



SENIOR ISSUE, JUNE 2018

THE AXE



GUN CONTROL: PROTECTING PEOPLE & THE SECOND AMMENDMENT.

BLAKE BRYANT

Consider this: People can have the right to bear arms, and we can prevent shootings in public areas such as schools.

Proponents of gun control repeatedly make the inaccurate claim that the AR-15 is an “assault rifle,” striking fear into those who have little knowledge about firearms. David Kopel, a policy analyst and adjunct professor of Advanced Constitutional Law at Denver University, provides an accurate definition of an “assault rifle” in the *Journal of Contemporary Law*: “As the United States Defense Department’s Defense Intelligence Agency book *Small Arms Identification and Operation Guide* explains, ‘assault rifles’ are ‘short, compact, selective-fire weapons that fire a cartridge intermediate in power between submachine gun and rifle cartridges.’ In other words, assault rifles are battlefield rifles which can fire automatically.” Kopel then goes on to add that, “many civilians have purchased semi automatic-only rifles that look like military assault rifles. These civilian rifles are,

97.8 percent of all attacks since 1950 have occurred in gun-free zones.

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STORY

While many believe strict gun control is the answer to the public safety, I believe the solution lies in reducing regulation and giving good people the ability to protect themselves with the defensive tool so many now hate.

unlike actual assault rifles, incapable of automatic fire.” Actual “assault rifles” that fire a burst or continuous spray of bullets with a single trigger pull are highly regulated and have been effectively banned since the passage of the “Firearm Owners Protection Act” (FOPA) in 1986. The FOPA of 1986, on top of the “National Firearms Act” of 1934 and “Gun Control Act” of 1968, legally prohibits any private citizen from owning any fully-automatic weapon manufactured after May 19, 1986. This limits the amount of fully-automatics in circulation and makes them extraordinarily expensive, resulting from their low supply and high demand. Individuals wishing to buy fully automatic weapons must also pay a 200 dollar tax just to fill out and register a government application which includes fingerprints and photos. Finally, gun control advocates often claim that the AR-15, and rifles like it, are responsible for significant amounts of gun violence. However, according to the FBI’s Uniform Crime Report for 2016, rifle related murders only contribute a very small portion to the total amount of violent gun deaths, responsible for only 374 of the 11,004 total firearm deaths. Clearly, banning “assault-style weapons” would be highly ineffective, criminalize ordinary citizens, and would not properly address the greater issue of public safety.

In 2013, the CDC released research it conducted on the topic of gun control, and the data makes a strong case for gun use and the preservation of the second amendment: “Almost all national survey estimates indicate that defensive gun uses by victims are at least as common as offensive uses by criminals, with

estimates of annual uses ranging from about 500,000 to more than 3 million, in the context of about 300,000 violent crimes involving firearms in 2008.” So it safe to say that guns still have a place in America as defensive tools, including rifles, for private citizens and save the lives of thousands

Streamlining communication between federal, state, and local governments, and their accompanying law enforcement branches, would be a good first step in preventing tragedy. After the Parkland shooting, it was revealed that there was a complete lack of communication between the FBI and local law enforcement when warnings signs indicated an imminent threat to school safety. As reported by the Daily Wire and The Hill, the FBI received several tips regarding Nikolas Cruz, the shooter, and the danger he posed to others. One of the tips in particular, which was received in January, a whole month before the shooting, was “very credible” and came from a person close to Cruz who was concerned with his criminal and violent behavior. Unfortunately, the FBI blatantly ignored the tip and admitted to failing standard protocol for investigating to House Republicans. Additionally, local law enforcement officials were called to Cruz’s house 39 times, a fact corroborated by Fox 61 and the Daily Wire. Perhaps, then, firing the negligent bureaucrats who failed to do the job they were hired for, keeping the general public safe, is in the best interest of everyone. The issue with creating a safe school environment does go deeper than law enforcement procedure, though.

