

ISSUE FIVE, JUNE 2017

THE AXE



EDITORS' NOTE

Hello, Axe readers! With summer so close, especially for the seniors, and AP tests finally completed, this is the penultimate issue featuring stories ranging from a possible historic track and field triple crown to a humorous twist on the college rejection letter. In addition, while we have included the traditional magazine stories, we have also tried to strike a better balance between writing and other media. For the first time ever, we have decided to feature a photo essay focusing on stylish teachers around South Eugene High School.

As always, The Axe Staff is always looking for feedback and recommendations. You can reach us online at theaxe.xyz or in Room 4!

Please enjoy the June issue of The Axe!

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- 04 AP Credits**
Marilyn Molstrom-Warner
- 13 Senior Year Blues**
Madeline Rowell
- 15 Syrian Bombings**
Julian Fahrion
- 18 Track & Field**
Jaelen Hodges
- 21 MC Allen**
Alyssa Gao
- 24 History Backwards**
Lizka Vaintrob
- 26 Teacher Fashion**
Phillip Bindeman
- 30 Beauty Corner**
Madeleine Rowell
- 31 Advice Column**
Miyako Iwata

WHAT AP CREDITS REALLY MEAN

MARILYN MOLSTROM-WARNER

As May passed by, hundreds of thousands of high school students across the United States geared up to take their AP exams. Students taking AP classes, or Advanced Placement classes, are introduced to college-level curriculum and often take a standardized final examination at the end of the year in order to receive college credit for their coursework. In recent years, there has been increased national debate around the validity of college credit earned through the AP program.

The University of California system, for example, recognizes AP credit so long as students receive the standard passing score of three out of five on the exam, while other selective colleges, such as Harvard, do not acknowledge AP credit at all. Further muddling the debate are colleges like Princeton, which accepts specific AP credits under the condition that students earn a score of at least four out of five. Many students are unsure of what to think in the face of this controversy and wonder if their AP credits will benefit them after high school.

However, since 2005, the number of high school students in the United States taking AP classes has doubled from 846,000 to 1.5 million. So why the growing interest in rigorous AP courses? A College Board survey conducted in 2015 found that 70 percent of students who took AP classes did so to earn college credit. Jennifer Scott, an AP Composition teacher at South, pointed out that earning college credit in high school can have several benefits.

I don't know if I would be comfortable seeing a freshman come in after a two-year sabbatical, resting on the laurels of some AP courses.

JENNIFER SCOTT

STORY

Globalism has become somewhat of a hot button issue as of late, leaving many people to question whether or not it is a good thing and how it will affect our world in the decades to come.

“The student does not need to take these courses when they get to college. They can have more room in their schedule, and they save money for courses that they might need or want for their interests,” Scott said.

Depending on how many AP classes a student undertakes during their high school career, AP credits can have a huge impact on the time students spend in college. With AP credits, students may be able to skip required introductory courses in college, enabling them to enter higher level classes, pursue a second major or minor, or engage in electives. The flexibility of a student's schedule can lead to an infinite number of exciting possibilities.

In addition to getting greater freedom in student schedules, AP credits can make a monumental difference in how much money students spend on college. The average cost for a college credit in the United States is around 594 dollars. In comparison, without financial assistance, the cost for an AP test is about 93 dollars. Overall, according to College Board, a student who takes AP classes and earns AP credit can save up to \$19,000. That money could go to a number of other things. South Eugene High School junior Beth Jennings, for example, plans to put that money toward “helping her family.”

If there are so many great benefits to getting AP credits, then why are some colleges enforcing stricter rules pertaining to the validity of them? And why are some colleges flat out refusing to even consider them?

Scott notes two possible reasons. The first has to do with money. By accepting AP credits, colleges are essentially decreasing their revenue, because students with AP credits will not have to pay to take the corresponding classes in college. The second reason, Scott says, is gap years, wherein a student takes a year or more off before attending college.

“If I were a college professor, I don't know if I would be comfortable seeing a freshman come in after a two-to three-year sabbatical, resting on the laurels of some AP courses wherein he or she might not even remember how to write a rhetorical essay or analyze an argument,” Scott said.

While Scott understands why some colleges may be reluctant to accept AP credit, she ultimately believes that colleges should recognize AP credits as valid.

“Let’s face it,” Scott said. “AP coursework is as rigorous as many college courses. I see the hard work and rigor that the students undergo when they take a course such as mine. I see the inquiry, engagement, quality of product, and the willingness to do the work.”

Many students agree with Scott that they should receive college credit for their AP work.

“Since AP classwork is just as hard as the college classwork and I work really hard in AP, I think that I should get college credit,” Khalil Colgrove, a South Eugene junior, said.

Without the promise of college credit, what further benefits can be derived from AP classes? Scott said that AP can “prepare students for college-level rigor without the penalty of taking and potentially failing a university class.” AP can also better promote a student’s college application by demonstrating competency in more challenging classes and strengthen a student’s transcript. Indeed, not everyone who takes AP does so solely for the college credit.

Rose Jones, a junior at South Eugene High School, said she took AP because she was “hoping to [gain] a better understanding of what classes in college are like.”

The city and the district are governed independently of one another. Each has a different mission.

KEN NEUBECK

“I decided to take AP because I thought it would look good on my college application and boost my chances of getting into the University of Washington,” Jennings added

Ultimately, despite the controversy, taking an AP class and the AP exam can have huge potential benefits in life beyond high school. By attending a college that accepts AP credits, students can save both time and money. For students planning to attend colleges that don’t recognize AP credits, the gains of taking an AP class appear to far outweigh the losses. AP can introduce high school students to high level coursework as well as strengthen students’ college applications. No matter which path high school students take regarding AP, Scott says, “every student [can do] their best and develop their own sense of pride and integrity in whatever is set before them.”



BRIEFS

JABIN BOTSFORD

Jared Kushner, husband of Ivanka Trump and Senior Advisor to the President, was reported meeting with Sergey N. Gorkov, a Putin ally. The reasons were unclear and a secret channel between the two add to the suspicious nature of the communication.



