

Davis bowls over the competition to win first STATE CHAMPIONSHIP

by Kelsey Pease

About nine years ago, senior Evan Davis moved to Clarksville, Indiana. As his new life began within the grasp of the community, so did his fascination with bowling. Davis was surrounded with a new town, new friends, and this growing knowledge of the bowling league practices held every Saturday at Blackiston Bowl. His friend had told him all about them and invited him to join. Davis made the decision to start going and he has been bowling ever since.

"I knew that I had friends here that bowled and loved the sport bowling as much as I did. So, I wanted to get a team together," said Davis.

When Davis started high school at CHS, there was no such thing as a bowling team. Luckily, a couple of his friends also enjoyed bowling, so he went to them with the idea of forming a team. His friends supported the idea and they, along with Davis, presented it to the board at one of the meetings. The board was in favor and thus began the CHS bowling team with middle school technology teacher, Andrew Luther as the coach.

Davis and his coach believe that if anyone is looking to have some fun or searching for something to do after school, they should definitely join a bowling team. The team practices at Strike N' Spare and Davis says that everyone mostly does their own thing while practicing. Davis, personally enjoys trying different techniques, not just 'striking out.' This is a precaution for if/whenever he may leave pins behind, with the practice he will know how to strategically get rid of them.

To him, bowling tournaments are both nerve-wracking and exciting. For the junior league, it makes him more nervous because he could be in a whole different state competing against thousands of other kids. For CHS tournaments, it's more exhilarating because of the smaller crowds and familiar surroundings.

"I know it's not normal, not something people are use to. People ask you what you do and you're like well, I'm a bowler. It kind of catches them off guard and it's kind of funny seeing their reaction," said Davis.

Almost every bowler can agree that telling someone you are a bowler makes them do a double-take. Davis bowls because he has a good connection with the sport and the friends he made through it. He enjoys the fact that he's doing something unusual, something that many don't do. Another thing bowlers can agree on is how different the atmosphere is at bowling tournaments than it is at any other sport. Murphy describes the atmosphere as "wild and energetic" He also states that "you wanna get loud to let the other teams know you are doing good because it startles them. It's just a different environment...it's an environment where you get to express everything that happens on the lanes."

Outside of the high school team, Davis still participates in the youth bowling league at Blackiston Bowl. Although he is in the junior league right now, he had the opportunity to move up and bowl with adults. With doing this he could have made money and been one step closer to going pro. His commitment to the high school team and winning state finals prevented him from doing this and has since paid off.

"I watched it on YouTube actually, live when I was at the bowling alley here in Clarksville. I was watching live and I was cheering him on the whole time. It just made me feel good knowing my best friend accomplished his dream. He's been shooting at that



Senior Evan Davis, coach Andrew Luther, and Hall of Fame professional Indiana bowler Mike Aulby at state finals. Photo submitted by Andrew Luther.

since we've been freshman," said Murphy.

In 2016, Davis had made state finals for bowling, placing 18th. As he threw his last ball, he knew he wouldn't make it, but he vowed to himself to return. This past Saturday, Feb. 2, 2020, marked a milestone in Davis' life. He placed first at the same state finals. To him, it was a "dream come true." With him, five of his friends and family watched him compete. Meanwhile, his competition had about 30 people each rooting for them. In his mind, everyone, minus five people, were rooting for his downfall.

"I was really excited. I knew we had accomplished something very special," said Luther.

In the future, Davis's goal is definitely to go pro, but how he will get there is still in the works. Several colleges have tried recruiting him, but Davis is unsure if college is the right fit for him and his dreams. If he doesn't go, his plans are to move up to adult league and eventually sign a contract with a bowling staff.



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Editorial

Love, the underrated emotion of life

This coming holiday is a day to express one’s ever-dying love. Wrongly, this has been turned into a thing only for couples and may-be/soon-to-be couples. This cliché is under-standable considering the flirtations cards and the traditional lovey-dovey gifts of flow-ers and chocolates. Also, the constant talk on social media about being single and the wave of memes shared around. But, Valentine’s Day is ultimately about love. Both the day and the concept lack the appreciation of how truly beautiful it is.

Love is a complex and powerful emo-tion, despite how loosely it is expressed today. Someone at school does something funny and you might tell them that you love them. You see a cute pillow and express that you love that pillow. You date someone for two weeks and claim you love them. Now, this very much can be love, as no one can tell anyone what they love and do not love. But, love is an even more powerful force.