The single biggest legislative step lawmakers in Washington could take in preventing mass shootings would be to repeal the “Gun Free School Zone Act” of 1990. A controversial opinion, I know. However, the law, which gives gun-free zone status to schools and prevents unauthorized individuals, like trained concealed permit holders, from possessing firearms, has made schools defenseless and turned them into “soft targets,” a term used to refer to a place that will offer little in the way of resistance to active shooters. The Crime Prevention Research Center has found that 97.8 percent of all attacks since 1950 have occurred in gun-free zones, which shows that the law has been, and would have been at the time of its creation, ineffective in stopping mass shooters and, in reality, makes school zones extra appealing to shooters because, again, they are “soft targets.”

Allowing qualified teachers to legally carry firearms is a potential policy change that, if implemented correctly, could help deter possible shooters. The policy would let teachers, administrators, and school support staff conceal carry handguns on school grounds, provided that they are individuals who have received a proper firearms safety certification and have a concealed carry permit. Some gun control advocates, and everyday citizens alike, are often opposed to the prospect of letting educators possess weapons in the classroom, citing the significant amount of trust placed upon teachers/staff to act in a competent and safe manner as the main concern. The Crime Prevention Research Center published an updated study in 2015 that explored how law-abiding concealed permit holders are in comparison to police officers. According to the study’s findings, concealed permit holders are 23 times less likely than law enforcement officers to

Concealed permit holders are 23 times less likely than law enforcement officers to commit crimes.

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commit crimes, which is an astounding statistic when one realizes how low the police crime rate is to begin with, suggesting a culture of safety and personal responsibility among those who conceal carry.

The most bipartisan solution I would like to see acted upon, more than anything else, is increasing campus security in order to actively prevent shootings on school premises. The federal government could allocate funding for grants that would go to the states; they, the states, would then have the power to determine how funds are best used, maximizing policy flexibility and spending efficiency, provided that they use the funds exclusively for the purpose of school security. With the funding, schools could increase the amount of security measures built into schools, such as adding electronically locking doors or increasing the amount of resources officers on campus to eight or ten and taking several of them out of uniform, making them harder for a shooter to identify and target in a crisis situation. These solutions, in my opinion, would help prevent or hinder an attacker in a shooting situation.

A less legislative and more social solution to the situation would be consciously evolving the way in which mass murderers are dealt with and reported on in the public sphere. The main drive of many shooters is the thirst for attention that can be quenched by committing unthinkable acts of terror. The names of these shooters then echo throughout American society, giving shooters an infamous legacy. Big media such as CNN, FOX, or MSNBC publish the names of shooters and pave the way for the remembrance thanks to constant news coverage and nation spotlight, as seen in the Santa Fe and Parkland shooting, creating a perceived legacy for mass murderers that might appeal to at risk or emotionally volatile individuals. A massive societal push calling for big media outlets to never report the names or faces of future shooters, at the expense of some ratings, would help to destroy the sick infamy some hope to achieve through violent acts and mitigate the draw at risk individuals have to said acts.

Now is to the time to take into account ideological differences and propose solutions that invoke the necessary social and legislative changes that will help keep public areas safe but will not trample on the inherently American right to self preservation.

LEAVING OREGON

MOLLY GONENNE

Eugene, Oregon: home of hippies, liberals, and outdoor sports, clustered with parks and marijuana dispensaries. Plagued by constant rain and gifted with beautiful forests and hiking trails. For many graduating seniors in the 4j district, it has been a home for numerous years, and for others, all they know.

Nevertheless, dozens of seniors plan to go out of state, or even out of country, in continuing their education. But why?

Out of state education is often much more expensive than in-state; at the University of Oregon alone, out of state students are expected to pay \$51, 870 compared to the instate price of \$27,366, according to the school’s website. Going away also involves completely starting over, isolating a person from their community and family, and immersing them into a new culture. For many people, this can be very overwhelming.

But for others, the expense and first-semester jitters are well worth it.

“Being so far away from my family will really force me to be independent [without] my family as a clutch,” said Bliss Gutierrez, future freshman of the College of William and Mary in Williamsburg, Virginia. “Things like traveling by myself or even just having to buy my own shampoo will help me become a functioning adult.”

Another reason to leave is the opportunity to redefine personal perspectives and beliefs. A common criticism of Eugene, Oregon is the homogeneity, in race, culture, political views, and opinion.

