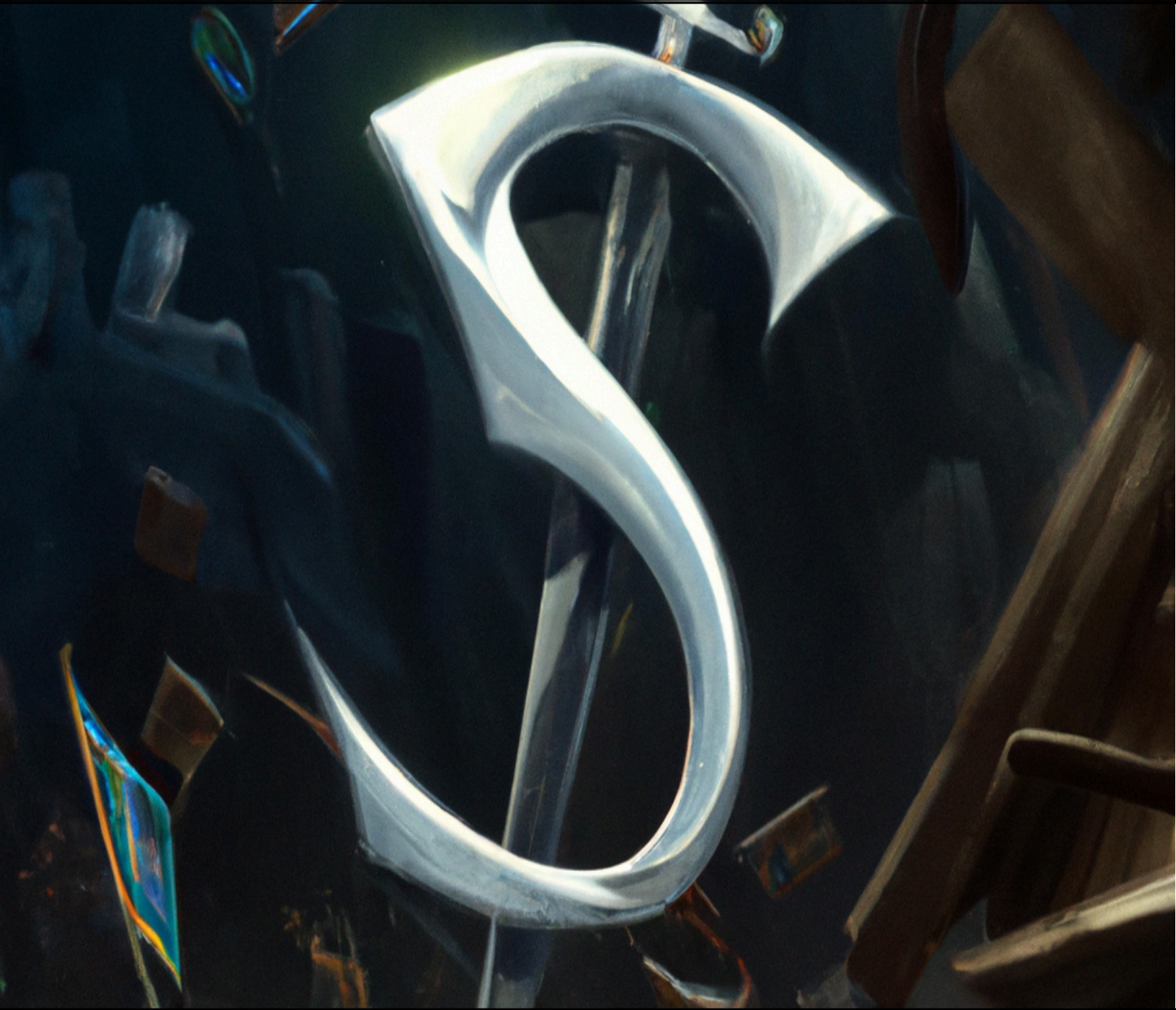


THE SKEWER

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REBUTTAL



"Mounds View High School's Phone Policy: An Analysis and Critique"

By Yongle & J. Balvin

Staff reporters

Many of you may know of the new phone policy instituted by our school this year. This policy is believed to be a step forward into the inclusivity of our high school community and supports the one herd mentality. This article is to dive into the details of this new phone policy, the good and the bad, and ultimately to explain how this policy actually ends up hindering rather than helping.