Love is the most important thing in the universe. You always have to love something, anything, to live out each day and wake up the next. You can love your job, yourself,

alone time. Maybe you love your family, a pet, or getting into bed and watching TV. The very thing(s) you love, keep you alive. They give you a reason to keep going. Some don’t think about the little things they love and dwell on the lack of romantic love they may have.

Passion equals love. For example, say you are passionate about music. A beautiful song can bring you to tears, sobbing even be-cause your passion, your love for music has moved your energy in such a way that your only response is to cry. Love equals passion. You spend your time preparing something or your significant other, all your time. You might not even think about how time consum-ing it is or how much work it is because just seeing their reaction is enough for you, as well as your shared love.

Love can be questionable in today’s age. Some don’t value love or think of love in just a romantic sense. Truly, love surrounds us. So, in the spirit of this Valentine’s Day, go out and show your love for everyone and anything. Embrace the beauty and peace that love can bring, with just a little effort and a little passion.

February Birthdays



- 1 Webster Walls
- 2 Terry Morgan
- 3 Alysa Collard
Grace Diener
Dante Ricketts
Jacob Warren
- 4 Riely Barnett
- 6 Dakota Capps
Jenna Thompson
- 7 Kamryn Cole
Nikolette Hatfield
Cody Minton
- 8 Edwin Clark
Jaren Starks
- 10 Nicholas Bishop
Anthony Haskins
Charles Pearson
Jozey Peggs
- 11 Jenna Basham
Gabrielle Bennett
Sunseri Cannon
Taea-Le’Ann Pasco
- 12 Summer Hall
Randy Hatfield
Grace Seward
Saul Tatum
- 13 Avery Mullins
Jackson Mullins
- 14 Amaya Cooper
- 17 Chase Rickert
- 18 Bianka Armour
Riley Carroll
Michael Nash
- 19 Aine Brown
Selena Maldonado
- 21 Isiah Carpenter
Jasmine Catarino
Yuliani Catarino
- 22 Harvey Page
- 23 Summer Neal
- 24 Sandra Hernandez
- 25 Ana Infante
- 26 Matthew Eikleberry
Mary Thomas
Ryan Senior
- 27 Tenajah Brown
Ethan Lemonds
- 28 Samuel Stewart



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2019-2020

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TikTok takes over the lives and minds of younger generations

by Jessie Stevens



Caden Owens, Jenna Basham, Dahja Gaines and Alexis Cochran make TikToks during the school day. photo by Jessie Stevens

TikTok is an app that’s taking over the lives of newer generations. With over 1.5 billion downloads in the Google Play store and the App store, it has become the most rated and used app. It has taken over the focus of children, becoming a distraction in the classroom.

Freshman Caden Owens said, “ I like

seeing how creative people are on TikTok. The good part of TikTok is like dances and funny content. The bad part is when people are hating on the ones with ‘the hype.’ I think it’s just another way for people to express themselves in a positive way.”

The famous app has become the most known app for it’s comedy and content. Users make 15 or 60 second videos with music in the background, giving the creator the power to lip sync, dance, or do anything the person pleases.

“Just making people laugh and getting a bunch of views and everyone is commenting and laughing, it makes you feel good. Everytime I go on there, there is always something new and no matter how I feel, it makes me laugh. I produce funny skits on TikTok. The good part of TikTok is that there is always funny stuff on it and there is content for the older kids. The bad part of TikTok is kid-friendly and immature content,” freshman, Savannah Apell said.

The common age of viewers on TikTok is 16 to 24 years old, which is mostly high schoolers and college students on the app. On TikTok, if the content pleases a viewer, then

the viewer can follow the TikToker, leave comments, or hit the like button. Encouraging them to keep making videos.

Jenna Bashem, freshman says, “The fact that I’m in a community with other teenagers that go through the same situations and problems as I do. It’s nice to know that I’m not alone and there are millions of teens like me. It’s a great app that every teenager (13+) should have. Good part is that it’s a fun way for people to connect online. Bad part is that some people, instead of contacting help, they post videos of them in their abusive nature. TikTok profiles. photo by Kyle Langely, Jenna Basham and Caden Owens view their abusive nature. TikTok profiles. photo by It’s scary and Jessie Stevens nobody wants them or anyone else to feel in danger. Especially when you see it on TikTok.”



