students can suggest one theme. Then the Student Council members will pick among the suggested themes

that are most appropriate and creative. The selected themes will be put into Spirit Week, allowing students to feel more involved by picking out themes.

The main reason I dislike Spirit Week is the idea of repeating themes. Doing themes that we've done multiple times causes people to lose interest, like how we always do Pajama Day. It had been fun in the beginning, but since then, it started to feel like a chore. Getting rid of old themes creates a whole new gateway of new ideas. This doesn't mean that all popular themes have to go. Keep things that are popular among students, but make sure not to overuse them. Instead, we need to disperse the themes making more people pumped up for their favorite theme. Adam Sandler and Country Day are good examples of a

good themes that need to stay.

What I've noticed during Spirit Week is that most teachers are not involved. If teachers don't dress up, then most students won't want to get involved either. Having teachers participate sets an example for students to follow, making it crucial for teachers to take lead and engage in spirit wear.

Introducing awards may end up being a good idea when it comes to participating in the Spirit Weeks. It wouldn't have to be a huge prize; even a small award will cause students to feel more engaged. During Spirit Week, giving away pop-sicles and root beer floats prizes would be a great idea.

Rather than doing categories almost every school has done, maybe we could add some unique themes. Branching out on themes can add some cre-

Spears Scribe

By: Hannah Spears



ativity to the week. Using different topics that most schools haven't done can bring some uniqueness to our school. Some unique themes might include: History Day-- dress up as a historical figure, soccer Mom vs barbeque Dad, or Addams Family Day, when students dress in ....these are only some examples of some unique genres for Spirit Week.

In conclusion, I believe that it is in the best interest of our school to have a better selection of categories during Spirit Week in order to keep the passion and the spirit of the NRHS students.

# Celebrities scam the modern media

In recent news, you can't go a single day without hearing something about a celebrity, whether it is drama, them doing something normal, or even just people just talking about how much they adore someone just because they did one cool thing.

Take Harry Styles, for example. Many accounts on Twitter or Instagram are just pictures of him walking out on the street like a normal person. When we see these 'icons' doing basic tasks it makes us feel like we aren't worth it if we can't do these tasks, too. Praising someone for doing the bare minimum is like giving a dog a treat for sleeping.

Every day millions of Americans go online and see 'style icons' with PhotoShopped faces and it makes us question ourselves if we don't look exactly

like them. It lowers people's self-images and makes them think they aren't pretty.

In reality, all of us are beautiful in our own ways and don't need to base our looks on 'instagram models'. If we nitpick every single thing about ourselves just because it doesn't match someone who is considered beautiful, that is unhealthy.

Celebrities come out with different products that they don't use but advertise it as if they do and claim that it makes us just like them; this also contributes to our idolizing icons.

For instance, Kim Kardashian's KKW Beauty and KKW Fragrance brand. Articles make it seem like it is a magical curing product that is just too good to pass up but in all reality it is just like every other makeup and perfume. Before buying these products

we should consider if they are just overpriced regular products rather than something actually extraordinary.

Lots of celebrities aren't even good people, anyway. If we look up to people who don't even set a good role model it eventually shapes us into bad people.

For example, Justin Bieber. He has thousands of fans, many of whom are young, and he is a bad role model. He egged his neighbor's house, hit the paparazzi with his car, punched a fan in the face, etc. Justin has done plenty of terrible things yet people still look up to him as if he hasn't harmed a fly.

Becoming famous is a stroke of luck. It is very hard to do as there is no real way to promise fame. People idolizing random people who just got lucky is very odd.

*The Ravens Nest*



By Raven Mooney

These social media idols try to pretend that they are one of us. It's hard to be relatable when they can't relate to the common issues of people because they're in the lucky one percent. It makes them seem fake instead of a genuine human being.

People are still going to continue to idolize these celebrities but their bad behavior and false advertising show that they create an unhealthy example for people all across America to see when they go online.

# Is Kingdom of the Wicked worth the read?

**Book:** *Kingdom of the Wicked*

**Author:** Kerri Maniscalco

**Rating:** \*\*\*\*\*

**Genre(s):** young adult, fantasy, paranormal

**Summary:** *Kingdom of the Wicked* is the first book in a three part series, followed by *Kingdom of the Cursed* and *Kingdom of the Feared*. This book follows Emilia, and her twin sister Vittoria, who are *streghe* -- witches who live in secret among humans.