“Eugene is so protected, it’s hard to find opposing views,” said Abi Goldenberg, who will attend Carleton College in Northfield, Minnesota.

Often referred to as a “bubble”, Eugene tends to produce like-minded people, particularly teens, who can be naive to the outside world. But sometimes all it takes is living in another place for a semester to spice up previous notions.

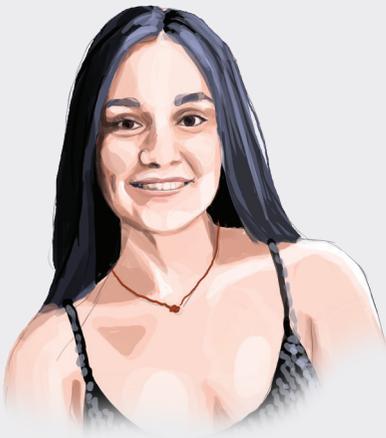
“I think my capacity to accept new ideas is going to be broadened,” said Kyle Jensen, a senior headed to Scotland next year.

And there is no doubt that Jensen, along with the other seniors, will have a life-changing experience. Whether it is seeing new cultures, challenging one’s beliefs, or simply trying to get out of the tight grasp of parents, going out of state for school will change them as students and, more importantly, as people.



KYLE JENSEN
UNIVERSITY OF OREGON

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**BLISS GUTIERREZ**

COLLEGE OF WILLIAM & MARY

I've lived in the bubble of Eugene my whole life and if there was ever a time for me to get out and experience something new, this was the time.

E JENSEN

UNIVERSITY OF GLASGOW

What do I know about Scotland... diehard soccer fans, lots of pleasant landscapes, hard to understand them even when they're speaking English [...] I think the capacity to accept new ideas is going to be broadened.

**PETER SHEN**

VANDERBILT UNIVERSITY

It's a new environment with a new culture and people which is a little scary but exciting.

**ABI GOLDENBERG**

CARLETON COLLEGE

I am not really nervous to go out of state. In fact, I'm more excited than anything [...] I chose to go out of state because I really love Carleton.

CRAZY RICH ASIANS

ALYSSA GAO

After sitting down to watch some random Youtube videos after a rough day of AP testing, I was faced with an ad. Usually, I would skip as soon as humanly possible, but this particular advertisement was for a movie that looked like it had many Asian main characters, so I kept watching. After viewing the entire video, and realizing that this ad was for a completely Asian movie, I was elated.

Set to hit theaters on Aug. 17, 2018, *Crazy Rich Asians* is the first major motion picture in 25 years to feature an all-Asian cast. Based on the bestselling novel of the same name by Kevin Kwan, and produced by Warner Bros., this movie will be a landmark in Asian-American representation.

It's no secret that Hollywood heavily endorses the practice of whitewashing. "Whitewashing" is a common term used to describe the act of purposefully casting a white actor in a role meant for a person of color. There are numerous examples of this happening to Asians. In 2016, for example, *Doctor Strange* premiered with white actress Tilda Swinton as The Ancient One (a Tibetan monk in the comic books on which the film was based), and in *Aloha* (2015), Emma Stone portrayed Allison Ng, a character who was described as half Swedish, a quarter Chinese, and a quarter Native Hawaiian. More recently, for the 2017 reboot of *Power Rangers*, Rita Repulsa, originally an Asian character, was cast with Elizabeth Banks. Moreover, according to the 2018 UCLA Hollywood Diversity Report, only 3.1 percent of film roles were filled by Asians, as compared to the 78.1 percent filled by white actors and the 12.5 percent filled by black actors (a number that is actually fairly proportional to the percentage of the U.S. population that is black). According to the 2010 Census, Asian Americans and Pacific Islanders (AAPI) make up 6.8 percent of the U.S. population, more than double to the film roles they appear in. However, the problem with Asian representation in media does not stop at casting decisions.