JAKE SABITT

EUGENE STABBING

On Monday, March 27, an assailant attempted to break into an apartment complex on 19th St., tried to hijack South Principal Andy Dey's car, and jumped into Amazon Creek before proceeding to strip down to his boots and underwear. The suspect was brought into custody for stabbing and killing a victim.

The perpetrator was 37-year-old Joshua Paul Jaschke. Six Police officers were needed to subdue Jaeschke after he jumped into the creek. Following Jaeschke's arrest, he was connected to the stabbing and the attempted car hijack.



JAELEN HODGES

SLEEP @ SOUTH

Though South is best known for its excellent academics and test scores, South students will tell you that we rank quite high in the number of sleep-deprived students, as well. A poll of 250 South students showed that the average amount of sleep a South student gets is between six and a half to seven hours of sleep, with some responses showing numbers as low as four hours a night per school day consistently.

These results are far below the National Sleep Foundation's recommended amounts, which,

according to their most recent study, is nine to 10 hours a night for teenagers aged 14 to 17. The results at South are not exactly surprising, given that studies have shown that as many as two-thirds of adolescent teens experience chronic sleep deprivation.

If getting a good night's sleep seems like a fantasy for you, simple tricks (like shutting the laptop after the sixth episode of "Friends" or skipping the late night Starbucks run) can improve your sleep, mental health, and overall well-being.

MARILYN MOLSTROM-WARNER

AXE PAGEANT UPDATE

The Axeman Pageant, a fundraiser in which South seniors compete to "save the babies," took place on Apr. 15 at South Eugene High School. This year, contestant pair Roly Santiago-Corona and Priscilla Parra came in first place. Together, the pageant and other fundraisers held at places such as Track Town Pizza and Prince Pucklers, raised \$15,000. All proceeds will go to the Children's Miracle Network at Sacred Heart Medical



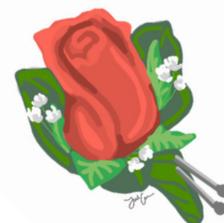
A poll of 250 South students showed that the average amount of sleep a South student gets is between six and a half to seven hours of sleep.

ALYSSA GAO

MADELEINE ROWELL

THESFEST

This year's Oregon Thespian Festival was a great success for the South Eugene Theater program, sending several students home with prestigious awards. Among the winners was junior, Elena Freck, who took home the first place prize in playwriting, and senior Zack Harris, who clinched a second-place award in the same category. Lucy Geller, a senior, took home the Melba Day Sparks Memorial Scholarship. South's presence at the 2017 Oregon ThesFest was a great success, especially in the tech category, which was a new area of recognition for this year. The South Theater Department will be attending the National Thespian Competition in Lincoln, Nebraska this summer to present all of their acclaimed work.



RUPA STEIN

PROM RECAP

This year, South Prom took place from 8:30 p.m. to 11:30 p.m. on Apr. 23 at the Ford Alumni Center. The theme was Hollywood. This year's junior prom royals were Zac Shakespear and Allison Kunz. Senior prom royals were Venessa Lopez and Johnny Wang. Wang also won last year but did not show up to receive his crown.

Those were the prom royals, but how did the prom serfs feel about the promenade?

"It felt like a middle school dance," junior Meherbaan Khalsa said, "but worse because it was high school."

Approximately 400 students bought tickets, but some thought that the price was outrageous.

"It was too expensive, but it was very well set up," junior Eli Cuyler said.

SYRIAN BOMBINGS EASILY FORGOTTEN

JULIAN FAHRION

According to the BBC, on Apr. 4, the town of Khan Shaykhun in Syria was hit by an airstrike carried out by government bombers. Khan Shaykhun is held by Tahrir al-Sham, a terrorist rebel group with ties to al-Qaeda. Similar airstrikes happen regularly in the Syrian Civil War, but minutes after the attack ended, people in the area began to collapse and die, poisoned. The gas attack killed more than 70 people and injured hundreds, making the incident one of the deadliest chemical attacks in recent history.

The chemical released was identified by experts as sarin, an extremely deadly nerve agent. The median lethal dose (the dose at which 50 percent of those affected are expected to die) for inhaled or ingested sarin is about 1 milligram per kilogram of body weight, or, for most humans, approximately the mass of a grain of sand. Death from sarin poisoning is typically caused by suffocation. Victims vomit and collapse in uncontrollable spasms, unable to properly control their breathing.

In short, the use of sarin is a step beyond regular bombings, both in lethality and in cruelty.

The question of who exactly bears responsibility for the release of sarin into Khan Shaykhun is a matter of controversy. The Syrian government steadfastly denies the use of chemical weapons. Bashar al-Assad, the president of Syria, claims that the rebels in Khan Shaykhun stored sarin in a stockpile that was hit by the airstrike and, furthermore, questioned whether the deaths of children in the attack had been faked. Vladimir Putin has suggested that the attack could be a false flag operation designed to bring down Assad. Russia, however, has been a strong supporter of Assad and his regime, making its claims perhaps somewhat biased.

Eventually, the international community will let this incident fade from mind, and, in a few years, another chemical attack will appall the world again.

JULIAN FAHRION

STORY

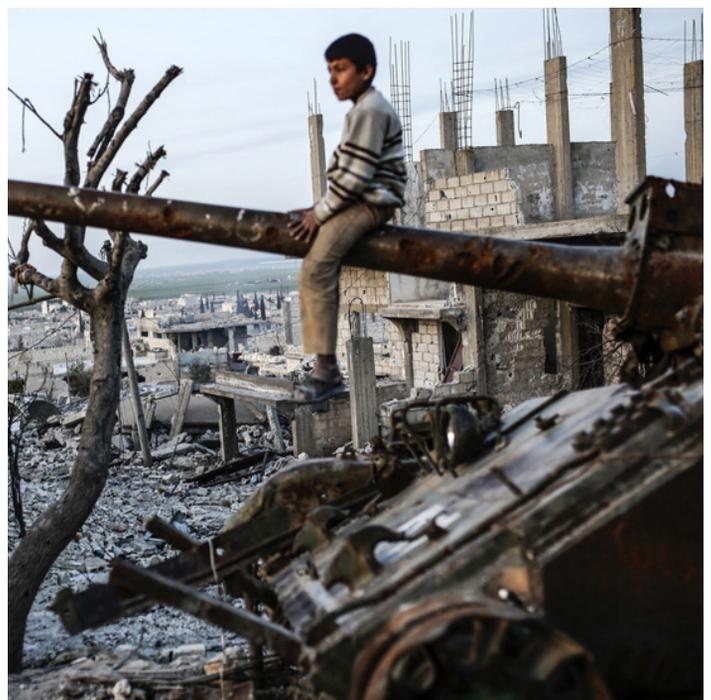
A sarin attack in Syria killed dozens and injured far more. This was not the first time, and if we stay on the sidelines, it will not be the last.