Vittoria misses a dinner at the family's Sicilian restaurant, and Emilia goes out looking for her, only to find her twin's dead body. Filled with immense grief, Emilia sets out to find her twin's killer; she vows to stop for nothing, even if it means using dark magic that is long since forbidden.

Along the way she meets Wrath, one of the infamous Princes of Hell -- one of the Wicked. Warned against them in stories told by her Nonna

since her childhood, she pursues his help. Wrath claims he is on her side, ordered by his master to find the murderer of all the young witches. As told in stories when it comes to the Wicked, nothing is as it seems. Will Emilia be able to trust a Prince of Hell, to solve her sister's murder?

**Quotes:**

"You always have the power of choice, even when those choices seem limited. Never forget that."

-This quote is one of my favorite quotes from this novel with how it's brought up many times by both Wrath and Emilia to each other. I also like it with the meaning behind it of how you always have a choice even if they are limited.

"My world is broken down into one simple principle: I believe I'm powerful, therefore I am"

-This quote is said by Wrath to Emilia at some point, and I

really like it because it tells a lot about Wrath, mainly that he thinks very highly of himself, and personally I think that makes the reader fall even harder for him.

"Life often deals you a hand you didn't choose. It's how you end up playing it to your advantage that counts."

-This quote stands out to me because it can be applied to anything, and not just this novel, because it is true, you don't always end up in the best circumstances, but you can make them good, so yeah, it is like cards, you can play a bad hand to your advantage and end up winning the game in the end.

**Review:** I had been waiting at least three months to read this book when I started it. So to say the least I had high expectations, and they were met. This book is right up my alley when it comes to books, fantasy, and romance (it always goes together).

*Ainsley's Adventures*



By Ainsley Zimmerman

Starting the books, it took a bit for me to truly get into the book, but once I got into it, I couldn't put it down. *Kingdom of the Wicked* draws the reader in after the first few chapters, after the plot starts to thicken, it leaves a lot to mystery, but clues to what will happen next.

Some of the best books have twists and turns all over the place, and this book for sure has that and more. It does leave you on a cliffhanger, so be prepared for that and then want to read the second book immediately after finishing *Kingdom of the Wicked*.

# Is Romeo & Juliet realistic?

Why do people's love often come to an end? Are individuals today just incapable of feeling or experiencing real emotion? Where are the love stories they always display in the movies?

Every person's situation is different, and relationships will frequently collapse for a number of reasons. When someone's relationship fails, they may see it as a terrible loss that may even be worthy of taking one's own life. However, people will take a leap forward to their happily ever after when they realize that a failed relationship is a gain and a learning experience, while paying close attention to their wants, expectations, and personal features.

It is vital to view previous experiences and failed relationships as a chance to learn. Most will end up being wrong about

one another's expectations. After a relationship ends, you must understand that it's not a failure, but a lesson.

You were not wasting your time, it's simply a step towards a more successful relationship. You'll often find that while your partner may be contributing a large amount, you may be also.

I, for one, was able to comprehend my worst errors by self reflection and concentration on my thoughts, emotions, and actions. Analyzing my personality and habits was challenging, because most people will have a distorted view of themselves. At least, that was the case for me. After looking back at prior connections, I admitted I was drawn to a specific type of person.

Those qualities were not what

I needed at the time. I required support, closeness, and trust. Focusing specifically on a curated image of someone I had in my head was another crucial mistake. I was making efforts to replicate the connections similar to those shown in your typical romance movie.

The last stage before you can find the one who makes you happy, and the last step to finding your prince/princess, is self development. You have to learn to be honest with yourself.

I can't say my relationship right now is perfect. We do, however, work on those connections collectively. We work on our own personal growth whilst supporting one another.

Failed relationships can be seen as a significant learning experience that, when used to establish healthy romantic rela-

*Williams Waltz*



By Lillian Williams

tionships, can benefit both parties. Any relationship requires work from both individuals involved. To have effective romantic relationships, people need to know who they are and what they really need. You have to love yourself before you can love someone else.

Of course, ending a relationship can be extremely painful and difficult, and can even feel like the end of your existence. To gather yourself and move on though is a must. True happiness comes to those who aren't scared to be honest with themselves and their companions.

# Let teenagers trick or treat

Many people think that after a certain age, kids should stop trick or treating. This is not true. Any teen who wants to trick or treat should be able to trick or treat.

Teens who continue to trick or treat show great examples for young children. Teens show children that you can always trick or treat, no matter if you are 6 or 16. Children see teenagers as role models, so to be a child and see someone who is older than you doing the same thing as you is sometimes mind-blowing to kids.