Crazy Rich Asians is a milestone movie not only because of its all-Asian cast, but also in the variation of Asian characters it portrays. Try to list the number of times you've seen a movie with an Asian character who is not the token math/computer science genius, the martial artist, or the either sexually inept man or overly-sexualized, "exotic" woman. I'm willing to bet that number is pretty low. However, in *Crazy Rich Asians*, the relatable female protagonist, the attractive male lead, the elderly villain, the crazy best friend, and everything in between are all Asian characters. Broad representation like this directly combats Asian-American stereotypes in media through highlighting specific Asian-American experiences.

STORY

Asian-American representation in the media has been lacking, but *Crazy Rich Asians*, an upcoming movie based on a bestselling novel, will star an all-Asian cast.

In fact, Constance Wu, the actress who plays *Crazy Rich Asians*' protagonist, economics professor Rachel Chu, was excited to discuss her take on the movie's representation of Asian Americans.

"What I think is so special about this film is it differentiates the Asian experience from the Asian American experience," Wu said, in an interview with *Vulture*.

Despite what many may think, the Asian American experience is vastly different from the general Asian experience. According to Kevin Kwan, when he was approached by studios to make this movie, one producer tried to appeal to him by pitching that they would "reimagine" the protagonist as a white woman.

"They wanted to change the heroine into a white girl," Kwan said. "I was like, 'Well, you've missed the point completely.' I said, 'No, thank you.'"

One of the main conflicts of the novel is the reverse culture shock Rachel experiences when she goes to Singapore. This theme is evident in the trailer when Rachel's friend (portrayed by Asian-American rapper Awkwafina) tells her that she is viewed by her boyfriend's wealthy, traditional mother as "some unrefined banana. Yellow on the outside, white on the inside." Another section of the trailer also depicts Rachel trying to drink from a hand-washing bowl, highlighting her unique identity as Asian-American; Rachel grew up around different cultural traditions in the U.S., yet still retains her Chinese heritage in combination with them.

While some have brought up concerns regarding misrepresentation of the entire Asian demographic of Singapore, as the trailer only shows one darker-skinned Asian, this movie is still an important step forward for all of Asian media representation, as Asians as a whole group have been given considerably less screen time than is deserved. Maybe the representation in this movie isn't perfect, but it's at least a step in the right direction, so the movie still deserves praise. It's also important for people to show up to theaters to watch the movie because one of the most common excuses studios use, when deciding to pass over Asian-American actors, is that they do not have a box office track record.

However, *Crazy Rich Asians* is not just a step forward for media representation; it's a genuinely heartwarming romantic comedy. And in the end, this is the main reason why I, and many others, expect to love this movie.

COLLEGIATE ATHELETES

SOPHIE PIERCE

Every lifelong athlete's dream is to play in college, possibly even beyond. After four years, maybe more, of hard work and dedication to a sport, this dream is becoming a reality for some graduating seniors. Whether they are taking their athletic ability near or far, the opportunity to play a sport in college is a hard-earned achievement. Many sacrifices must be made in order to become a collegiate athlete. Between balancing school, social lives, weekend tournaments, early morning practices, and, of course, sleep, these students have juggled and excelled expectations for both academic and athletic success.

Kaden Dimarco is just one of many students moving on to collegiate athletics. He will be playing water polo for MIT and pursuing a combined degree in cognitive science and computer science. A lot went into Dimarco's path as an athlete and a student. He first started playing water polo in fifth grade and has continued through his high school career with college in the back of his mind the whole time.

"For me, the recruitment process started early. I met the MIT head coach at the junior Olympics my freshman year and kept emailing him through high school," DiMarco said. "The recruitment process was pretty stressful, but I focused on MIT, John Hopkins, Harvard, Princeton, and Brown. I built a good relationship with all of the coaches and emailed back and forth throughout my junior year."

For DiMarco, opportunities to meet with these high powered coaches was paramount.

"Most water polo comes out of California, so I had to make sure to take as many opportunities to play for coaches as I could. This being said, the camps were very helpful and I got an offer from MIT around springtime junior year," DiMarco said.

Another senior destined for college athletics is Tabitha Skornik-Hayes. She first started playing as a freshman and is going to be playing lacrosse at College of Wooster, Ohio.