THE ANALYSIS

The main reason behind the new policy seems to have been poor classroom behavior last year, in addition to other incidents related to fights and the filming of them. This new phone policy was instituted to promote the ideals of the One HERD values that our school believes that we need to be successful students in a successful school. Those values are -

Health & Well Being

Engagement

Relationships

Dignity & Inclusion

The old phone policy was in violation in each and every one of these values in one manner. The school kindly showed us a presentation in 4th hour detailing the ways in which phones violated these values. (Sadly I do not have this presentation for this analysis so this is based off of my memory of the presentation and why I believe phones could be violations to these values). First we have Health & Well Being. Phones violate this policy because of addiction to social media and other things, the fact that you get caught in endless scrolling and become obsessive about how you and others are perceived on social media. The phone policy seeks to remedy this by removing phones from our hands in an attempt to pull those addicted to social media out of the false reality that they're living in and into the real world. The next value, Engagement, is violated by phone because students can, and will, become distracted in class by their phones and proceed to either not get their work done or not listen to the teacher which becomes a problem not only for the student but for the teacher as well. This makes the student start behind in their classes and puts stress on the teacher because they want their students to perform well. The value of Relationships is violated because with the presence of phones students are less likely to interact with their peers and, as a result, less likely to form lasting relationships with them. Finally, Dignity & Inclusion is violated by cyberbullying. It is known that people become a lot more aggressive over the internet when they can't be seen by others and this does not support including others. You will lose your dignity by cyberbullying others and in time you will probably grow to resent yourself too. That was a relatively quick summary of each value and how phones can violate them, now it's time for the best part.

THE REBUTTAL

I would like to begin this rebuttal by expressing my full support for the administration's principles. I firmly believe that these values serve as the cornerstone for a successful student body. However, I believe that the current phone policy falls short of achieving its intended goal. Mandating the complete prohibition of phones, while well-intentioned, may not yield the desired results, as it does not facilitate genuine learning experiences.

An essential aspect of learning involves making mistakes and learning from them. By eliminating the opportunity for students to make mistakes, we inadvertently hinder their growth and development. When confronted with a strict ban on phone usage, students will merely comply reluctantly, but hop on their phones as soon as the bell rings.

In contrast, the previous policy allowed for a different approach. It enabled students who were previously addicted to their phones to experience the consequences of their actions firsthand. These students might have initially continued their phone usage during class, potentially leading to a decline in their academic performance. However, through this process, they would come to realize that their falling grades were a direct consequence of their phone addiction. This realization could have prompted them to cease their phone usage during class, ultimately breaking free from their addiction.

Regrettably, the current phone policy appears to exacerbate rather than address the issue of phone addiction. Students are restricted during school hours but are left unregulated outside of it. This lack of personal responsibility may hinder their ability to develop self-control and learn from their mistakes.

I firmly advocate for the reinstatement of the previous phone policy, as it provides students with the opportunity to cultivate self-discipline in their phone usage. Such an approach aligns more closely with our overarching goal of nurturing well-rounded and responsible individuals within our student body. By embracing this change, we can expect to see our student community move closer to the realization of the administration's cherished values.

“School Resource Officers Can Be a Force for Good”

By Fullpetal Alchemist
Staff reporter

An editorial published in the March 31st edition of the Viewer, "Police do not make students safe," argues student resource officers, abbreviated SROs—police officers hired by a school—don't make students safer, and can even instill fear in students. I'm here, not to debunk that argument entirely, but to add some nuance and examine its flaws.

Fundamentally, the editorial refuses to disambiguate between two arguments; it's unclear whether it's arguing that school resource officers tend not to make schools safer, as a statistical trend, or if it's arguing school resource officers never make schools safer. The former is a pretty indisputable argument, borne out in data, but the latter is absolutely false. By only using evidence to argue SROs tend not to make schools safer, without conceding that SROs can make schools safer, the editorial takes an argumentative shortcut. The article assumes SROs are unfixable, or not worth improving, and proposes that we instead direct funding to other places, without evidence to back that implied assumption. SROs can be good for schools, but many tend to be bad. As such, we should improve their interactions with students, by giving them more appropriate training for a school setting, and hiring SROs sympathetic to the needs of students and their community, rather than forgoing them in favor of other school support staff, as the editorial argues.

Our very own SRO, Abhi Sachdev, who was featured in the February 27th edition of the Viewer, is a great example of a good SRO. The feature describes Sachdev as friendly and approachable, and having seen and talked to him briefly, I'd agree. This is in stark contrast to the image the editorial paints, who argues "increased policing only leads to more fear and anxiety in students." Sachdev also does so much more than just patrol. In his interview with the Viewer, he said "I'm just another resource, I'm in a police aspect, but it's more so another resource to guide [students] in the right path." and described how he's free to reach out to, if students need him. By no means does this make him a substitute for a social worker, but it's important to note that good SROs can supplement therapists and social workers, as another friendly face for students to reach out for and ask for support. That's why I insist on referring to them as SROs as opposed to "police" or "cops," because good student resource officers aren't just police officers. They're resources for students, as the name suggests. Not only is Sachdev accessible to students, he helps the school in a bunch of other ways, like by directing traffic when the buses leave the parking lot, and being one of the staff members working the registers at the end of the lunch line.