Experts have expressed doubts over the possibility of a warehouse full of sarin. Russia gave an estimated time for when such a warehouse could have been destroyed, but that time is hours after the first victims were reported. In addition, simply hitting a warehouse containing sarin is unlikely to aerosolize large quantities of it, which is required for it to cause as much damage as it did. Finally and most damningly, a facility that stored components for sarin would be highly flammable and explosive. The sudden detonation of a large warehouse is hardly subtle, and yet no reports of any such explosions have appeared.

Assad has been accused of using sarin in indiscriminate attacks before, and each time he has tried to pin the blame on his enemies, usually with the backing of Russia. At this point, very few reputable sources believe Assad's claims.

On Apr. 7, the United States escalated matters dramatically by launching a barrage of 59 Tomahawk cruise missiles at the Shayrat airbase, suspected of being the location the Syrian government bombers had taken off from. The U.S. has said that the strike was justified to prevent the use and proliferation of chemical weapons.

In the Syrian town of Kobane, a Syrian Kurdish boy sits on a destroyed tank. ISIS members were forced out of the town earlier this year.



Global opinions have been mixed. Many countries, such as the UK, Germany, Australia, France, Italy, Japan, and other allies of the U.S., supported the strike. Others, such as Syria, Russia, Indonesia, Iran, and Brazil, opposed it, arguing that it was a violation of international law.

There is controversy within the United States as well. While some politicians (both Republican and Democrat) supported the attack as a justified retaliation against war crimes, others criticized President Trump for committing what could be considered an act of war without consulting Congress.

The ultimate effects of the missile strike are unclear. U.S. Central Command said that the strike was very effective and crippled the Shayrat airbase. The Russian Defence Ministry, however, reported that less than half of the missiles hit the airbase at all.

The political impact was immediately obvious. Russia ended a line of communication with the U.S. military intended to prevent aircraft collisions and has said that it will bolster air defenses in Syria.

Atrocities like the sarin attack are not rare in Syria. Each time, tensions rise, towns and bases are ruined, and more lives are lost, yet nothing seems to change. The Ghouta sarin strike in 2013 killed hundreds, and, in its aftermath, Syria supposedly destroyed its chemical weapons, but here we are. Even assuming all 59 missiles struck their mark and inflicted catastrophic dam-

age (which seems unlikely), Assad has the resources to launch another attack. The international community will let this incident fade from mind, and, in a few years, another chemical attack will appall the world again.

Perhaps, in 2019, another sarin attack in Syria will kill scores of innocent victims and injure hundreds of others. The Khan Shaykhoun and Ghouta attacks will be dredged up again from the murk of recent history, and the world will nearly universally condemn the Syrian government. Assad and Russia will, of course, deny any involvement. The U.S. (or another country) might launch a strike in order to achieve some nebulous idea of justice, which will ultimately accomplish nothing except degrade foreign relations even further.

What should be done, then? If sanctions, airstrikes, and the occasional harsh words do not deter Assad, what can? It seems like nothing short of an all-out war can stop the chemical attacks. Even then, what prevents Assad from using sarin on invading troops? Political maneuvering only feeds the power of manipulators and despots.

The summary of the matter is simple: Assad is using chemical weapons on civilians, denying it, and getting away with it. If other nations let him be, he will continue. To help, we have to set aside the ideas of national power and instead focus on helping the injured and the weak. To stop these attacks, we must set aside American interests, or Russian interests, or Syrian interests and replace them with humanitarian interests.



DIMA AL-DIN

We have to set aside the ideas of national power and instead focus on helping the injured and the weak.

JULIAN FAHRION

Air strikes led by a group aligned with Syria's President Bashar al-Assad attack the Ghouta, an eastern Damascus suburb. Smoke rises in the aftermath of the attack on Mar. 8, 2015.

SENIOR YEAR BLUES

MADELEINE ROWELL

As another school year draws to a close, emotions run high for many students anticipating summer vacation and transitioning into the next chapter of their lives. For seniors, however, this next chapter is the beginning of the rest of their novel, so to speak, and for many, the emotions that accompany this extreme life change can be terrifying, unsettling, and extremely off-putting. This feeling of angst and apathy is commonly referred to as “senioritis,” but for some, the feeling is much more severe than the “common cold” of academic life.

If you think about it, graduating from high school is typically the first major life-altering decision a person will make in their lifetime. And on top of that, for most, it is not a decision at all, but more of a prerequisite for being an adult and continuing on with life.

The obligatory nature of graduating from high school can make it even scarier for some students because it feels completely out of control, causing some students to perceive their future as entirely out of their control as well.

The anticipation of this huge life change can, and does, cause more serious problems such as symptoms of major depression.

Considering common risk factors for depression, seeing cases of it in students during senior year actually makes perfect sense. Risk factors can include stress, life changes, sleep deprivation, low self-esteem, and trauma — all issues often experienced by high school students and even more by seniors in the dwindling months before graduation.

The feeling that comes with senior year is one of the strangest and paradoxical feelings a person of this age can feel. It's an odd mixture of restlessness and the inability to move. It's the need for something new and an utter lack of motivation. It's a Groundhog Day-like limbo where each day can feel like a monotonous sum of minutes that don't count in the grand scheme of life.

And yet, we're told that these are the best years of our lives, which makes the truth of the matter, that these years are often quite awful, even harder to deal with.

STORY

Is Senioritis getting you down? That's ok. It's getting the rest of us down, too.