Norm’s Questions by Samuel Soto-Mendoza



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Lack of electives at CHS causing frustrated student body

by Tanner Page



Senior Malik Grady showing off his cardboard art project to art teacher Tiffanie Hainer-Merwarth. photo by Tanner Page

Clarksville High School offers a total of 28 electives this year. Electives give students the opportunity to learn subjects in which they might have a personal interest in. It's the only accounted time where the students have a chance to actually determine what they want to study. Most electives lead into graduation pathways. These pathways are opportunities for students to prepare for their future by studying options in college or the work field.

"I like art because it's the one time of day I get to do something I really love," junior Sara Vaughn said.

CHS makes the decision of which electives to offer the upcoming year. Overall, the school has had around 40-50 electives they've offered, over the years. Some don't always make the cut, though. Electives always depend on scheduling and whether or not a teacher is licensed to teach that class. According to Principal Adrienne Goldman the most important electives are those that lead to the graduation pathways. If there is an elective that will help with a pathway and they can fit it into a licensed teacher's schedule, then they will. This is why computer science, an elective taught by Kip Conin, was created.

"For business, for example, we had somebody who was licensed in business and we were able to shift things around and had that person teach business and kind of add those new classes so we could provide variety for our students," Goldman said.

Another factor would be the type of class they are adding and whether or not there have been student requests. Classes that need a budget such as home economics or a type of

the dropping of some other classes.

"No matter what school you're at, there's so many students that end up retaking a class. Those students don't get a lot of elective courses," guidance counselor Christina Allred said.

Students need at least seven elective classes to graduate. For students who need to retake main courses, it makes it a little harder to obtain those credits, which limits the amount of electives that will be offered. Scheduling changes depend on student courses overall and the classes they can take. If a new elective, like creative writing, for example, is considered being added to the schedule then they will need to examine the potential teachers' schedules. Seeing how many students are taking an english class, or even retaking one, is important.

"They had to put me in a class just because there were no other choices I could get," junior Brianna Armour said.

Twenty-eight electives seems like a lot, but to the students at Clarksville High, it's not nearly enough. Almost all electives offered are the basic, run-in-the-mill, type of high school courses. Theater, art, business, languages; all types of classes

science class would have to go through more steps to become appointed. The school board would have to approve any money used in classes. Though, if a class does not need a budget and has been highly requested by the student body then it has a higher chance of being approved. Nevertheless, the approval of a class could change schedules and mean

you'd see in any high school. Students want more classes, more options. As a history buff, Bianka Armour came to CHS hoping to join an elective that touches on subjects in history, such as the holocaust. To her disappointment, there were no elective as such. Even more disappointing, she was put into art, a subject she has no real interest in. The only reason she took art is because it's the only class she could fit into her schedule.

This has been happening to even more students, similar to Armour. Students have voiced complaints because of the number of electives which is the result of scheduling issues. Students having to retake classes or those who take Ivy Tech classes, are limited to their choice of electives.

"Since I'm taking Ivy Tech in the morning, I can't take French. It wouldn't mix with my schedule," junior Brianna Leonard said.

For example, the language classes have had a huge scheduling and placement issue. One Spanish student, Brianna Leonard, requested to take French, as she had more interest in the language and the culture. Due to her taking morning Ivy Tech classes, French could not fit into her schedule, so she was placed into Spanish. Madame Clere has three French classes over the day; first period, fourth period, and sixth meaning that there were only two available classes which Leonard could have

been placed in. The French classes were filled and since Brianna Leonard, a junior, is taking college classes she was placed in the first non-full language class, which happened to not be the world language she requested.

This year there are fewer

number of French periods due to the nationwide push for a freshman seminar class. More than one teacher has been saddled with freshman seminar, a class to introduce first year high school students to life skills. Freshman seminar classes and the online credit recovery classes fill up elective teachers' schedules, reducing the number of electives open to students. More and more things seem to be limiting the number of electives Clarksville Senior High School can offer.

Over the years, students have had complaints revolving around the number of electives Clarksville High School has to offer. Hopefully, knowing all the steps that have to be taken will encourage students to speak to Goldman instead of sitting back, upset. Speaking to Goldman or someone else is the best way to see about an elective and get more students interested. In the end, students are put into classes that they have no real interest in, which take out the whole meaning of electives. Learners hope for more electives and less scheduling issues in the future.



Students dancing for a warm up in theatre class. photo by Tanner Page



Band students practicing music during class. Photo by Tanner Page.