So good SROs can exist, but why are they structurally necessary for a school? After all, as the editorial says "...problems like fights will occur whether [SROs] are in school or not." Much like the rest of the article, this is a correct but misleading statement. SROs aren't meant to prevent all fights, but instead minimize their impact. Suppose a large fight broke out at a school without an SRO. What would be the school's possible responses? First, they could send staff, like administrators or teachers, to break up the fight, but fights between students strong or equipped enough could put them in serious danger, and it'd be unreasonable for the school to expect all staff to break up fights and endanger themselves. Second, they could call the police, but this raises another set of problems. Police could take a lot of time to respond, and—as we've been made acutely aware these last few years—are prone to overreact when people show hostility to them, which students—being young and

brash—might. Third, the school could ignore the fight, and let it resolve itself, but that's basically giving up, and conceding that students are free to attack one another, as long as their fights are too severe for staff, and not severe enough for police. By hiring an SRO, schools unlock a strong fourth option: An officer who's combat trained, but in touch with and sympathetic to students—less forceful than normal police, but much more capable than other staff members. By filling this gap, SROs play a vital role in student safety.

Much like the article itself, the Viewer's editor poll paints a very black and white picture of the issue, asking editors: "Do [SROs] make students safer?" to which they only responded yes or no, four against five. This is a fundamentally flawed way to pose the question, and doesn't leave room for the correct answer: it depends on the officer. A bad SRO, who thinks of students as potential criminals and troublemakers, will often mistreat and harm students, which makes them less safe (obviously). A good SRO will make students safer, both directly, by breaking up conflict, and indirectly, by supplementing the school's support staff, giving students another social outlet, before they resort to violence. We can select for better SROs by making them feel like a part of a school's community, working with students, as opposed to against them, and training them to break up fights in as non-destructive a way as possible. If schools seriously ensure SROs are friendly, approachable, and gel well with students, they can massively help in ensuring safety for the whole school, both students and staff.

"Why do they call it oven when you of in the cold food and out hot eat the food?"

By Torbjörn
Staff reporter

Why do they call it oven when you of in the cold food of out hot eat the food? This question has puzzled philosophers for quite a long time, and this article will attempt to reconcile that. The original question was posed on X (formerly Twitter) by user YashichiDSF, and it read as follows: "why do they call it oven when you of in the cold food of out hot eat the food" The next notable appearance was on Tumblr when user ewaneneollav posted a doctored panel from the July 13th, 1986 Garfield comic strip with the question in question replacing the original content of Jon's speech bubble. It was posted on August 29th, 2019, and gained over 79,000 notes. The picture and its ensuing thread grew popular outside of Tumblr; for example, on December 20th, 2019, the picture appeared in Reddit's /r/BrandNewSentence, and on December 17th, 2021, X user tweetsauce posted a modified form of the question, "Why do they call it lovin' when you love in the cold person of out hot hug the person?"

Although this question seems incoherent, we can attempt to derive some meaning from it. The first phrase, "Why do they call it oven [when you]" makes sense lexically, but after that it begins to devolve. However, I believe we can still pull some meaning from it.

The first phrase is fairly simple. To "of in" the cold food clearly refers to the act of inserting cold food into the oven. There is no conjunction between "cold food" and "of out," but if there were it would make a bit more sense. In fact, let's start translating this to readable English: so far we have "Why do they call it 'oven' when you," and I'll add "insert the cold food and take out[...]."

This bit is by far the most difficult to parse. "[of out] hot eat the food." Since there is no clear consensus on how one should parse any of this text, it's necessary to take a few liberties and assume some meaning. That said, the best I could come up with was "[take out] the hot food and eat it." This brings the translated sentence to: "Why do they call it 'oven' when you insert ('of in') the cold food, take out the hot food, and eat it?"

Now, to finally answer the question. The question starts off with an interrogative phrase, "Why do they call it oven[...]." This asks why "they," presumably "the people who came up with the word 'oven'" called it an oven. Let's investigate the etymology of 'oven.'