Unsurprisingly, these feelings are extremely common. According to a poll conducted by The Axe surveying 100 seniors, 92 percent of seniors who participated have felt empty, sad, or down during senior year, while 80 percent have felt guilty, worthless, or have had low self-esteem. In addition to this, 93 percent have felt restless or irritable, and a whopping 98 percent have felt a significant drop in motivation to participate in school. These statistics, although some are a bit surprising, are tough to argue with.

Even though many seniors feel this way, there is virtually no writing out there about the problem. If you search “senior year depression,” or anything of the sort online, all that can be found are sites discussing teenage depression or general depression for all ages, making it virtually impossible to access information about the trials and repercussions the senior year transition can present to many individuals. It simply hasn't been formally discussed or researched.

This is a shame, seeing as most seniors experience this unsettling emotional state at some point during their final year, and the fact that people often go to the internet for consolation or research about their problems. When nothing can be found for these specific seniors, they feel even more alone and lost than before, leading to a worse emotional state.

Perceptions of loneliness and isolation are common in people with depression, so naturally, an exacerbated sense of these sentiments due to a lack of literature and discussion can only make the problem worse.

This being said, I am hoping that this article will be helpful for any senior feeling alone or isolated. You are not alone. You are loved. You are appreciated.

Feeling scared, apprehensive, even terrified about asserting independence in this way is completely normal and rational. Having your life change completely for the first time in 18 years is jarring and can cause an array of emotions, all of which are valid for any person.

However, if you suspect that you are experiencing something more serious than what can be caused by a life change like moving to college, it is important to talk about it and get help. In fact, even if you're just experiencing senioritis alone, it's important to talk about it. No matter what you're feeling, check in with someone. Even when expressing your feelings seems like the last thing you want to do, I promise, it will help.

06

JUNE

Strings Concert

Located in the auditorium, the String Ensemble and String Orchestra will be giving their end-of-year concerts.

07

Track and Field Championships

It will be an event-filled four days at Hayward field as the fastest college runners assemble from across America.

07

Recognition Reception

Held in the auditorium, South Eugene High School will be recognizing some of the most stand-out and impressive students.

08

Senior's Last Day

Be sure to say goodbye to all of your senior friends because this will be their last day of high school, and look out for The Axe's senior issue.

08

IHS Graduation

For all those International Students, come see the Eugene IHS class of 2017 graduate at the Hult Center.

13

Graduation

Come see the South Eugene Class of 2017 graduate at the Hult Center at 7pm! Performances and speeches will be given by the talented senior class as they say goodbye to high school.

22

Last Day for Students

The 2016-2017 school year will be officially over, and students will be homework-free until next September. This is a full day of school.

29

Oregon Bach Festival

In this critically-acclaimed festival, come hear a smooth mix of classical music, jazz, tango, and choral performances.





PROFILE: MC ALLEN

ALYSSA GAO

Custodian MC Allen poses for a picture in the nature courtyard. Allen is a longtime custodian at South, as well as a chef at the Hilton Inn.

“MC has been a fixture at this place. He’s a real great, nice, outgoing guy, and he works hard at both his jobs.”

“I’ve always liked MC.”

Walking into the custodial office and asking about MC Allen, a beloved custodian who has been working at South for more than 20 years, lends itself directly to comments like these.

Custodians are always around, but often tend to go unnoticed within the noisy halls of South Eugene. At South, we are fortunate to have custodians who play a larger role at school than their custodial duties require. Allen, one of the custodians who

has been here the longest, takes part in lots of South activities, like basketball games, and also chats with many students and generally supports the South community.

Allen grew up in Jackson, Mississippi, but moved to Eugene at the advice his sister, who had previously moved here. She convinced him to attend Lane Community College. While he was there, he picked up a cooking job at the Hilton. Eventually, he realized that he was very happy working there, so he did not return to school and decided to pursue a career there instead.

“I love work. If you come to the Hilton anytime in the morning from Monday through Friday, you’ll see me cooking for others,” Allen said.



MC Allen, an integral member of South's custodial staff, sits in his truck. Allen enjoys spending his time outside of work fixing things up around his house and backyard.

While still at the Hilton, he started working as a custodian for the 4J School District in Eugene and soon transferred to South specifically. That was 21 years ago, and he is still here today. His current work day usually starts with arriving at the Hilton at 5 a.m. to prepare cold foods at the breakfast buffet. After that, when customers start entering, he transfers to his own omelet station. He enjoys conversing with everyone who stops by, an activity he was unsure about for a while.

"I actually stopped speaking one day because I was worried customers didn't like it, and people would ask, 'Why didn't you say hello today?' So I've continued doing it," Allen said.

After his morning shift, Allen arrives at South by 2:30 p.m. and remains busy with custodial work at South. School custodians gather and empty trash bins, clean building floors, clean bathrooms, remove graffiti, and wash windows. South Eugene High School's building takes up an entire block, but there are only five people on the custodial staff, meaning that each custodian is in charge of cleaning an area of about 35,000 square feet every day.

While maintaining a clean school of this size without any extra messes is difficult, students often make it harder with inconsiderate actions.

"I've definitely noticed many South students leaving trash around in the cafeteria. Sometimes I'll just see plates of food or half-eaten apples on the ground and tables," junior Sheena Huang said.

The cafeteria is certainly an area where people tend to be inconsiderate with their trash, but students also leave their waste on desks in classrooms, on the ground in the bathroom, and on the floor in the hallway.

"Yesterday, I was walking the halls and I saw one bite taken out of a piece of pizza and the rest of it was just smushed all over the ground!" junior Abby Reynolds said. "It was so sad and the sauce was everywhere."

"It's unfortunate that people don't realize that what they do is just extra work for the custodians, and they ignore that consequence of their actions," junior Sukriti Agarwal added.

Over the years, Allen has also noticed certain situations that create more work for the custodians.

"Graffiti is the worst thing that kids at South do [to the custodial staff]," he said.

Nonetheless, the custodial staff has made sure that the school becomes completely clean every day between the end of school and zero period the next day. In addition to cleaning and keeping South orderly, Allen likes to check in on students and other staff members.

"I like seeing the kids at South and checking in with how they're doing. I don't really care who they are. I like interacting and I get along with everyone," said Allen. "I also get along really well with the teachers and my other coworkers."