J.A.G. program meant to help CCSC students build life-skills

by McKenzie Murdoch

Here at CHS there has been speculation of what J.A.G. is, and there has been many miscommunications on the actual purpose of it. J.A.G. stands for Jobs for American Graduates, and this program is conducted by Stacy White. It was adapted at the school just this January. White explains the program is one “that offers students opportunities to improve certain aspects that will prepare them for life and a career after high school.”

J.A.G. was initially created to help students who need extra support, or don’t always have a positive influence throughout their lives. This is a class for any Junior and Senior to take, and the class will follow and learn about a list of the J.A.G. competencies. The class covers a range of life skills like career development, job attainment, all the way to life survival skills and personal skills. Like every class a student will take in high school, teachers strive to include things like leadership, and development, but in J.A.G. this is the main focus of the class. It teaches things for students to take on for after they graduate high school.

J.A.G. can be requested just like any regular class, and anyone in the Junior and Senior class can put an application in for it. There are no further restrictions on taking the class. Simply, any student who expresses interest in J.A.G. will be looked into to see if it is a good fit for them.

“It’s a way to jumpstart your life, to show people new and different pathways, and to get them prepared for new ways,” principal, Adrienne Goldman said.

Further explaining that it is “a lot of soft skills, life skills, researching careers, budgeting, and college.” Goldman further explains that the good thing about J.A.G. is that when students leave high school there is a layer of support for them. J.A.G. offers seniors attending the class extending support after they graduate high school and leave to go off into the world. “We have a follow up year that once the kids go to wherever, whether it’s in the workforce or to a school, I will have their

email and their numbers so we can communicate through email or text or phone. However, it’s easiest for them to communicate. I’ll touch base with them probably every couple of weeks to begin with, and then we will just grow from there.” Teachers administering the class can also talk to students future employers if necessary as well. White also makes sure all her students have her contact

information if they ever need anything.

“Throughout the year we will go through all the skills, just helping improve resume writing, and helping with interviews.” Says White. While J.A.G. covers a variety of things in just one semester, White plans on doing more when there is a full year for the classes. Especially with the hopes of expanding the program and having more classes for the incoming Juniors and returning Seniors, planning things like guest speakers for the students. White always tries “to find creative ways to get them involved in the projects, like hands on, because its very project based learning, and I always try to find the most up to date information.”

Usually a normal class period for the students in J.A.G. is a small lecture, where they learn about the topic of that day and get further information on said topic. Followed by



Junior Brenda Brock stacking cups as an activity from Vincennes JAG representative. photo by Stacy White.

an interactive activity for students to partake in. Junior Kyle Hutchins said “We cover a lot of teamwork and skills, doing a lot of group projects on problem solving.” Junior Ashley Atwood said that J.A.G. is extremely beneficial and the class “helps people get ready with work and applying for jobs, and just prepares you.” Both Hutchins and Atwood plan on attending J.A.G. again next year as well and feel it is extremely beneficial for their futures.

J.A.G. is a program for any student interested in getting help to further their success in the near future. To receive this help, students can simply ask for an application from the counselor. Being in this class does not need any students to stay after school because it will count as one of the class periods. Students have already shown improvements in leadership and career development from

New assistant’s dreams come true after landing job at CHS

by Taylor Crain

At the end of October 2019, a position for Clarksville High School’s attendance Secretary became open for grabs. Residing in Clarksville for just about her whole life, working in her hometown was a dream for Donna Liter.

During her 22 years at Humana, she was the manager of several departments, and she traveled to Florida, Wisconsin, Kentucky for work. She claims Humana was very good to her. After retiring from her career with Humana in September 2018, she decided she needed something to get involved in and was hoping for a job at the highschool. However, the positions at CHS had been filled at that time - instead she was offered a position at Renaissance Academy, where she was a CCR facilitator until

February of 2019, when she accepted a position at the elementary school as the treasurer. During her time at CES, she managed the school finances.

“Obtaining the knowledge from RA, as well as the elementary school, I wanted to come onto the high school and be fully rounded. It’s the line of work I want to do at my retirement age and I’m very happy here,” said Liter.

Now, Liter works as the attendance and vice principal secretary at CHS. She takes all the phone calls, takes care of attendance, and makes corrections to attendance. Most of the student’s issues go through her before they go to Assistant Principal Matt Pait. If there are any inconsistencies, such as a student being counted wrongly absent, she

makes those corrections.