Mostly from Dictionary.com:

Oven, /'ʌv·ən/ (American English) n:

1. A chamber or compartment, as in a stove, for baking, roasting, heating, drying, etc.

Oven, /'ʌv·ən/ (British English)

n:

1. an enclosed heated compartment or receptacle for baking or roasting food
2. a similar device, usually lined with a refractory material, used for drying substances, firing ceramics, heat-treating, etc

v:

1. (tr) to cook in an oven

"[The word 'oven' comes from] Old English ofen; related to Old High German ofan, Old Norse ofn". The last part of the question, "... when you insert the cold food, take out the hot food, and eat it?," is the context for the question. From Dominate Kitchen, "The use of an oven is simply to 'of in' the cold food only to 'of out' the hot version of it. Therefore, the logic behind the origin of the name 'oven' is flawed and that is where the humor of the punchline lies. Searching for the etymology of 'oven' will simply give rise to an endless cycle of speculation."

Why do they call it oven when you of in the cold food of out hot eat the food? The question itself is flawed. Q.E.D.

Sources: <https://twitter.com/YashichiDSF/status/373678745883639808>
Michael Stevens in disguise, presumably - <https://twitter.com/tweetsauce/status/1471648142831595520>
<https://www.dictionary.com/browse/oven>
<https://www.dominatekitchen.com/why-do-they-call-it-oven-garfield/>



“Unofficial Newspapers at Mounds View”

By Fullpetal Alchemist
Staff reporter

Unofficial school newspapers have been around for a long time. They often crop up in high schools or universities, usually by people seeking to criticize the school they attend, or wishing to publish other material their official newspaper wouldn't approve. Heck, there was even a California court case, all the way back in 1976, *Bright v. L.A. School District*, which was about whether unofficial school newspapers are protected on First Amendment grounds. You can learn more about that in the link below, because there's far too much to unpack for me to cover it here. The point is, they're pretty common, and as such, we aren't the first unofficial newspaper at Mounds View.

Mr. Bennett recalls a student-created newspaper from some year around 2001, led by one of his students he considered very talented and bright. It largely followed the same format as the *Viewer*, but covered edgier topics that the *Viewer* almost certainly wouldn't approve of. In one article, an author tried weed and reviewed the experience. Despite writing very negatively of the experience (Mr. Bennett described the article as "one of the best anti-drug articles out there"), many members of the school's staff found this outrageous. It was quickly suppressed by the administration, and became difficult to find. Remember, this unofficial newspaper had to be distributed on paper—usually before school—because this was long before computers and cell phones became commonplace at schools, so after being banned, the newspaper was nearly impossible to find. While it lasted, it was structurally very similar to the *Viewer*, with similar columns: news, editorials, features, reviews, and such. Mr. Bennett describes it as "a newspaper like the *Viewer*, but more relevant to high schoolers." Despite being similar on a surface level, the *Skewer* is actually very different from this newspaper, especially in founding intent.

The founder and co-founder of the *Skewer*—Yongle and Torbjörn, respectively—began the *Skewer* for creative reasons. Torbjörn, who took Journalism 1, detailed how authors could only pick between three preselected topics for an article, and have very little autonomy over their work. He said: "The idea [of the *Viewer*] is fun, and that's why I like the *Skewer*. Being forced to do it is not fun." This is why, in the first edition of the *Skewer*, humorous articles, like "Juanma Review" and "Based Ass Hamster Caught Biting Students," alongside articles about people's personal interests, like an argumentative essay about why TypeScript is better than JavaScript, and coverage of the Super Bowl's halftime show. A lot of the writers for the *Skewer* aren't looking to write about the most envelope-pushing edgiest of topics, they're writing things they find funny, or about things they're personally passionate about, that the *Viewer* doesn't cover. The first edition caught some traction, and by the time our second publication was released, many new people had joined, myself included.

The *Skewer*'s second publication continued to have humorous articles. "Juanma Review" continued, and became a series, and Brady reviewed a Husqvarna 440 chainsaw, listing out—in great detail—its pros and cons. I joined—alongside my friend, C. Near—to write articles more relevant to people's daily lives at school. I wrote "What's the Deal With Cafeteria Food?" and Near covered Physics Fair, and wrote an obituary for Carl the hamster: "Based Ass Hamster With Us No Longer." My writing is usually critical of specific school policy, which I feel would often be too edgy to be published through any official school publication, while Near's was able to write an obituary on Carl's tragic passing mere days after it had occurred. This kind of quick coverage of events—which actual news organizations do—is only possible when last-minute additions and modifications are able to be made for a publication.

These are only a few of the writers here at the *Skewer*, and we all want to write about many different things. Whether we want to responsively report on recent events, write humorous articles, or front serious opinions about how the school could change, we always make room for it. And yes, sometimes, I read a fellow author's article, and I sigh lightly at how strange and silly it is. It's possible other authors look at my more serious articles, and feel they're too heavy, or too serious. But I've learned to enjoy their presence here, as I hope they've learned to enjoy mine, because at the end of the day, we're people who are writing what they want to write about, and that makes us happy.