"It all started as a joke with my friends after we saw posters hanging up. They told me I'd be like Regina George from Mean Girls if I played," Hayes said. "Then I ended up going to winter workouts, met the team, and fell in love with the sport."

Hayes didn't have ambitions or expectations for the sport outside of the high school lacrosse season at first, but after her coach mentioned playing in college, the recruitment process began.

STORY

Several South Eugene seniors are continuing their athletic careers at the collegiate level, once again balancing sports and school, further refining their time management skills.

"I didn't really think about it until after I had already applied to a lot of schools," Hayes said. "Most of the schools were Division III and I was pretty confident in my ability to play at that level, so I started promoting myself a bit and contacting coaches of the schools I'd already applied to. I also looked closer into schools that coaches had already contacted me from and finally settled on College of Wooster."

A dedicated student, Hayes found it most challenging to balance athletics and school work, but recognized the silver lining in perfected time management skills.

The South community applauds the dedication and perseverance of all those pursuing a sport at the collegiate level. The skills learned from the balancing act of athletics and school will serve you well as you head out into the real world.

Some other south students: Hannah Brandow - Swimming - Pacific University, Oregon. Kaden DiMarco - Water Polo - MIT, Massachusetts. Taya Cody - Lacrosse - Willamette University, Oregon. Will Graves - Basketball - Lane Community College, Oregon. Malakai Joyce - Basketball - Lane Community College, Oregon. Hannah Mathison - Archery - Mount Marty College, South Dakota. Jonathan Newsome - Track - Biola University, California. Connor Siebert - Golf - Puget Sound University, Washington. Tabitha Skornik-Hayes - Lacrosse - College of Wooster, Ohio. Maddie Van Houten - Lacrosse - Oberlin College, Ohio.



CONGRATULATIONS TO SOUTH 2018 SENIORS!

Sukriti Agarwal
Rice University
Andrew Ahn
University of Oregon
David Akers
University of Oregon
Cristian Alamo
Lane Community College
Sahalie Albone
University of Oregon
Katey Alexander
Lane Community College
Sebastian Aljian
Lewis and Clark College
Taylor Altieri
Dominican University of California
Carlos Alvarez
Lane Community College
Indigo Amarys
University of Oregon
Wyatt Anderlie-Higbee
Lane Community College
Ella Auer-Sears
Claire Bailey
University of Portland
Sydney Bailey
University of Oregon, Clark
Honors College
Leon Bangemann-Johnson
Gap Year
Gilad Barlev
University of Oregon
Maia Barnebey
Oregon State University
Tristan Baumgardner
Lane Community College
Laurel Berger
Lane Community College
Allen Bickel
Philip Bindeman
Oregon State University
Emmanuelle Bisnaire-Wakeham
Lane Community College
Victoria Bleisch
Lane Community College
Delaney Bloomer
Seattle University
Emily Boettcher
Concordia University
Maxim Bogdanov
University of Oregon
Davis Bosworth
Rowan Boutette
University of Oregon
Heather Branchaud
University of Oregon
Hannah Brandow
Pacific University
Zoie Bresee
Jazzmin Brown

Lane Community College
Joseph Brundan
University of Cambridge
Blake Bryant
Lane Community College
Jacob Burcher
Owen Burge
Lane Community College
Ananda Burke
Portland State University
Lily Butler
Oregon State University
Ronan Camblin
Lane Community College
Caleb Cameron
Palmer Campbell-Kaswell
Lane Community College
Kaitlynn Carlson
Chloe Carnagey
Gap Year
Isabelle Ceccanese
Oregon State University
Alexander Chamberlin
Northeastern University
Cody Chapman
Zoe Chicarino
Emily Chilton
University of Oregon
Cedar Cianciulli
University of Oregon
Maggie Clark
Western Washington University
Hannah Clewett
Lane Community College
Taya Cody
Willamette University
Talia Colden
University of Oregon
Khalil Colgrove
University of Washington
Aaron Conover
Sarah Lawrence College
Cassie Cook
University of Idaho
Maggie Coombs
Lane Community College
Maya Corral
Barnard College
Melica Cramer
Sydney Crews
Boise State University
Maya Croissant
Skidmore College
Sakima Croswell
Lane Community College
Hannah Crowe
University of Oregon
Delaney Currey
Oregon State University
Elias Cuyler
Pacific Northwest College