“My mission is to try and make Clarksville High School as positive in atmosphere as I can to help the kids think in a more positive manner as opposed to the standard of negativity they are bringing today,” said Liter.

As a wife, mother, and grandmother of 5, Liter loves being part of the Clarksville community. Her favorite part of being in the community is connecting with younger parents, as well as the students. “It’s just my hometown, it’s Clarksville. A tight knit community.”



Donna Liter and her grandchildren. Photo submitted by Donna Liter.

Student-athlete chooses better mental health over sports

by Summer Neal

For the first 14 years of my life, my goal was simple; go to college and play basketball (specifically at the University of Kentucky). While I wasn't a star player with a lot of talent, I like to think I was pretty decent. I played for the school team and the summer before freshman year practiced with an AAU team. Over the years, I was basically in a relationship with the sport. I "flirted" with all the other sports that I played, but in my heart I knew that basketball was the one for me.

Every year my competitive dance team goes to the National Finals in Myrtle Beach in July. The summer before my sophomore year was just like every other Nationals week and I did my first two dances pretty well. My last dance was my solo. It started out perfectly, but in the last ten seconds I felt two popping noises in my knee after a jump and instantly fell to the ground. Although I was scared, it didn't feel nearly as bad because I had already done the same thing three times and somewhat brushed it off despite my knee swelling to the size of a softball. In the last game of the basketball season freshman year I had done the same thing and also brushed it off because the tennis season started the next week and I didn't have time to take a break.

Almost immediately after we got home from Nationals I went to see a specialist to finally learn what was going on and fix the issue. Multiple weeks later I learned that I had torn my MPFL (Medial Patellofemoral Ligament) causing me to dislocate my kneecap. The dislocation had also caused me to dislocate another ligament. I had to choose whether I wanted to have surgery and be out six to



Summer Neal making a play in a game during the 2018-19 season. photo by Kelly Short

eight months, or go to physical therapy for six weeks but have to wear a brace. I chose not to have surgery, but with the risks of reinjury was advised to sit this season out for basketball.

The decision to quit basketball was one of the hardest I had to make in my life, but I soon realized what I had known for a while but was too afraid to admit, I had lost my love for basketball. The game had stopped being fun for me and was just something I had to do for four months. As the preseason workouts began I didn't miss going to practice everyday or having to stay up late to study on game nights. I realized I had really only kept playing to keep my parents happy, and that really took a toll on my mental health. Looking back on it, I realized just how bad my mental health was the entire season and I didn't even know it. I never had time to

myself and was constantly doing something whether it was basketball practice, games, or dance class. I couldn't take the time to focus on my mental health and recognize just how bad it actually was but had just learnt to hide it from everyone including myself.

I joined the cheer team so I could have something to do with all the free time I now had. Football season came and went and I actually started to really enjoy a sport that I had joined just to fill a void in my life. Then basketball season came, and with it girls' basketball games. Standing on the sidelines, I couldn't help but feel sad. I had to stand there and cheer them on without being able to help them during their losses and not be able to celebrate with them in the locker room after their first win. While I also miss the sport, I mainly miss the people and bonds I made over the season. Without basketball I would have never made half of the friends I had made today, including some of my closest friends that I lost because I wasn't spending everyday with them.

Sitting this season out was very beneficial for me, even if I won't admit it. Although having to watch the games from the sideline without being able to help does make me sad, I know it's for the better. Now I'll be able to give 100 percent once tennis season comes around because I have given time for my knee to recover. My mental health has also come along way because I have time to myself to relax and think about life. While I don't know if I will be playing next season, I do know that basketball will always have a special place in my heart that will never be filled.

Lady Generals Sectional Preview

by Summer Neal

The Lady Generals basketball team had a successful season, getting their first win in over a year. They also were able to have a full team, including a JV and Varsity team. The Lady Generals head into sectional with a 4-18 record.

Over the season, the team made very noticeable changes. "We've changed a lot for the better. We've all gotten more comfortable with each other and we know exactly what we are all thinking, and I definitely think that has shown in how we play," freshman Alyssa Leezer said.