We also hope our more modern, digital methods of distribution also allow us to have a kind of longevity and resistance to suppression that pre-internet unofficial school newspapers simply couldn't. Should we ever draw the ire of the school administration and be unable to distribute any pamphlets in school—which we aren't planning on doing, though you can never be too sure—you can find our articles at our website, mvskewer.vercel.app, where you can find an archive of everything we've published, and brief profiles on our staff, in case you want to learn more about us. You can also subscribe to a newsletter that will deliver you links to our articles when they release, at tinyletter.com/mvskewer.

If you want to write about anything—and I mean anything—then you should send in an application to join the *Skewer*. It's fun, low pressure, and you can write about whatever you want to. You may have observed (if you pay attention to the author of these articles) that I've written around half of this edition, while approaching the dreaded AP testing season. This is because I have some kind of problem—perhaps a high degree of neuroticism—that makes me willing to subject myself to this. As such, I humbly ask that you join, and contribute just a little. If a few people do so, our next edition will have much more content, I will not need to write half of that edition, and you will have lifted a weight off my shoulders. Thank you.

Coverage of *Bright v. L.A. School District*

<https://more.calaware.org/knowledge-base/what-protection-is-there-for-student-initiated-unofficial-off-campus-publications/>

<https://caselaw.findlaw.com/court/ca-supreme-court/1828318.html>

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“How Do We Define a Sandwich”

“Sandwich” is a Mathematical Construct

By Fullpetal Alchemist
Staff reporter

Reading this title, you may already be thinking: "There's no way Fullpetal will be able to geometrically define a sandwich!" and you'd be wrong. Embarrassingly wrong. In this article, I will not only geometrically define a sandwich; I will define a mathematical spectrum of sandwich-ness, argue why it's good to have a strict mathematical definition of a sandwich, and I will classify many sandwich-like items, to answer, once and for all, whether or not a hot dog is a sandwich.

A sandwich is an object composed of two distinct parts, a breading and a stuffing. Note here that "breading" is not necessarily made of bread, and instead is the part of the sandwich meant to be held while consuming the sandwich (note that this means the bread on the inside of a Big Mac is not "breading" because it is not meant to be held), while the "stuffing" is material that would be otherwise difficult or unpleasant to hold. Great examples of this intended function of the sandwich are the sloppy joe and PB&J, which are very difficult and unpleasant to eat in their composite parts, as opposed to as a whole. For future reference, my diagrams will display sandwich breading as black, and stuffing as gray. A sandwich must also contain an unbroken line of breading, followed by stuffing, followed again by breading. This line is shown in my drawings in bright red. This eliminates all "open face sandwiches," other sorts of toast, and pizza, from being classified as sandwiches, which I hope is a universally agreeable disqualification. Furthermore, I will disqualify any food items for which there is a plane such that breading is fully surrounded by stuffing, disqualifying cakes, as their outermost layer is unwieldy stuffing. In fact, curiously, cakes and such are anti-sandwiches—expressly difficult to grip—but I'm getting ahead of myself.

Now, we must tackle the spectrum of sandwich-ness, which is sorted into four distinct classes. A class 1 sandwich, otherwise known as a perfect sandwich, is a sandwich with a plane (that is, a distinct 2D space) of unbroken stuffing. This plane shall be shown wireframed in purple. This unbroken stuffing plane requires the breading to be broken into at least two distinct parts. Normal sandwiches, burgers, and hot dogs with buns that have fully separated all fall into this category. Class 2 sandwiches aren't quite as sandwich-y as their class 1 counterparts, and are defined by lacking any plane such that breading fully surrounds any stuffing. Because class 2 sandwiches are distinguished by lacking a feature, I shall be highlighting how class 3s aren't class 2s in my class 3 diagram, in blue. Due to their slightly lower status, class 2s are also referred to as "sub-sandwiches" and include tacos and (intact-bun) hot dogs. Note that almost every class 2 is breaded by one contiguous breading on three sides.

Below class 2, we enter the sandwich-likes, which aren't quite sandwichy enough to be sandwiches, but share some distinct sandwich traits, having distinct breading and stuffing, and following the breading-stuffing-breading line rule. Class 3 sandwich-likes are defined by having a contiguous line of only stuffing, while having a plane of stuffing fully surrounded by breading that class 2s are without. This means they most often occur in the wild as a sandwich type surrounded by breading on four or five sides. These may also be referred to as "sushi-ish" for they encompass sushi and lazy burritos. Class 4 sandwich-likes don't have such an unbroken line of stuffing, in other words, fully subsumed in breading. This includes burritos and calzones.