Trick or treating also keeps many older teenagers out of trouble. Many teens get bored and go out and end up getting in trouble for things. Trick or treating is not only something positive for them to do, it keeps them from getting in trouble.

Teens can't get in trouble for dressing up and going out to get candy.

If teens could trick or treat, they could maintain and strengthen bonds between themselves and younger generations. Teens could become friends and role models for younger generations and show what they should and shouldn't do when they become teenagers.

Many children grow up and think that once they get to middle school, they are "too old" to dress up on Halloween. Even teenagers who are in high school dress up for Halloween. Halloween is the one night a year when teens and kids can go out and have fun without worrying about anything other than fun.

Trick or treating as a teenager also brightens their spirits and

## Sons' Stories



By Gabriella Sons

keeps them "young". Teenagers should be able to just be kids for a night.

Most nights, kids are too swamped with work to be kids. On weekends, teens are too swamped with sports to be kids. Halloween and Trick or Treating gives teenagers a night to be kids without worrying about the amount of homework they have. It lets kids enjoy their teen years rather than hating them and wishing they were older.

## Working Wednesdays, why are they gone?

New Richmond Schools decided to eliminate the one-hour delays we previously had every Wednesday for teacher meetings and professional development. I dislike this sudden change in the schedule because I, like many others, like my sleep. We should bring back hour delay Wednesdays.

Every Wednesday morning, my brother and my friends all had a lighter mood because of an extra hour of sleep and extra time to get ready properly. This little 'tradition' has been with us for two years and to end it almost a whole quarter into the school year is very counterintuitive and threw off my, and many others', entire schedule.

Taking the one-hour delay away at the beginning of the school year would've at least given students, parents, and teachers more time to prepare.

The sudden change in schedule had made me confused, especially because of the way

we just started these hour-delay Wednesday's a few weeks ago.

Teachers need to change their whole entire schedules to make room for meetings they need to attend to make sure their classes run smoothly. Some teachers need to take a whole teaching day out of their schedule for said meetings; this interruption could be prevented if they just had the meetings every Wednesday.

Getting an extra hour of sleep can really benefit students to make the school day a little less stressful. I know that, personally, I have felt better in the morning when I get that extra hour of sleep.

These days have really benefited me study-wise as well. When I know I have something due that morning, hour delay Wednesdays provide extra time for me to finish my work or proofread anything I need to check.

At another school I was at, we

## Jones' Journal

By Layla Jones



would get off an hour early every Friday; this would make a good compromise. An hour off on Friday would give teachers time for their meetings and also give students that extra hour to do work after school before any sports or housework. It also gives teachers and students that shortened school day that everyone adores.

These hour-delayed Wednesdays have been with us for two whole years and getting rid of them suddenly with little notice is very confusing and frustrating. I think we should bring these back so as to not harm people's routines or schedules and give students and teachers that extra hour to prepare.

### The Messenger

New Richmond High School  
1131 Bethel-New Richmond Rd.  
New Richmond, Ohio 45157  
2022-2023

### Messenger Student Staff:

Layla Jones  
Cali Lanter  
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Hannah Spears  
Lillian Williams  
Ainsley Zimmerman

Adviser: Mrs. Susan Griffin

The Messenger would like to remember Mrs. Betty McKenney as we begin our 81st year, and once again, thank her for her many contributions to our paper.

We would also like to remember Ms. Diana Spinnati, for her support and encouragement of our student journalism program.

The Messenger appreciates our administrators, both past and present, who have supported both the newspaper and the journalism program at NRHS.

Opinions expressed in The Messenger are the opinions of the writers only and not necessarily the opinions of the adviser or administration of New Richmond High School.

The Messenger accepts letters to the editor and guest columns and will publish both at the discretion of the newspaper staff and as space permits. Both items must be signed by the writers.

The Messenger's regular monthly issues are now online only and are available on the high school's and district's web sites. The Senior Issue will be printed, and will be available for purchase at school at the beginning of March. Please direct comments or questions about the paper or its contents to the adviser, at 553-3191, x10110



# All about Jaylynn Parker

## NRHS freshman looking forward to next year

By Gabriella Sons

Jaylynn Parker, a freshman at New Richmond, is excited to be a Lion!

Parker has had a pretty good time so far in high school. "It has been pretty good; I think my classes are slowly getting more difficult but things are finally back to normal. I am upset, though, that they did away with working Wednesdays. I thought those were really helpful."