"I tell them all the time I wish I would've videoed them the first practice to where they are now, and I know the losses kinda overshadow that, but from where they started to where they are now just with their skills and basketball IQ, just mentally going from their

coaching they had in the past to me, their improvements have been immeasurable," said head coach Shelby Gliebe. Gliebe is in her first season as head coach of the Lady Generals. "I just want them to come out and play, play hard, execute, and depending on who we get, either way we can be competitive, but I think it would be awesome to get our first sectional win." The team ended the regular season with a win at South Central, 52-35.



Jayla Cousins attempts a layup at the game vs. Borden. photo by Tanner Page

play hard hard, not just to get a win, but for the seniors that are leaving," senior Shaelin Bruner said. The Lady Generals had a total of five seniors this season. The team drew the bye for the first round of sectionals, and will face the winner of the Crawford County and Providence game on Friday, Feb. 7 at 7:30.

LADY GENERALS SCORES

11/12 CROTHERSVILLE	L 60-41
11/14 BORDEN	L 46-41
11/15 SALEM	L 84-32
11/19 ROCK CREEK	W 61-5
11/30 CORYDON CENTRAL	L 62-28
12/4 SILVER CREEK	L 78-32
12/7 CRAWFORD COUNTY	L 54-17
12/12 MEDORA	W 29-6
12/14 EASTERN	L 88-36
12/19 AUSTIN	L 61-37
12/27 PROVIDENCE	L 60-35
12/27 CHARLESTOWN	L 75-23
1/9 SCOTTSBURG	L 77-15
1/10 PROVIDENCE	L 53-38
1/14 BROWNSTOWN CENTRAL	L 75-19
1/16 CHRISTIAN ACADEMY	L 38-21
1/18 NORTH HARRISON	L 68-30
1/23 LANESVILLE	L 67-28
1/25 CANNELTON	W 46-14
1/28 HENRYVILLE	L 70-11
1/30 CHARLESTOWN	L 70-11
2/1 SOUTH CENTRAL	W 52-35



Concluding movie to Skywalker Saga might disappoint fans

by Julien Caffee

Star Wars: The Rise of Skywalker is the ninth and final installment of the Skywalker Saga in Star Wars. The synopsis of the film is rather simplistic, the evil Sith Lord Palpatine has risen from the dead to destroy the Jedi, now it's up to Rey to face her fears, confront Kylo Ren, and save the universe from destruction caused by Palpatine.

Star Wars fans have had very split views, some say it was one of the best movies Star Wars has had while other people, like me, think that it had flaws that held this movie back from being good. Rotten Tomatoes, a company that scores movies for money, scored The Rise of Skywalker at a 52% out of 100%, surpassing The Phantom Menace as the lowest Star Wars film ever reviewed by Rotten Tomatoes.

I saw this movie on opening weekend and had a bad feeling that this it was going to be significantly worse than the last two, mainly because I hate plot holes in movies that are never explained. The beginning of the movie already does this by not explaining two things. The first plot hole is how Emperor Palpatine survived the fall and explosion at the hands of Darth Vader in Return of the Jedi. To me, it seemed quite obvious that Palpatine died mainly because of the explosion seen as he falls to his death, but somehow, with no explanation, he is miraculously brought back to life and brought to this Sith planet with little to no backstory. This leads me into my second problem, how did Palpatine know about Exegol, the Sith planet he was waiting on. Who told him? How did he get there? These ques-

tions could have easily been answered if the makers took a little time out of the beginning scene to explain this.

Now, this isn't my only problem with the movie, a lot of things were established in the previous films before it that The Rise of Skywalker decided to just completely forget about. For example, all of the force ghosts that appear in The Rise of Skywalker. An old Jedi master named Qui Gon Jinn taught prepared Jedis how to use force ghosts when they died. However, Han Solo is able to become a force ghost to speak to Kylo Ren a long time after Jinn died and before Solo was even born which doesn't make a bit of sense, whatsoever.

Another minor problem, that I feel only my father and I caught, is that the Death Star that blew up in Return of the Jedi apparently has a door that leads right to where the Emperor sat. That door was never shown in Return of the Jedi. So it raises the question of how that door got

there in the first place. This door has significance in the movie as it's the last wayfinder. The wayfinder is apparently a secret door to Exegol, the mysterious Sith planet that Emperor Palpatine lives on. What I think would've worked in my preference is if there was a secret place in the Death Star that wasn't shown in Return of the Jedi, or if it was hidden within the back of Palpatine's chair or even in the arms of the chair. It would've made more sense logically since these weren't places that were ever discovered in any of the movies.