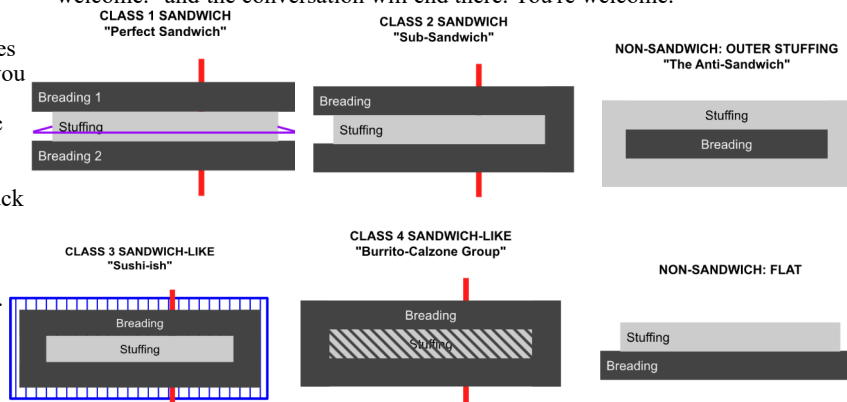
Now that I have extensively detailed how to objectively and mathematically classify what is and is not a sandwich, I shall argue that this system is much better than arguing that a sandwich is a linguistic phenomenon. When describing sandwiches as linguistic, the argument boils down to: "Sandwiches are whatever feels like a sandwich," and though this lets you redefine what you think a sandwich is on the flip of a dime, it makes sandwich-ness subjective. Anyone who subscribes to my argument and fully understands the geometric rules I've laid out for sandwich classification will agree with me, nearly universally, on whether or not any given object is a sandwich. All you who agree with me would believe a hot dog is a class 2 sandwich, while those stuck believing sandwiches are defined by some sort of unquantifiable esoteric sandwich-ness will be stuck arguing amongst themselves, discussing how sandwichy a hot dog is, which is silly. My definition not only makes communication about sandwiches easier, it can also have legal ramifications. Yes, really.

White City Shopping Ctr., LP v. PR Restaurants, LLC was a 2006 Massachusetts case in which PR Restaurants—the owners of Panera—filed an injunction against White City Shopping Center—a mall—for violating an exclusivity clause of their commercial lease, preventing other bakeries or restaurants for which sandwiches can reasonably be expected to comprise 10% of total sales from opening in the mall. What newly arrived business did Panera believe would violate this clause? Qdoba, a Mexican-style restaurant, which serves bowls and burritos. Panera's lawyers had to argue—in a real court of law—that burritos are sandwiches. The court ruled burritos are not sandwiches, but the quest for a legal definition of a sandwich has been of interest to legal experts since then. In the University of Minnesota's law journal: Minnesota Law Review, one author—Alexander Park—describes the details of this case, 13 years after the fact, and proposes a legal definition of a sandwich. He argues that sandwiches may either be made of one slice of bread, with filling placed upon it, or two or more slices of bread with filling stuffed between them, and that sandwiches may not have their bread wrapped or rolled together. In other words, his definition encompasses class 1 sandwiches, and flat non-sandwiches—presumably in an attempt to encompass open face sandwiches, though if he were informed that pizza would then be classified as a sandwich, he'd likely change his mind. Note how I'm able to quickly name what constitutes his legal definition of a sandwich, through my geometric categorization.

In a similar light, Mexican food blog Mexicali Blue's article: "Burrito Vs Sandwich: Exploring The Legal Implications Of A Surprising Ruling" covers this same court case, and contrasts it with New York State Taxation and Finance Department's definition of a sandwich, which includes burritos and other wrap sandwiches. Because the tax's purpose is to target prepared food (as opposed to raw ingredients) its sandwich definition encompasses all sandwiches and sandwich-likes, classes 1 to 4, because those are all prepared foods that are vaguely sandwich-like. Once again, note how I'm easily able to classify this legal definition of a sandwich by using my existing mathematical classifications.

I will not argue that my sandwich definitions are the most correct way to define sandwiches. That'd be silly. I will concede to my opposition that words are words, and mean things because we believe them to. However, I will argue my system is the best way to define sandwiches. It's robust and decisive, clear enough to be cited in a court of law, but sensible enough to categorize most food items in a way that aligns with most of our intuitions. I could discuss the minutiae of sandwich-geometry for ages. "Is a folded pizza a sandwich?" If you eat it while keeping it folded, you're eating it as a sandwich, so yes. The moment you stop gripping it tightly, it'll likely unfold and un-sandwich itself. "Is an ice cream sandwich a sandwich?" Yes. The cookie is made for gripping, the ice cream is difficult to grip. Structurally, it's a class 1 sandwich. I could go on and on.