Parker says that though it has been easy so far, she has had some rough times. "I think the hardest part is getting up and getting the motivation to get ready for school every morning. It happens for me every year when we first start back up. I spend my summers sleeping in and getting up late and

going back to school is always hard since my sleep schedule is always so messed up."

Parker hasn't had many issues getting used to the new building. "It has been pretty easy, actually. I had a lot of help from other people who told me how to get from point A to point B and it seriously helped me out a lot. Even on that first day of school, people were there to help me figure out where my classes were. Since then I have gotten pretty good at finding my classes and getting to class early with enough time to do whatever."

Parker isn't too sure if she wants to go to college or not. "I want to go to Grant so that I can get my work career started out since they have a cosmetology

program. I want to wait and see how things at Grant go before I fully decide college or no college."

In 10 years, Parker wants to be working and successful. "I will hopefully be working in a hair salon doing hair and makeup. I also want to do nails, eyelashes, eyebrows, all of that glammy-type stuff. I'm very into makeup and helping others do their makeup, so that's kinda what I hope to be doing in the future."

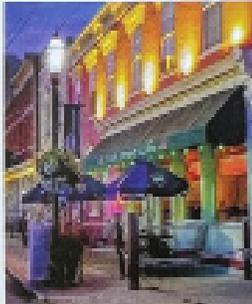
Parker likes doing sports, but some don't fit her well. "I used to do volleyball but quit the team. It wasn't the right fit for me anymore." She does, though, want to do a spring sport. "I'm going to try doing Track and Field, I don't typically like running but I want to try new things and I think doing Track will be one of them. I want to try sprints and maybe pole vault. I haven't totally decided yet but I want to branch out and do something different since I'm in high school now."

During her sophomore year, Parker wants to try something different. "I plan to try out for cheerleading and if track goes well I would like to continue that."



As for family, Parker has one older brother. "Growing up it was like any other brother and sister relationship. As we got older, though, we became closer and now we are as close as we'll ever be," she says.

Parker does quite a lot in her free time. "I typically spend my days watching Netflix and scrolling through Tik Tok. I like to sleep and eat, as everyone does, but I tend to do more sleeping than I do eating. I don't read much. I have a short attention span, and can't focus on a book for too long. Even watching a movie is hard if I end up not liking it within the first 10, maybe 15 minutes."



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# Freshman has dance goals and ambitions

## Josie Farrell learned discipline, teamwork

By: Hannah Spears

Josie Farrell, a freshman, would describe herself as very disorganized yet always hard-working. "I would describe myself as a hot mess at times, but in the end, I'll always put in the work that's needed."

In Farrell's home life she would describe her family as encouraging. "My family are really supportive, but they can also be a bit tough at times, which I'm partly thankful for because I know they have good intentions."

Outside of school, Farrell is a dancer, explaining that it is stressful and time consuming and she did it because she wanted to show herself to the world. "I started dance because I wanted to express myself in ways I couldn't, and dancing was a perfect way to do that. I also thought it would be fun."

However, doing dance does cause Farrell's life to be extremely busy. "I don't really get to live much of my life outside of dance because it's so time consuming. I miss out on things in school or things with my friends; it feels like I have no time anymore."

Things Farrell has learned through dance include team spirit as well as to set rules for herself. "I have learned to discipline myself and also learn that teamwork is extremely important."

In order to get things done Farrell sets rules for herself. "I make sure to put a restraint on myself. For example, I would tell myself that I have to do my homework or I have to do the dishes. It would just help me to make sure I get things done during the day instead of being

lazy all day."

Farrell's role model in dance would have to be Finley Hinkle, a previous dancer on her team at Midwest Elite Dance Center; she described her as someone who she has a lot in common with. "We have similarities and I want to be as good as her someday."

Through dance, Farrell has gained a lot, but one of the most important things she's gained was friendships. "You get to make a lot of friends that you can bond over with."

One of the biggest misconceptions about dance is that the moms aren't very friendly, but Farrell says, "Most people believe that all the moms are really catty but in reality, they aren't."

Many funny memories come from the dance studio, but Farrell's absolute favorite memory was when she had tripped before having to go on stage. "My favorite memory from dance was when I was running off



stage and tripped on the curtain and completely dived into the floor, but then I had to get back up to get back on stage."

Overall, Farrell said that one of the most rewarding things about dance is seeing the improvements from beginning to the end of a dance. "It's really hard in the beginning but it is all worth it at the end because of how much improvement you see in yourself."



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# NRHS senior has diverse interests

## Andrea Fischer loves reading, TV dramas

By Ainsley Zimmerman

Andrea Fischer, a senior at New Richmond High School loves hanging out and going places with her friends.