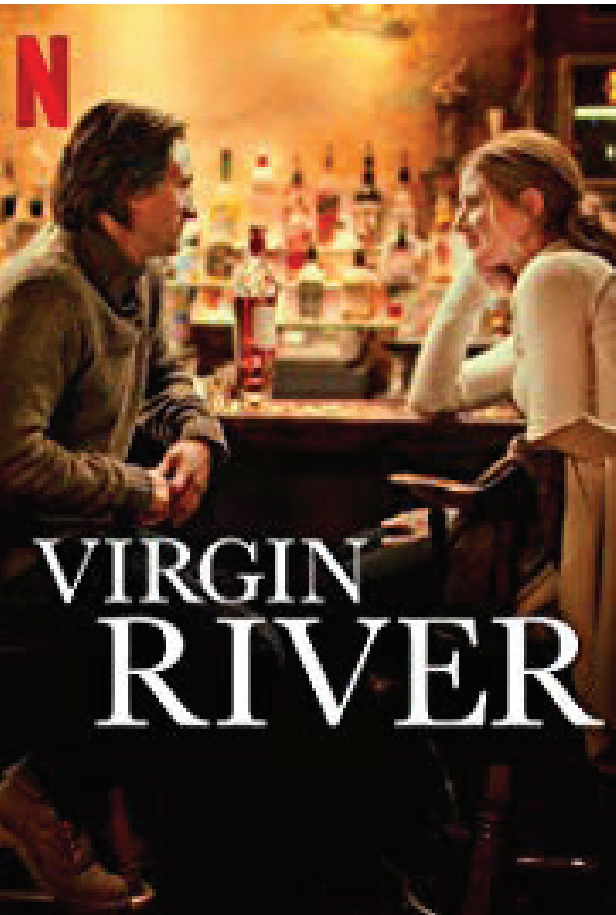
Overall, I give this movie a 3/10. It has good high points, but too many low points that ruin its ranking. All in all, if you're here for the action and the story you will get a lot out of this movie, but if you're a long time fan like myself you might not like all of the plot holes.



Netflix series 'Virgin River' keeps chick-flick lovers on their toes

by Monica Franklin

Original Netflix series, Virgin River, is based off of the novel written by Robin Carr. Virgin River is a very sweet, mysterious and have-you-on-your-toes type of series. It follows the story of Melinda Marnoe, a girl from Los Angeles who moves to a small and not very well known town in North Carolina for



a fresh start. She is a nurse practitioner who instantly quits her original job in L.A. to get a fresh start in a brand new town. Melinda accidentally becomes jobless after unknowingly insulting her new boss and then becomes homeless. She goes to a bar and starts to hit it off with the owner, but little did he know, she has a dead husband and it's her fault he died.

My favorite part about the Virgin River series is that it's very eventful and always has you on your toes. Things keep happening and happening and happening. My favorite scene is when they talk about Melinda's past life and how her husband died. Also, the several times Melinda and Jack (the bar owner) get into trouble.

Like any other show there are of course those parts you don't like. Jack and Melinda are made to be together, but of course there is another woman whom Jack doesn't even want. Also, sometimes you want the show to get to the point, but being on your toes is what's so exciting about it.

I would rate this show an 8.5. Virgin River is full of drama and ends with a cliff-hanger, making it a great show to watch on a girls night. On the other hand, it's kind of slow when getting to the point and has a couple minor things that aren't agreeable, which causes a small deduction in points. Overall, it's a really great series to watch. Rumor has it that the second season comes out this June.

5 MOVIES EVERYONE SHOULD WATCH BEFORE THEY GRADUATE

FROM THE CHS STAFF

FERRIS BUELLER'S DAY OFF

MR. GARDNER DAY OFF

ON THE BASIS OF SEX

MR. FRANCIS

HOOSIERS

MRS. CARMICHAEL

DEAD POET'S SOCIETY

MRS. YOUNG

REMEMBER THE TITANS

MR. PENDLETON

CCSC teacher recycles bottle caps to make benches

by Samuel Boston



Some of the hundreds of bottle caps donated to the ABC bottle cap recycling program adopted at Renaissance Academy. photo by Sam Boston

Earth is on limited time. More importantly, the Earth's resources. Humans have gotten to this point of creating technological advancements so quickly that the planet can barely handle it. One of these advancements is the creation of plastics and glass. These materials are easily created and able to be distributed among humans. They can be made into containers, windows, and many more objects. The problem with these materials is their longevity. When humans are done with an object or container, they are typically disposed of and sent to landfills to decompose. However, these items take many years to decompose. For example, plastics can take 450-10,000 years to completely decompose, while glass can take millions of years to decompose. Humans produce these materials thousands of times faster than they can complete this needed process. If these materials keep being disposed of, they will continue to build up in the landfills until there is no more available space left for them. This is a major problem for those who don't want the Earth to become a giant landfill.