of Art
Lila Davidson
Montana State University
Liam Davis
Work
Sofia Davis
Oregon State University
Calysta Dawson
Lane Community College
Marika De Martin
Lane Community College
Naomi DeBacker
University of Oregon
Kaden Dimarco
Massachusetts Institute of Technology
Maxim Dimarco
University of Oregon
Cooper Doe
Colorado College
Allison Dominguez
University of Oregon
Stella Drapkin
Berklee College of Music
Alex Dzubay
University of Utah
Taylor Edson
Lane Community College
Myreen Edwards
University of Southern California
Alison Egging
University of Oregon
Katelyn Elling
University of Portland
James Elmore
Kimball Union Academy
Hunter England
Colin Ensminger
Oregon State University
Ayden Erickson
Lane Community College
Ulises Erives
Washington State Community College
Aria Ervin
Lane Community College
Cole Eustis
Oregon State University
Dylan Farley
Gonzaga University
Carmen Fille-Salcedo
Lane Community College
Elizabeth Finrow
Texas Christian University
Aidan Foster-Green
University of Oregon
Cameron Fox
Oregon State University
Elena Freck
Emerson College
Noah Friedman

University of British Columbia
Elysia Gao
University of California, Berkeley
Elijah Garner
University of Oregon
Amelia Geoffrey
Kathryn Gerl
Oregon State University
Sophia Gilbert
University of Oregon
Sydney Giles
University of Oregon
Julia Glock
Oregon State University, Cascadia
Abi Goldenberg
Carleton College
Carleton College
Felix Gollodge-Ostmeier
Work
Molly Gonenne
University of Virginia
Isaiah Gonzales
Sadira Gonzales
Lane Community College
Alexander Goodwin
University of Oregon, Clark
Honors College
Sala Grady
Washington State Community College
Anna Graff
Lewis and Clark College
William Graves
Lane Community College
Taylor Gray
Erin Gruber
Lane Community College
Colin Gruener
Lane Community College
Oliver Guido
Travel
Harjasleen Gulati
University of Washington
Bliss Gutierrez
College of William and Mary
Tal Halevy
University of Oregon
Maxine Hallberg
Lillian Hannigan-Thompson
Lane Community College
Eva Happy
Montana State University
Henry Harmell-McBride
Portland State University
Claire Harris
University of Oregon
Slaine Hart
McKenna Hein
Lane Community College
Dylan Heisey

Oregon State University
Mia Hellman-Crump
Lewis and Clark College
Samuel Hemsley
Utah Valley University
Oliver Hering
Seattle University
Tanner Hermanson
University of Oregon
Matthew Hill
Lane Community College
Jakobi Holck Luke
Portland State University
Ian Holdt
Portland State University
Jordyn Holland
Lane Community College
Mareyna Hollenberg
University of New Mexico
Ebba Hooft Toomey
University of British Columbia
Sheena Huang
Cornell University
Sevrin Huetten
Columbia College in Chicago
Shaughnessy Hutchins
Charles Hyatt
Oregon State University
Avery Iseli
Lane Community College
Allison Jackson
University of Oregon
Elliot James
University of Oregon
Kendra James
University of Oregon
Quinn Janes
University of Oregon
Kyle Jensen
University of Glasgow
Erik Johnson
Concordia University
Rachel Johnson
Tatum Johnson
Whitman College
Rose Jones
Gap Year
Julia Jordan
Oregon State University
Malakai Joyce
Lane Community College
Demi Kalatzes
Lane Community College
Marco Kanning
Lane Community College
Meherbaan Khalsa
University of Oregon
Jasper Kim
Whitman College
Riley Kim
Emmelyn King
Lake Washington Institute of