Andrea describes herself as, “someone who obsesses over stuff really easily,” and once she gets into something, it becomes a phase. “One of my most recent interests is watching dramas,” says Andrea.

Some of Andrea’s favorite hobbies include listening to music and watching dramas. Her favorite album is *Face the Sun* by Seventeen, her favorite songs from the album being *Shadow* and *If you leave me*. “I get so much joy from listening to this album and I can even sing the lyrics to almost every song.”

Her favorite drama is currently, “*Until We Meet Again* or *Kinnporsche*. Both shows captured me until the end, and

I never got bored with either of them.” She also said she loves reading, whether it be a physical book or on her phone.

When looking for a friend, Andrea looks for someone who tends to share the same beliefs and interests as her. Some of her interests include kpop, dramas, and reading.

“My favorite memories with my friends include going out to Target and buying albums, opening them in the car to see whose photocard we pull, and then getting coffee. Another one is when me and my friend watched a show at basically the same time, then we watched the last episode together, then we timelapsed us watching the last ten minutes, and it was super fun.”

In school, Andrea is involved in the National Honor Society, Student Council and bowling.

She is currently an elected member of the Student Council, and the Vice President of NHS.

“Some of my best memories from my activities are during bowling, for districts, we always missed school and we ate lunch together, and last year, we all got Chick-Fil A and we had to eat it in my mom’s car because it was cold outside.”

Andrea is justifiably proud of her accomplishments. “I am the NHS Vice President, I have had only A’s and B’s throughout my whole high school career, and I have watched over 35 dramas,” she says.

She plans to attend the University of Kentucky for college, but does not know what she wants to major in yet. She also works two jobs, “I lifeguard over the summer and I work as a party host at Scene 75 year



round.”

Andrea is a very down to Earth person, and very fun to talk to be around. She has amazing goals for herself, and is very accomplished. She is definitely someone that can be friends with many different people.



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# Freshman's favorite memory was Homecoming dance Night or day, Kyra Reed loves being with her friends

By: Layla Jones

Kyra describes herself as a confident and reliable person that people can come to if they feel like it. "People can talk to me if they need to, regardless of if I know them or not. I could listen to someone talk about their emotions for hours if they needed to."

Kyra wants to go to college and major in psychology. "In 10 years, I will have graduated from college and begun my job as a child therapist. I enjoy working with children and I think I'm very understanding. I want to be that person some kids don't have."

Describing herself as outgoing and fun, Kyra likes to live her life and does not care what some people think of her. "People can think what they want about me, I am confident in myself and I don't really care what they say."

Kyra's role model is her grandma. "She has always been there for all of her grandchildren, no matter what they have done. She is a great person that would stop in the middle of the road just to help someone in need."

If she could go back in time, Kyra would change the relationship she went through in middle school. "Going through such a mature relationship at such a young age during middle school changed how I viewed my life and helped me learn from my mistakes."

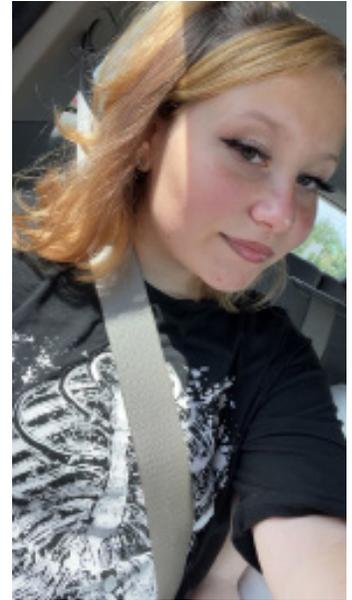
Growing up, Kyra's family was not the richest. Her family (mother, father, and younger sister) all loved each other very much but having little money caused complications for the family. "I remember my dad and my mom rummaging around the house to find the

money for food some nights. They always tried their best to make sure our needs were met."

Kyra has tried her hardest in school each year. She really likes science for the astronomy and the biology aspects of the subject. She also enjoys art class for the emotional aspect of it. "I can get all my emotions out on paper instead of just keeping them bottled up inside."

Some of Kyra's favorite memories include her birthday weekend. It was just after a breakup, and I spent the night with my best friend to help me feel better. It felt like we were in a movie."

Kyra liked the Homecoming dance just as much. "I had so much fun dancing and laughing with all of my friends on the dance floor. It was a great night



with my friends. I enjoyed myself."

Kyra enjoys being with her friends and family. She likes being someone they can talk to as well as just have fun with. "I love my family; we are a big bundle of love."