Allen is also a common presence at South sporting events because of his strong relationship with the student body but this was not always the case. When he started working at South in the 1990s, he did not have as many interactions with the student body. In fact, one of the main changes that he has noticed at South is that students have started to acknowledge and interact with him more as time goes on.

"The kids are speaking more to me and I enjoy going to the games, so the kids will let me know when they're happening," said Allen.

Although he most enjoys doing his best at his job, outside of work, Allen likes to relax around his house. He spends much of his free time gardening and renovating his property.

"I bought a home back 20 years ago. I also like helping my sister and nephews out, working around my house and in the yard, and playing with my dog Chico," said Allen.

As for his summer plans, this July, Allen will be leaving Eugene to go stay with his mom back in Jackson, Miss.

In just over two decades at South, Allen has made a big impact on the South community. The school atmosphere has varied throughout the years, and Allen has been through all the changes. South's staff is full of interesting people, and Allen is just one example of the variety.



COLLIN ANDREW

South's Madison Elmore leads in the girls 6A 1500 meter race at the state championships. Elmore, who received third place in this race, also runs cross country in the fall.

TRACK AND FIELD TRIPLE CROWN

JAELEN HODGES

South Eugene track and field has always been a force to be reckoned with, and this season was no exception. Although the South track team has lost many star athletes over the last two years, there was a lot of talented newcomers and determined upperclassmen that made noise this season.

There were many great performances from athletes this season, adding many names to the top 10 boards, and even breaking school records. The southwest conference district meet really showed the talent of our young stars with four event wins from sophomore and freshman.

Elise Unruh-Thomas, sophomore, won both the 100 meter and 200 meter race, freshman Taylor Chocek won the girl's long jump, and freshman Maddy Elmore won the middle distance 800 meter race.

The men's team shined in the distances as well, with seniors Spencer Tsai and Vincent Huynh-Watkins placing first and third respectively.

The state meet had plenty of great performances as well, including some record breaking ones. Sophomore Simon Park won the men's pole vault by jumping 16'2", which is the fourth highest jump in history by a South pole vaulter. The girls' 4 by 100 team also had a record setting race. The team of freshmen and sophomores ran 48.87 seconds, placing fifth in state and breaking the school record set in 2006.

Track and field as a whole has been gaining popularity in high schools in the past 10 years, and according to the U.S. Track and Field Coaches Association, more than 1.1 million high schoolers participated in the sport in 2016. However, these numbers are slightly misleading due to the size of high school track teams, which average at around 70 athletes per team—much more than other sports.

Worldwide, track and field is the second most popular sport be-

STORY

The South track and field team had many standout performances this season and the young team has a great future ahead of them, and the Oregon women's team are close to making history.

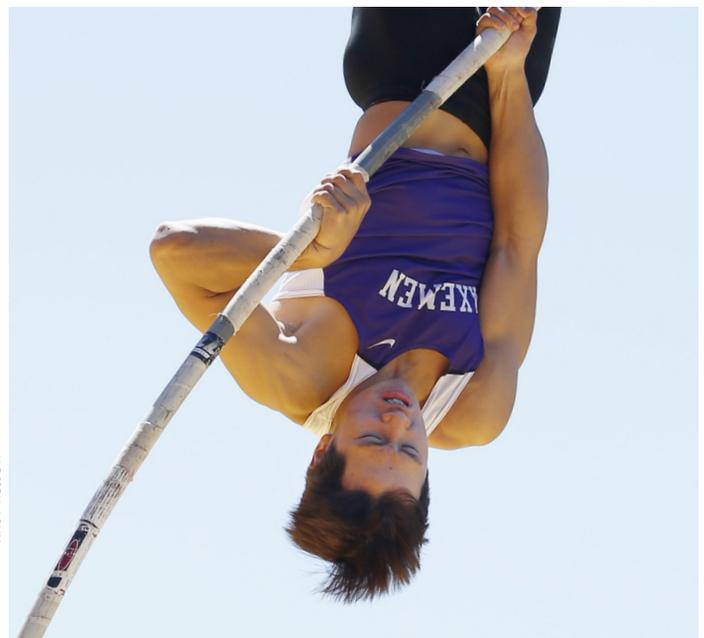
hind only soccer. However, in the US, devoted track and field fans are still more of a niche group compared to football and baseball, even in Eugene, which is well-known as "TrackTown USA" and hosts important meets like the NCAA championships and the Prefontaine Classic every year. But the shift in popularity means that track and field is changing from a sport watched once every four years at the Olympics to a staple in high school athletics.

There are many reasons as to why track is gaining popularity and appealing to high school athletes, one of which is the amount of diversity in events.

"What makes track so great is that it has something for everybody," sophomore Fiona Kendall said. "Anyone can come out and find the event where they succeed the most. You also have the opportunity to meet a lot of different types of students by doing track because it attracts many types of people."

Another benefit of doing the sport is the combination of it being both an individual and team sport.

State champion Simon Park vaults at Hayward Field during the 6A boys pole vault. Not only is Park the best boys pole vaulter in the state, but he is also an accomplished cellist.



ANDY NELSON

“I love that with track you get to be on a team that supports you and cheers for you, but it is still a very individual effort,” sophomore javelin thrower Bella Moses said. “Even though you might add some points to the team score, at the end of the day, you’re really just competing for yourself and trying to meet your own personal goals.”

At one point, the South women’s team won five consecutive district meets in a row. And while it might be some time before that mind-blowing feat is repeated, head coach Jeff Hoskins is optimistic that this skilled team is on its way to returning to that level of strength and dominance.

“This team, on the boys’ and girls’ side, is a very young team, but there is talent everywhere,” Hoskins said. “The girls’ team had a lot of potential and was very competitive this year and will continue to be in future years. As long as the athletes focus on how they’re competing, and progressing and not on other people’s expectations, we are going to have many more amazing performances from this team in the upcoming seasons.” Hoskins said.

The South Eugene track team is not the only track team to be watching for in Eugene. Our very own Oregon Ducks women’s team has been having a historic year as well. The women

claimed their seventh indoor title in eight years on March 11 with 84 points, shattering the previous 71-point record set by Texas in 1988.