Technology
Olivia Knowlton
University of Washington
Joseph Kranitz
University of Colorado -
Boulder
Dakota Krebs
Travel
Jonah Kreitzberg
Tufts University
Nikolai Krusenstjerna
August Kuhlmann
Lane Community College
Kiley Kuntz
Oregon State University
Allison Kunz
Brigham Young University
Lauren Lamb
Travel
Lena Lamoureux
Oregon State University
Solomon Landsberg
Portland State University
Anna Laptova
Oregon State University
Josiah LaSage
Sophia Lauf
Harvey Mudd College
Isabella Lay
Lane Community College
Thu Le
University of Oregon
Bodhi Lenox
Gap Year
Zachary Leonard
Oregon State University
Carmen Lessley
Duke University
Blair Lewis
Travel/Work
Khayman Lister
Eastern Oregon University
Kelon Logan
Faith Longnight
University of Oregon
David Lopez
Walla Walla Community
College
Bronwyn Lord
University of Oregon
Ethan Lucas
University of Oregon
Tristen Luce
Jibandi Luworo
University of Oregon
Corina MacWilliams
Mount Holyoke College
Hugh MacWilliams
Oregon State University
Aniele Mainville
Humboldt State University
Aubrey Marks
University of Oregon
Sasha Marlan-Librett
Scripps College
Jack Marsh
University of Oregon
Tace Martin

Satya Mason
Portland State University
Hannah Mathison
Mount Marty College
Simon Mayberry
Pacific Lutheran University
Michael McCabe
University of Oregon
Calvin McCarthy
Humboldt State University
Sean McCulloch
University of Oregon
Spencer McNall
Macalester College
Connor McVay
Portland State University -
Honors College
Oskar Mertz
University of Oregon?
Sebastian Miller
Oregon State University
Calvin Mitchell
Washington University in St.
Louis
Makayla Mitchell
Northwest College
Marilyn Molstrom-Warner
University of Oregon
Liam Monroe
University of Oregon
Mateo Mora
University of Oregon
Emma Mowry
University of Oregon
Christian Mucker
Work
Lillian Munroe
Lewis and Clark College
Mark Murphey
Drew University
Aidan Murphy
Gap Year
Mikael Murphy
Colorado School of Mines
Kellen Murran
Oregon State University
Kathleen Murray
Portland State University
Noah Myers
Lewis and Clark College
Emma Nagel
University of Oregon
Jackson Naugle
University of Oregon
Joseph Navarro
Hutson Naylor
Central Oregon Community
College
Elena Nesbit
Travel
Jonathan Newsome
Biola University
Alexander Norris
Portland State University
Hyunkeun O
Brenda Ocampo
University of Oregon
Isabella Oedekoven

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University of Oregon
Eloise Parish Mueller
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Ji Won Park
Meri Parker
Lane Community College
Izabella Paschall
University of Oregon
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University of Oregon
Mitchell Paterson
University of Oregon
Naomi Paul
University of Oregon
Lillian Payne
University of Oregon
Forrest Peck
HMI Climbing Program
Anna Pelz
University of California, San
Diego
Alexander Petty
Purdue University
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Lane Community College
Roan Phillips
Portland State University
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University of Oregon
Sara-Charlotte Pich
Freie Universitat
Eden Pierce
University of Utah
Sophie Pierce
Seattle University
Maxfield Poizat-Newcomb
University of Oregon
Izaak Preston
Lane Community College
Zoë Pringle
Brandeis University
Jonathan Quillin
John Jay College of Criminal
Justice
Jacob Quinn
University of Oregon
Noshin Rahman
Tulane University
Jonah Reed
University of Oregon
Wyatt Renfro
Southern Oregon University
Drake Reyes
Mason Reynolds
Lane Community College
Davina Richardson
Lane Community College
Robert Richardson
University of Oregon
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Oregon State University
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University of Oregon
Stuart Robinson