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# Freshman looks for the positive in life

Emily Redmond, a girl who loves herself for who she is

By Raven Mooney

Emily Redmond is a freshman at NRHS. She has started her high school career out strong having it only been a few months.

Family is with people one way or another and Emily says her family isn't that big. "There's my dad, my dad's girlfriend, my dad's girlfriend's son, my dad's girlfriend's daughter, and my brother. I have a dog named Taco and a cat named Marie."

Emily takes part in many activities after school, including various sports. She plays the clarinet and is a part of the NRHS Marching Band. "I play tennis, soccer and basketball. They're very fun, I like the people that I meet."

Emily enjoys lots of different music saying that she could listen to all genres. "All sorts of music, everything, specifically

Nirvana. I literally like everything, I could listen to anything. I only enjoy a few country songs though."

Emily says that her greatest accomplishment is her trying out for sports even if she doesn't understand how to play. She says that her favorite part was doing something new, a fresh start from the old. "Tennis was new, that was an accomplishment. It was scary but I enjoyed the people."

Along with her accomplishments, Emily has many strengths, including her social skills. She says she prides herself in her ability to talk to others and her athleticism and one of her strengths is she is very comfortable with herself and who she is. "I like myself, I am really good at athletic activities, I like doing things like that."

Even with her strengths, Emily amidst has some issues, saying that she struggles with different subjects in school. "[I struggle with] certain classes, Spanish, and science."

With the issues of school every day, Emily says her motivations are helping out the environment and doing things to create a better place to live. "My biggest motivation is doing something good for the world."

When Emily is faced with conflict, she says that she likes to ask other people what they think about the problem, to get other ideas as to what the solution would be. "I usually like to discuss it with other people, I like to get a few other opinions to make sure that I'm not the only one thinking of one thing."

Emily says that her best way to deal with stress is to think of



the positives, and things she enjoys as to take her mind away from the problems. "I think about people that I like, and I talk to my friends."

With only being here for a few months, Emily has adapted well to the environment and says she enjoys being here "It's OK, I like it a lot and I like how many more people I've met. My classes aren't too bad either, I like the teachers, and the high school itself."

## Grant Career Center student spotlight: Louisa Mitchell places in national competition

Louisa Mitchell is a Senior at Grant Career Center. Recently she was provided the opportunity to be able to attend a competition through her CTSO which tested her Job Demonstration Skills. She ended the competition by attending Nationals and placing 13th. Here is Louisa's experience...

"I competed in a competition called 'Job Skill Demonstration A.' I was required to choose a skill related to my field and create a 5-7-minute speech regarding it. My discussion was the procedure of a facial manipulation service. When I later won Gold at my state competition, it was my proudest moment. I had been working on my presentation for around two months. I put countless amounts of work, effort, and energy into my competition. When I won, it felt like all my effort had culminated

into what I'd worked so hard to achieve.

I reminisced on how much I'd grown through my focus and determination to succeed in my competition. After state, the biggest hurdle I had to overcome was the fear of inadequacy facing nationals. While I may have won first place statewide, I was anxious continuing to compete against the others who had won first. I feared I would not be good enough, or that I had simply gotten lucky at state.

Nonetheless, leading into my national competition, I felt nerves incomparable to any I've felt before. Not only was I competing against the best of each state, but I was also going all the way to Atlanta, Georgia with just my amazing program instructor, Lori Messner.

I continued to practice my

presentation each day. My nerves were always calmed through intensive preparations. As my nerves eased, excitements grew. I was beyond excited to experience nationals and all the amazing things that came with it. Overall, I placed 13th of 36 contestants.

Some advantages of making it to nationals I had the opportunity to attend a free Flo-Rida concert, firework event in the park, an ice cream social, and I also had many free nights in between.

Overall, since attending Grant Career Center, I have changed so much as a person. I am much braver and driven. Since competing, my confidence with my abilities have skyrocketed. There isn't anything I can't do with work, energy, and a winning attitude.



Since then, I have gone for more positions such as Grant Student Council President and SkillsUSA President (both accomplished). Participating in my Career Technical Student Organization at Grant has helped me find my confidence as a speaker and a cosmetologist. It's inspired me not only to compete again this school year, but to encourage anyone else I can to do the same."

# Brianna Pfeiffer a recent transfer to NRHS

## "Take a risk or lose a chance," she says.

By Cali Lanter

Brianna Pfeiffer, a recent transfer from West Clermont High School, claims New Richmond is a better school environment. "At New Richmond, everyone is kind to each other. At New Richmond, people have included me and talked to me since the first day of school, while at West Clermont I was silent all day and didn't have any friends," she said.