Recycling, of course, is a great way of limiting this reality from becoming true. While the properties and longevity of these materials make it a long process to decompose, it also allows

them to be reused many more times. Technology will allow these materials to be molded into any shape after the recycling part. Items such as plastic water bottles, hair combs, and lids can all be reused over and over by multiple families without contributing to landfills.

At Renaissance Academy, CCR teachers asked their students to collect bottle caps and put them into designated boxes in their classrooms. Students questioned the purpose of doing this. The answer was simple: to create a sitting area.

RA science facilitator David Gardner said, "The project idea was originally brought up by a local recycling company named Greentree Plastics. They asked multiple schools around the area to ask their students to collect bottle caps from any of their bottled drinks." The company was looking for bottle caps to

create sitting seating areas for the schools involved.

This is all part of the company's ABC Program. The program was created by a team of eighth graders in March 2010 for a nationwide academic competition to improve the quality of life in communities. The company commented on their website "The ABC Program is specifically designed by school children for school children. It is to be a tool in the hands of teachers to teach children about caring for the Earth and green living. It must be put through children's hands and someone must be responsible to see that it is a learning experience for them."

The person that the company makes responsible for the program at a school is called a "mentor". This person's main tasks are to sign the registration form for the school and supervise the cap sorting process. The students' task is to sort the caps into boxes and decide where the final product (bench) goes. Gardner is the CCSC mentor.

It's not just benches that can be made from the bottle caps. Tables and even receptacles can be made from the bottle caps collected by the school. The final product all depends on the amount of bottle caps collected and the funding by the school corporation and company.

Once the caps have all been weighed and put in the boxes, they are sent off to their headquarters in Evansville.

It is important to know that the caps have to be plastic. This is because the machinery is designed to react with plastic only, and metal will easily damage the equipment. Once the caps are delivered to the facility, they are grinded up into a grainy substance and then melted. The melted substance is then put into a mold and is allowed to cool down to make the shape of the desired product (benches, tables, etc.).

It is unclear what the final product will be for Renaissance Academy. "The final product will be determined by the amount of caps and funding we get for the program here at the school. We hope to get a local sponsor by April this year," said Gardner.

The program has already created one item for CCSC, which was made last school year. Renaissance Academy was able to get enough bottle caps in one year to make a 4-foot bench. "The bench required over 100 pounds of caps to make, as well as \$155 for the price to make it at the company's factory," according to Gardner. The bench now sits near the front office at RA.

The program has been discussed and spread by word of mouth and announcements. Sophomore student, Caleb Pearl said, "The program seems to be a good idea. I use a lot of bottled items so I would definitely help if I could." He also said, "I think it brings good awareness to how we can recycle and reuse materials, so it brings a good look to recycling in our daily lives."

RA sophomore Alex Tubman also agrees with the program, but had doubts about how familiar the RA student body is with the recycling program. "I think it would be a lot more successful if it was brought up more in the announcements. We don't hear much about it at all, so we (students) don't pay much attention to it. If it were able to be mentioned more it would be great, because people use a lot of bottled items daily." Tubman went on to say, "It would also bring more attention to the program if it was a class competition; like say for example what ever CCR class got the most bottle caps wins the competition."

Creating a simple bench out of so many bottle caps may seem odd, but the program is about more than just benches. According to Greentree Plastics, the program is not just to make a sitting area, but to inform and inspire students to see Earth and its health differently. The program is made to be up to the students. The students decide whether or not to collect their caps. The students decide where the bench goes. So it sends a message: it will one day fall to the next generation alone to decide the fate and health of the planet through human actions.

David Gardner said, "We hope to make more unique items other than a simple bench with bottle caps collected from students. Other schools have participated in the program and have made multiple unique items from the caps as well, so we hope to do the same."

For more information about the program, go to: <https://www.greentreeplastics.com/abc-program/>



Bags of bottle caps stored at RA, ready to be sent to Greentree Plastics. photo by Sam Boston