In essence, my stunning innovations in the field of sandwich-geometry have created a definition robust enough to be used in legal contexts, while still agreeing with common sense. This definition can settle lawsuits and categorize a lot of food items practically, but most importantly, we can finally end the endless arguing. Next time someone asks you if a hot dog is a sandwich, you can say: "Yes. A hot dog is a class 2 sandwich, otherwise known as a sub-sandwich, as defined by leading culinary mathematician Fullpetal Alchemist in their award winning article "'Sandwich' is a Mathematical Construct." You're welcome." and the conversation will end there. You're welcome.



“How Do We Define a Sandwich”

“Sandwich” is a Linguistic Construct

By C. Near
Staff reporter

When attempting to define an object, the usage and the definition will have effects on how the word should be defined. For instance, when defining a mathematical term, it is important to be very specific about what is and isn't included in that definition to allow the logic of mathematics to build up. In the law, specific definitions with no ambiguity are required as knowing what the law says and what it doesn't has significant impacts.

However, in most contexts, language can have ambiguity! Most people don't like language without ambiguity, as seen by the unpopularity of law-speak, mathematical proofs, and Lojban. I argue that “sandwich”, when used in most contexts, should be allowed that ambiguity, that “sandwich,” doesn't need a self-consistent definition to say specifically whether one foodstuff or another is or is not a sandwich.

Linguistics has a term called a “prototype” for a word, which is basically what you think of when you hear that word. The prototype of a sandwich would probably be something approaching a BLT. A sandwich that has meat, and a few vegetables, in between two slices of bread from a pre-sliced loaf. One method to find the prototype of a word is to visualize what comes to mind when you think of that word. However, that doesn't work for me. Another method to find the prototype is to search up stock images of the word. The prototype is the ideal of a sandwich, the Class 0 sandwich.

Finding the prototype of a word helps, but does not reveal the total meaning of the word. “Sandwich” can also apply to a variety of other things, like a sloppy joe or a PB&J. To figure out what fits squarely in the definition of sandwich, but is not the prototype, you could imagine this scenario: if someone asks “Do you want a sandwich?” and then brings out the item, would you be surprised, even if you do agree it is a sandwich? If not, it is a Class 1 sandwich. Otherwise known as, “a sandwich”.

The third class of sandwich would be things which are referred to as a sandwich, but with a classifier or in context. This includes an ice cream sandwich, or a toy sandwich. These Class 3 sandwiches can be called “_____ Sandwiches”



















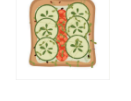



The fourth class of sandwiches, “Sandwichish”, is those that could be referred to as sandwiches if someone didn't know the word for what they are referring to, and it could be understood. This group includes things such a burger, or a hotdog, as well as non food items that have the sandwich structure.

After that, we reach the realm of “Not-Sandwiches.” This includes most things in the world, such as water, corrugated steel, and Fullpetal Alchemist.

This sandwich classification works because it is flexible, so something that is a prototypical sandwich to one person might be a Class 2 “_____ Sandwich” to another. Although this framework will not solve your arguments about whether something counts as a sandwich, it gives you a guide for which things must be argued. And people do not actually want a solution to their arguments, for light-hearted arguments are fun. However, this gives a framework for an argument so you can know what you are arguing. Instead of arguing whether something is or isn't a sandwich based on its shape, you can argue about what people call a sandwich.

Is a hotdog a sandwich? I don't know. Do you call it one?

See here, a table, detailing each possible intersection between Fullpetal's sandwich definitions, and Near's sandwich definitions. It appears they can at least agree that a BLT-ish looking sandwich is definitely a sandwich, and Robert Reetz is definitely not a sandwich.

	Prototype	A Sandwich	__ Sandwich	<u>Sandwichish</u>	No.
Perfect Sandwich					
Sub Sandwich					
Sushi-ish	DNE				
Burrito or Calzone	DNE				
Non Sandwich	DNE				

“Fullpetal Alchemist & C. Near - An Obituary”

By Yongle
Staff reporter

Last year the Skewer experienced a tragedy. We lost two of our greatest writers, Fullpetal Alchemist and C. Near, in a conflict with the Viewer. They were valuable assets to the Skewer team and they produced many amazing articles. Let us take a look at what they have proudly contributed to the Skewer.