Brianna believes that New Richmond is also a better environment to learn. "New Richmond is much more inclusive, and we do fun activities as a school, while at West Clermont our school was too big to even fit in our gym, so we were unable to do the things we do here," she said.

Switching schools was very stressful and a huge decision for Brianna to make. "I was really nervous about making new friends and fitting in. I was scared that it would be worse than West Clermont, but all my friends and family told me to step out of my comfort zone and meet new people. I'm so grateful that I listened to them," she said.

Throughout Brianna's life, she has faced many challenges but being diagnosed with anxiety was one of her hardest to try and overcome. "I would make

myself sick so I didn't have to go to school because I was too anxious to leave the house. I'd cry in my mother's arms every morning begging her to let me skip. After months of this, I was put in therapy and worked really hard to get where I am now. I still struggle with this every day, but I know I always have my friends and family's support," she said.

Brianna chooses to describe herself as a very caring person who chooses to see the bright side of every situation. "I am the person everyone goes to for advice or just whenever they need to talk. I am a good listener and love helping people. I always like to see the positives to everything and always try to cheer people up when they seem down," she said.

When Brianna chooses her friends she says she looks for, "kind hearted people that have good intentions. I look for friends that are helpful, caring, and loving towards others. I love having strong friendships with people," Brianna said. "I spend most of my free time hanging out with friends," she says.

"I also like to babysit in my free time. I've always been able to bond with young kids really easily," Brianna said.

Whenever Brianna gets the chance, she loves to take a break from everything going on around her and do arts and crafts. "I love to paint in my free time. I've loved to paint and do crafts since I was little. It makes me feel relaxed and helps me express myself," she says.

Brianna has been working at a golf course for the past two years. "I love getting to meet so many new people. Getting to have conversations with the golfers about their lives makes my shifts at work more enjoyable, and most of them even tip me," she said.

When it comes to a life motto Brianna chooses to live by: 'Take a risk or lose a chance.' I live by this motto because when I was too anxious to leave the house even to hang out with my friends my mom would say this to me and it would help because I'd realized I'd never be a teenage again hanging out with my friends and I shouldn't waste my youth crying in my room," she said.

Brianna's biggest role model is her big sister, Bella Pfeiffer. "She showed how to love all people no matter their differences and that everyone has their own battles, so there is no reason to bring others down. Bella is the strongest person I know and has shown me it's okay to reach out for help whenever I need to."



When Brianna graduates, she wants to be an obstetric sonographer. "I think this is a good option for me because I'd get to work with expectant mothers and as a calm and gentle person, I think it would be a good work environment for me," she said.

Even though Brianna has faced many challenges she has overcome them. "All my friends and family told me to step out of my comfort zone and meet new people. I'm so grateful that I listened to them. Without those people in my life pushing me to try new things I wouldn't be where I am today."

Brianna wants people to step outside of their own comfort zones and try something new. "I want others to know that although it may be hard to try new things, you always should because although there's a chance it might not be the best choice, there's a chance it could be the best decision of your life," she said.



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# Cross Country enjoys success this season

## Runners set goals and make memories

By Ainsley Zimmerman

New Richmond's cross country team has had a very big season, from dominating meets, taking home a league title, and qualifying for regionals. The girls team took home a league title this year with the top five girls making either first or second team all star and qualified for regionals as a team. The boys team took second at league with their top five mak-

ing either first or second team all star.

Coach Doug Smiddy says, "My favorite thing about the team(s) this year is the closeness that we have among ourselves. When I see seniors hugging or holding up the younger runners, that makes me very happy."

Throughout the regular season, the teams attended meets

all over, with some of the favorite meets being Mason Invitational and the Centerville Saturday Night Lights.

"I like Centerville because running at night with all the lights was fun and different," says freshman Riley Davis.

"I liked it because of the team bonding and how it was a super fun race," added freshman Elizabeth Hauserman.

ite memory was, "Centerville, where we painted each other's faces."

To start off their regular season, the team did an overnight relay, having two runners, (one boy and one girl) running on the track from 12am to 6am. "Throughout the night, we played rugby when it wasn't our turn to run, and hardly slept the whole night. It was also a good way to get to know the team before the regular season started," says senior Eva Shepherd.

"At the Western Brown Invitational when walking the course, Blake jumped into a puddle of water," says sophomore Morgan Smith.