The Duck women also claimed four individual championships: Hannah Cunliffe (60 meters), Sasha Wallace (60 meter hurdles), Raevyn Rogers (800 meters) and Ariana Washington (200 meters). The Oregon women finished 33 points ahead of second-place Georgia.

The University of Oregon track team has traditionally had a strong foundation in distance events, throws, and multis (heptathlon, decathlon, etc.), but the current UO women’s program has turned into a sprinting powerhouse. Their record-breaking win at the NCAA indoors was done without a single point from a field event, and they still would have won without the 27 points the team scored in distance events.

The Duck women are also close to making history this year in another way. By claiming the NCAA outdoors title, which they are battling for with other favorites Texas A&M and LSU, Oregon would become the first women’s Division I program to claim all three (cross country, indoor and outdoor track) national championships in the same academic year.

Be sure to come down to Hayward Field from June 7 through 10 to help support the Duck women, and hopefully, watch history be made.

In this year’s Pac-12 Track and Field Championships at Hayward Field, the University of Oregon’s Cody Danielson throws his javelin.



TEACHING HISTORY BACKWARDS

LIZKA VAINTROB

Dates and timelines are the basis of many history classes, but does this have to be true?

In fact, timelines play an important part in how most other subjects are taught. For example, math and science classes are often structured in chronological order of what was discovered. Natural numbers dating back to the origins of mathematics or outdated models of atoms show up in the first months of class, and only gradually do students get to learn the interesting stuff, like complex fields and quantum properties.

Sometimes, current research does become accessible to us. Headlines like the New York Times' "Gravitational Waves Detected, Confirming Einstein's Theories," or the Chicago Tribune's "Astronomers are trying to take the first picture of a black hole," occasionally bring science to the forefront of public discussion. Some movies try to popularize advanced math or science. However, most people never interact with current research unless they go to graduate school or need to use it.

To address the inaccessibility of research, a number of universities have started to offer classes or seminars that focus on modern science. These often involve noteworthy lecturers explaining what they do and how their research is applied. TED Talks operate on a similar model; a rather specific topic is explained and brought to listeners' levels, touching upon serious science along the way. In a sense, all of these things teach backwards, starting with the modern concepts and reaching back into its foundation.

This raises the question: is it possible to do this at a high school level and with history, which seems to be almost-fundamentally tied to strict chronological order?

What would this look like? A situation, like current turmoil in the Middle East, is presented. Then the teacher will start asking questions. Why did this situation arise? Why did it happen in exactly this way? Students would start asking their own questions and finding answers (which lead to more questions). Along the

STORY

History classes often progress in a chronological order, but it might be worth exploring a different, situation and inquiry-based approach.

way, students would learn about the Cold War, Germany's financial crises, WWI, the Industrial Revolution, and so on — right down to the first use of iron by humans in 1200 B.C.E.

"Sometimes history classes briefly experiment with a reversed approach, by assigning readings that throw students into uncharted territory and then having students reverse-engineer the historical causes (through discussions), finally elucidating the texts with a more traditional lecture," said Anna Polishchuk, a South Eugene alumna who recently finished a history major at Stanford.

In many ways, this approach could solve problems with the way history (among other classes) is currently taught. A big part of teaching is keeping students engaged, and a good way to do this is to involve them more in the flow of classes.

Anna Grace, a history teacher at South Eugene High School, includes simulations, debates, and students' use of information learned in her classes to do this.

"I like to use the self-reference effect as often as possible," said Grace, who likes to use project and inquiry-based learning. Self-reference is when new information is made personal to students, for example by putting it into the context of current events.

This comes naturally with a backwards inquiry-type class. Students would be forced to ask their own questions, particularly those that interest them. The subject is brought closer to home. Instead of starting with some obscure Cro-Magnons or ancient Chinese dynasties, the class grows from a natural and perhaps relatable point in time and asks "why?" and "how?" to get at its roots and how everything in history connects.

Teaching backwards organizes their knowledge and understanding of history into a clearer structure of what things are related.

LIZKA VAINTROB

Most importantly, though, this method might help to teach students to dive into the process of research inquiry, totally focusing on the task and history at hand. Unlike presenting lists of facts and causalities, teaching backwards organizes their knowledge and understanding of history into a clearer structure of what things are related and how everything fits together in a greater context. It would allow them, in the future, to see new information and quickly process it on a deeper level.

“It is essential to look to the past to discover the causes of the current state of affairs and to predict future trends,” Polishchuk said.

A large part of the justification for mandatory schooling — and particularly history classes — is the belief that if we learn what led to various situations and problems, we will be able to avoid them in the future. In this sense, teaching backwards is more natural; it follows the way history training is used in life.

And, of course, many problems might and would arise were schools to adopt this unconventional approach.

As with any change, transitioning into this method would be nearly impossible. New standardized testing would have to be developed, as well as innovative ways to evaluate how much students learned. Teachers willing to switch to this style would have to find new materials, activities, and texts for their classes, which would have to change to accommodate the new methods.

“The classes that followed a chronological scheme the least were the classes that strayed furthest from history in its traditional definition,” Polishchuk said.

Another problem would arise from the students themselves. “It would take a group of students really dedicated to learning the material,” Grace said, adding that it is often hard to convince students that things they won’t be graded on are worth their time.

Hunter Spence, a senior at South Eugene, thought it might work. “I feel like in senior year, grades don’t really matter, but I’m trying because I’m interested and don’t want to disappoint my teacher,” Spence said.

There are also many criticisms of inquiry-based learning and other experimental methods. Some critics argue that while teaching people the methods that professionals use is a good idea in theory, it is often ineffective due to the fact that students are unable to engage with history at that level. In other words, students with a poorer understanding of history would not be able to benefit from such classes to the same degree.