Fullpetal Alchemist

Fullpetal Alchemist was an amazing reporter who wasn't afraid to write about challenging and controversial topics. He dove into the depths of the history of cafeteria food and why it is the way it is. He wasn't afraid to talk about SROs and how they can be beneficial to schools, and also uncovered the forbidden history of unofficial newspapers at Mounds View. He was also on the front lines last year when a student got attacked by another student armed with pepper spray. He was determined to uncover the truth and facts behind the attack and report them to the good people of Mounds View High School. Fullpetal wasn't just an excellent reporter and investigator, he also was well versed in poetry, writing many different genres to make classics like “Lunch” and “Parking”. The loss of Fullpetal is weighing hard on our entire staff as he is considered to be one of the greatest Skewer staff members of all time. He will be missed.



C. Near

C. Near was a very important news reporter who we are devastated to lose. She always kept us up to date with what was going on in the school and she provided near instantaneous coverage of current events. C. Near provided up-to-date information on the physics fair and then tragically informed the skewer staff about Carl Darwin's unfortunate passing in which she wrote an obituary for. C. Near wasn't only up to cover news stories. She also debated against Fullpetal on how to correctly define a sandwich! The Skewer staff is mourning the tragic loss of C. Near as she was a vital team member and news reporter. She will be missed.



Kentucky Meat Shower Review

Reviewed by Meat Expert

Aimo Koivunen

The Kentucky Meat Shower. A cursed event that happened on March 3, 1876, at 11 in the morning. Mrs. Couch was sitting on the porch of her home in Bath County, Kentucky, making soap, when meat began to fall from the sky. It fell for about an hour, and fell in a range of about 90 by 45 feet. The meat fell in chunks ranging from 2 to 4 inches in size. Now the resident farmers of Bath County decided that the best thing to do is to taste the suspicious mystery meat that has been sitting on the ground for an hour after falling from the sky. While witnesses claimed the meat looked like beef, the two bozos who decided to risk blowing up their bathrooms said it TASTED like either lamb or deer. Imagine tasting a substance that is debatably meat, and not being able to decide what exactly it tastes like. Some random guy decided that it could be some bacteria that grew with the rain. There was no rain you stupid dum dum(according to a book, written by a successful writer). This random moron then gave the meat to a scientific association, who used some questionably accurate testing to determine that it could either be lung tissue from a horse or a human infant. Please someone in this incident make up your mind. They also managed to identify 2 samples as lung tissue, 3 as muscle, and 2 more as cartilage. The book guy took the farmer's explanation of carrion eaters vomiting a bunch of stuff as the best theory, and said it explained the variety of meat. Now that I've informed you on this strange event, it's time to review. The fact that it happened in Kentucky is wonderful. Nothing ever happens there, but this did. That it happened on the property of someone whose surname is a synonym of sofa, while she was making soap, in BATH COUNTY, is a hilarious turn of events. The fact that the substance is not even universally agreed as meat even to this day is wonderful. Someone who knows of a specific genus of bacteria with enough clarity to suggest it can't see that it's meat while even holding it. It could have been lungs of human children, vomited by vultures. Chef's kiss. It involves idiot hillbillies making dumb horror movie choices and most certainly spending a regretful few years on the toilet. Comedic genius. The only thing that could have been improved on this wonderful event is the timing, by having the event occur at the hour of 3AM. If the date was June 8th, in the year 1845, then it could not have been topped. As a result of these oversights in scheduling, I give this event

🍷 2/

FINAL VERDICT:
11/12 MEATS

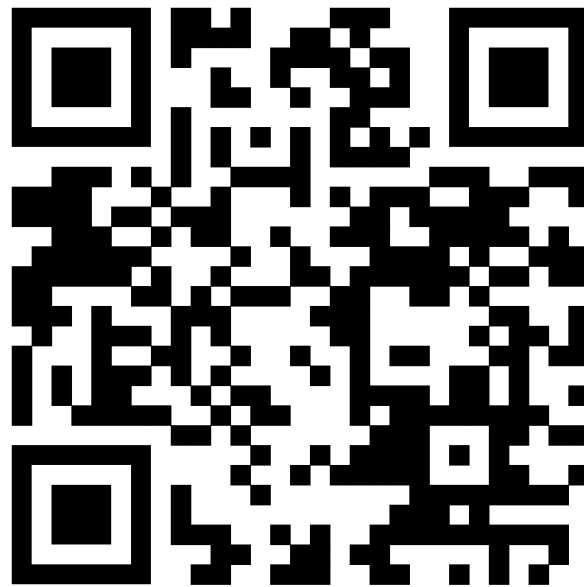


RIDDLE

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9d3145c2e67f0159a328

Like always Brady Bangasser will give \$20 to the first person who
completes the riddle

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