Coach Smiddy's favorite memories include, "Watching numerous athletes from our team get to ring the gong for running season best times at the Saturday Night Under the Lights race and seeing the expression on the girls' faces when they found out that they qualified for regionals as a team."

As a whole team, the runners have goals; the girls' is to make it to the regional meet as a team, the boys' is to make it to regionals as a team as well. Individually, everyone has goals for themselves, from getting a personal record or making varsity.

"The goals I had for the team this year: 1. Have fun. 2. Improve times throughout the season. 3. Win a league title. 4. Qualify a team to regionals," said Smiddy

"Mason feels like a college race with a lot of competition and great atmosphere," says Smiddy.

The team members enjoy running on the track for a number of reasons from going on long runs to being around the people on the team and making memories.

Sophomore Aliyah Koger's favorite

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The image shows two young women in a hospital setting. One woman is wearing blue scrubs and the other is wearing a white patterned shirt. They are sitting on a blue stretcher. The background shows hospital beds and equipment.

# Friday Night Lights

## One town , one team , one dream

By Cali Lanter

Friday Night Lights are our school's football team playing in a game they love with their friends and family all there to support them. An exciting after school event that brings our community together to create long lasting friendships and memories.

"Friday Night Lights are very exciting and keep me on my toes, and they bring our school together as a whole," says Varsity cheerleader Hannah Ashley.

When it comes to the game, it means everything to the boys on the field. Our football team is very dedicated to the game they love.

"My whole life almost revolves fully around football. I eat, sleep, and breathe football. It means the absolute world to me," says sophomore Silas Jacobs.

"I can't even explain, football has just been an important escape from my life at home or school. Football is my heart," says senior Laurence Smith.

Even though football is primarily just a game, coach Brian Pitzer hopes his players take away the lesson he wants them to learn. "They must take advantage of the amazing opportunities they are given each day by being able to play such an impactful game."

Long lasting memories are made every Friday night. Win

or lose we are there to support each other and to bond.

"My favorite thing on Friday nights is when we win, and we get to storm the field," says junior Colton Pope.

"My favorite thing has to be when we win because I get to storm the field and sing with Jack Thompson," says junior Gabe Delgado

And Friday Nights aren't only for students; they are truly a community event. Athletic Director Doug Foote is tasked with organizing the games and everything that goes with them.

"I set up the entire event, from organizing concessions, confirming officials, press box workers, all gate and spiritwear workers, setting up both concession stands and game management during the event."

Foote says that the games show our students in the best possible light.

"I think the students more than any other events come and in all positive, creative ways cheer together for their school," he said. "So many students are involved from the players, cheerleaders and our band plus many more. Our student section is awesome!"

Staff members and coaches are also a big help, according to Foote.

"They take turns running the concession stand with their team. Some staff come to games



and I'd love to see more staff involved so that they can see our students in a different environment than the classroom."

Friday Nights are a great way for our athletes to grow together and improve themselves. A lot of hard work is put into these games not only by the players but by the coaches behind them.

"I look forward to every game. Every game is an opportunity for our players and team to compete and show everyone the hard work they have put in," says Pitzer.

After this season, the players hope they leave a long lasting legacy that inspires the younger generations.

"I want the younger players to remember me for setting records and encouraging them to pursue their dreams, just like I did," says senior AJ Metzger.

"I want the team to remember me for my devotion and passion for the game of football. I took everything personally and worked hard for what I had," says senior Billy Foster.

Our cheerleaders also play a very important role in Friday night football. They attend every game to make long lasting memories and to pump up the football team.

"My team and I lead the crowd while we cheer on our football team. One of my favorite memories is from the Home-

coming game where I got to use the megaphone and shoot the T-shirt cannon," says Ashley.

"My favorite thing about Friday nights has to be how we communicate with our student sections. Also, I love how cheering makes me feel it gets me out of my comfort zone," said junior varsity cheerleader Sierra Abney.

Having a student section is a way for the students to help pump up the players when they are having a hard time staying motivated in the game, especially having very energetic kids in the stands. "Having my friends cheering me on during the game helps me stay motivated and focused on the game," says Foster.

"I like going to the football games on Friday nights because It's a way for me to support my friends on the field," says senior Spencer Ast.

"I attended every football game no matter how far away because I want to support the boys on the field, by being very energetic and dressing out for every game," says senior Brady Merz.

Friday nights are a way for our staff to watch our players and students evolve and grow over the years. "I like watching my students express themselves in something they care about," says social studies teacher Brad Hatfield.



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