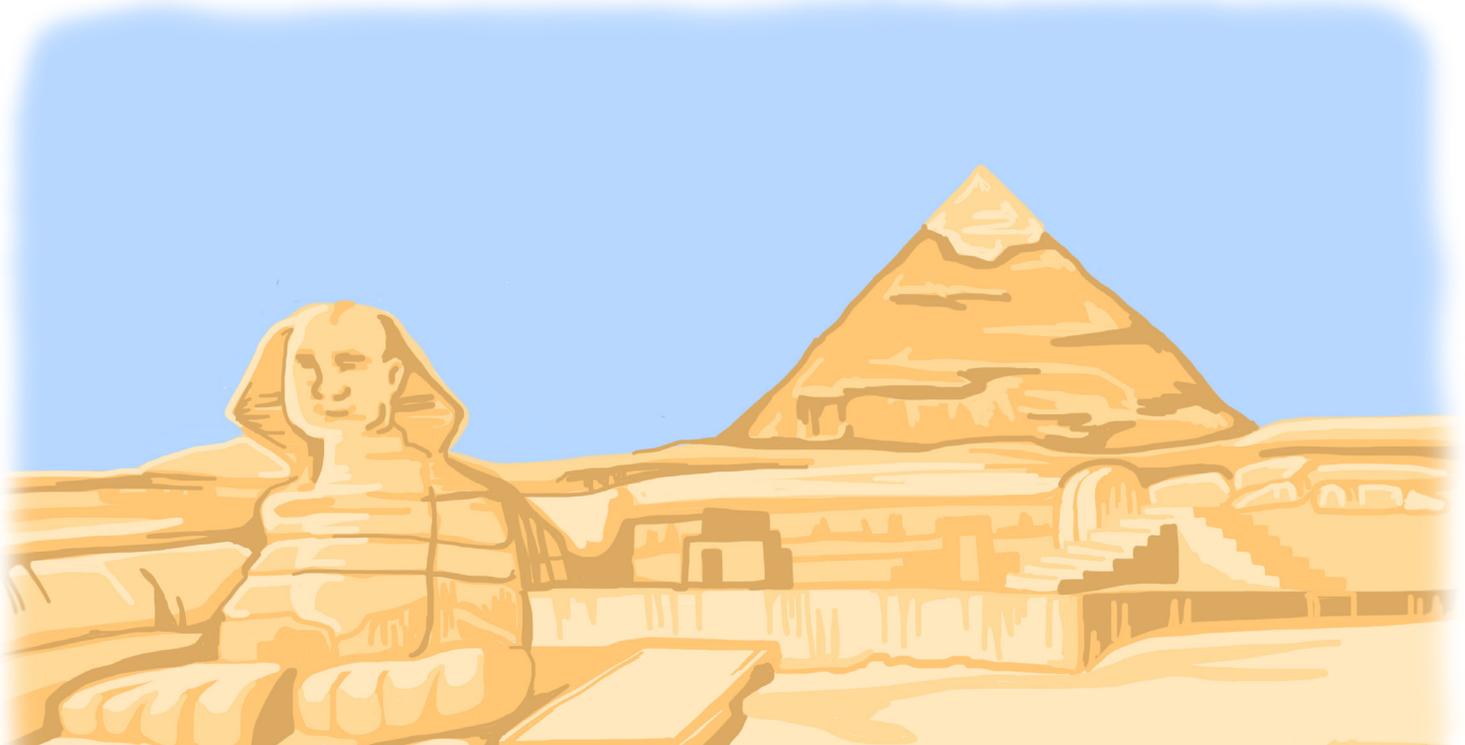
“Kids coming in with waning historical fluency [is one of the greatest difficulties in teaching],” Grace said.

Another point brought up by critics is that these methods often de-emphasize memorizing information necessary for people to competently navigate the world (and future schooling).

However, an easy solution to this is avoiding schedules full of experimental classes and instead balancing these out with classical overview learning.

“There are times and places for [teaching history backwards],” Grace said.

The possibility of teaching history unconventionally is something high schools have not explored — but perhaps they should.



TEACHER FASHION

An exclusive look at the best fashion choices from our favorite teachers at South.

TRACEY WINDOM

MIYAKO IWATA

Tracey Windom, South's favorite AP Calculus teacher of 17 years, sports a simple and classic look in his daily outfits. Windom can usually be seen in a long-sleeve button up and a pair of slacks, topped off with a solid-color tie.

For the Halloween of 2015, however, Windom switched up his usual look, donning a striking tie with a flame design background and text reading "Calculus Swag Master."

"A couple students gave that to me for Christmas last year. They designed it online," Windom said. "It's a new addition to my wardrobe."

Windom's sense of style has, for the most part, seen little change during his tenure at South. Despite being predictable, his outfits keep a level of professionalism that other teachers' looks may lack.

"I think it adds a little bit of respect [for] the students," Windom said.

Ultimately, it is Windom's consistency and simplicity in style that maintains the timelessness of his everyday look.





ANDY DEY

Tracey Windom, South's favorite AP Calculus teacher of 17 years, sports a simple and classic look in his daily outfits. Windom can usually be seen in a long-sleeve button up and a pair of slacks, topped off with a solid-color tie.



SARAH HOCKEN

Tracey Windom, South's favorite AP Calculus teacher of 17 years, sports a simple and classic look in his daily outfits. Windom can usually be seen in a long-sleeve button up and a pair of slacks, topped off with a solid-color tie.





ANNA GRACE

South's beloved history and psychology teacher doesn't fall short on tuning up her style. Ms. Grace is a natural at combining utility and fashion, favoring gentle, classy sweaters, slim jeans tucked into boots and a multitude of colorful dresses. Her classic outfits with a Pacific Northwest twist can take her straight from teaching in a classroom to laughing with her goats and family.

BOBBIE WILLIS

The adviser behind The Axe News-magazine never fails to look sharp for school. It is not uncommon to spot Bobbie modeling striped tops layered with bright cardigans, like the mustard-colored piece featured below. You can find her working with her AVID students in room 3 wearing these cute outfits. Bobbie likes to combine classic pieces with trendy tops, giving her a youthful yet put-together look.



AXE STAFF PLAYLIST

PLAYLIST: MOODS

Ever go to listen to music, then feel like every song is the wrong song? The Axe staff is here to help. Each track in this collection represents a certain mood — in a rap song. Artists featured include Chance and Kendrick. Please enjoy our Issue 5 playlist!



Straight Outta Compton
NWA



Bricks
MIGOS



Redbone
CHILDISH GAMBINO



Today Was a Good Day
ICE CUBE



Wet Dreamz
J. COLE



The Blacker the Berry
KENDRICK LAMAR



Nobody Tell a Name
TAYLOR BENNETT



Same Drugs
CHANCE THE RAPPER



Bound 2
KANYE WEST



Can I Kick It?
A TRIBE CALLED QUEST

TONY UNGER

COLLEGE REJECTION LETTER

Dear Harvard,

As you know, the group of colleges who have rejected me this year is larger and more prestigious than any other previous group. I have been rejected by the likes of Brown, Yale, and the University of Virginia.

It is for this reason that I am disappointed to have to reject your rejection.

Rest assured that your rejection letter was carefully read over by my parents, with a disappointed, though unsurprised, look on their faces.

I am of course humbled by your prestige, beautiful campus, and photos carefully taken to showcase your diversity. Indeed, your rejection letter was printed on tastefully thick, off-white paper, and sealed with a beautiful commemorative stamp. All of these factors weigh heavy on my heart when I tell you that I will, unfortunately, be joining your class of 2021.



Do not be too discouraged, however. There are plenty of qualified applicants who you have had the pleasure of rejecting from all fifty states, plus 108 countries.

You stood a great chance of having your rejection accepted. For generations, Ungers have applied and been rejected from Harvard, but with so many qualified applicants, it was inevitable that I would have to reject some rejections.

I will show up decked out head to toe in my Harvard gear, ready for the Ivy League education that my numerous AP Classes entitle me to. I hope you look forward to it as much as I do.

MADDY ROWELL

BEAUTY CORNER: IPSY VS. PLAY BY SEPHORA

Spring has sprung! Here are some of my favorite products to complete any cute spring look!

**HOURGLASS FEMME NUDE LIP STYLO**

A creamy, pink-nude color that is perfect for a sunny spring day.
\$32.00

**NYX BORN TO GLOW LIQUID ILLUMINATOR**

An affordable, shimmery highlighter that leaves a natural glow.
\$7.49

**BODY SHOP BRITISH ROSE EAU DE TOILETTE**

A high-quality perfume that smells like freshly-picked roses and is essential to accompany any floral spring look.
\$20.99



MIYAKO IWATA

Miyako is a senior at South who has been researching college admissions prep since her middle school years. If you have any questions you would like her to answer in our next issue, feel free to email her at miwata24@4j.lane.edu.

I'm a rising senior. What can I do over the summer to gear up for the college application process?

Start your college applications NOW. Virtually every senior will tell you that their biggest regret is not starting sooner. Common Application prompts will be released on Aug. 1, so make sure to set up your Common App account ASAP. All it takes is an email address and a password! It's recommended that you log in regularly over these next few months and make sure that you can access those essay prompts as soon as they're available.

Realistically, though, most people will end up procrastinating. And there's nothing wrong with that. A vast majority of college applicants end up in a last-minute scramble to complete their supplemental essays, hit "Submit Application" 15 minutes before the midnight deadline, and still get accepted to highly competitive schools. So you might not be convinced that starting early is the way to go.

But let's think hypothetically for a minute here: Let's assume that you start working on your college essays at the

beginning of August when the prompts are first released. That means you will have about three months to perfect your essays for most Early Decision deadlines (Nov. 1) and five whole months to complete them prior to the Regular Decision deadline — New Year's Day. But don't take it from me; many successful college applicants (those that got accepted to the likes of Harvard, Stanford, etc.) have sworn by this strategy.

And think about it this way: Do you really want to sacrifice your social life and possibly even your grades because you're struggling to finish seven essays in one weekend? As someone who didn't take this advice during the college application process, this writer can assure you that it is best to chip away at your essays over the summer, rather than put yourself in a tight spot less than 24 hours before the due date.

What about financial aid?

This is a big one. First and foremost, you need to be ready to prepare your Free Application for Federal Student Aid, or the FAFSA for short, by the early fall.

What does that take? It's not something that can be described in full in this column. The upshot is that you should be in constant communication with your parents before and throughout the financial aid process, as they will be responsible for providing the tax documents necessary to fill out the FAFSA.

The FAFSA application opens on Oct. 1. Ideally, you would have your parents' most recent tax returns, like the 1040 or W-2 forms, as well as other records of money earned, ready by that time. Additional requirements for the application include your Social Security Number.

Throughout the process, it's important to remember that you should never, ever let the price tag of certain colleges deter you from applying to them. If anything, the nation's top colleges tend to have better financial aid programs than many state schools due to their growing endowments (Harvard: \$36.45 billion). With programs like QuestBridge and the Federal Pell Grant gaining traction, more and more low-income students are

getting access to best universities in the country for reduced costs and even for free.

So apply to as many colleges as you can, no matter how impossible some the schools might seem. And don't forget to get started on those essays early.

What can underclassmen do to be college application-ready?

There are several things rising sophomores and juniors can do to boost their admissions chances — some of which I've already discussed in my previous columns. Here, I will compile a more succinct list of targets to shoot for, which you underclassmen can either take or leave:

One major opportunity that seems to elude many South sophomores is joining National Honor Society (NHS). NHS is a program that gives kids a chance to do the great volunteer work they already do within a more structured framework. The requirements for NHS membership are as follows: Maintain a minimum 3.6 GPA, attend monthly meetings, perform 17 hours of community service each trimester, and pay the annual \$20 NHS dues.

This is a commitment that is manageable for even the busiest of South students. However, NHS accepts students with a wide range of academic and extracurricular backgrounds, so don't feel like you have to fit a specific "profile" to apply.

However, it is recommended that you meet a few of these guidelines to put your best foot forward to the teacher committee that reviews the applications. First of all, round out your schedule with advanced classes in the core subjects, like English and math. This includes Honors 9, AP U.S. History, and IB Precalculus if you are a sophomore. And as busy as you may be with a jam-packed extracurricular life, it is ideal that you apply with somewhere around 30 volunteer hours on your record.

That's a wrap for my last advice column. My final parting words to the students of South Eugene: Good luck to the Class of 2018 and beyond!

ART

DUMBFOUNDED

In his watercolor painting, Michael Kang portrays Dumbfounded, a Korean rapper gazing wistfully into the distance. Kang, a senior at South, is not only a talented artist, but a member of the water polo team.