University of Oregon
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Leo Saenger
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Kelly Sandbom
Lake Washington Institute of
Technology
Sara Sandbom
Portland State University
Ric Satterwhite
Gap Year
Bailey Sauter
Oregon State University
Alexandre Saveau
University of Washington
Larkin Sax
Kira Scallion
Lane Community College
Kylie Scallion
Lane Community College
Timothy Schaaf
Lane Community College
Elin Schlichting
St. Olaf College
Henri Schmidt
University of Oregon
Soren Scott
Gap Year
Kate Seeger
Macalester College
Django Shafer
Zain Shah
Zacory Shakespear
Brigham Young University
Peter Shen
Vanderbilt University
Hannah Shlesinger
University of California,
Berkeley
Jared Short
Travel
Quentin Shradel
University of Oregon
Larisa Shubin
Lane Community College
Connor Siebert
University of Puget Sound
Sienna SkinnerLopata
University of Colorado -
Boulder
Tabitha Skornik-Hayes
College of Wooster
Silas Sloan
University of Oregon
Johnathan Smith
Work
Jonathan Smith
Mattias Smith
Spencer Smith
King's College
Annette Sneed
University of Oregon
Walker Spinner
Lane Community College
Jamie St Sauver

Brown University
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Oregon State University
Shrirupa Stein
Portland State University
Jose Stephen-Herman
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University of Oregon
Felicia Strand
Gap Year
Mackenzie Swartout
Portland State University
Maggie Symonds
Panchita Tangmongkolsuk
Assumption University
Cybela Teran-Reiley
Travis Terwilliger
Jailany Thiaw
Princeton University
Troy Thomsen
Kiana Travers
University of Oregon
Cole Tritch
University of Oregon
Bethany Trower
Tristan Tucker
University of Oregon
Madeline Van Houten
Oberlin College
Luka Varga
University of Oregon
Elaina Vasquez
University of Oregon
Jesus Velazco
Lane Community College
Micah Volpe
Lane Community College
Kailila V'ray
Noah Wallace
Lane Community College
Ming-Hoa Wang
Lane Community College
Savannah Wease
University of Oregon
Laila Weatherly
University of Washington
Avalon Wegener
University of Oregon
Henry Weiner-Lininger
Harvard University
Hanah Welch
Wyatt West
University of Oregon
Ellen Wiebe
Oregon State University
Malachite Wilder
University of Oregon
Mariner Wilder
Lane Community College
Adriana Wisniewski
University of Oregon
Jordana Wixman
Lia Wong
University of Utah
Xiao-Yi Xiang

A TRIBE CALLED SOUTH

JACKSON NAUGLE

Four years is a pretty long time, considering I've only lived for 17. Purple lockers, droning class bells, rich friendships, and countless nights filled with metaphorical blood, sweat and tears were plentiful throughout these last four years of my life, all thanks to South Eugene High School, a place where diversity is all but visible. According to the eye test, South Eugene is just about as standard as any high school gets. With more than a 70 percent white student body, the collective group of Axe-people constantly roaming the grounds at 400 East 19th Ave. in Eugene are all so similar, yet so extremely different at the same time. To any onlookers questioning the "diversity" of my basic school, I ask you to take a closer look.

Exhibit A: Waltzing into the front doors at South can warrant a couple of things; dead silence is perhaps the most common, followed by uncontrollable commotion, with the occasional happy tune playing on the schoolwide speaker system. I know a fair bit of commotion in a high school seems far from any sort of uniqueness, but take a look around, open your ears, and recognize the difference between South commotion and standard commotion.

The purple accents and resourceful environment have certainly molded me into a fresh person, along with the more than 1,400 other South students this year alone. This "fresh" person in my case is drastically different from the kid I was four years ago, and the same goes for almost every other student who enters the building with an intent to learn as I did. Whether it be a punk rocker, an anime adorer, a skater, or an athlete, South's high school stereotypes are different from the rest for countless reasons, with all signs pointing to a flabbergastingly positive climate. The essence of community and friendship amongst the crowd is ideal, and any kindness is met equally on the other end.

There seems to not only be a healthy supply of decency throughout the student body, but a common sense of understanding. Every South kid I've ever known brings a smile and a great first impression to the table, alongside an incredibly open mind. Sharing ideals and simply conversing with a member of The Axe mafia almost always ends educationally, and no two viewpoints are the same. In talking to someone else, I almost always learn something about them and myself. The existence of this balance proves how complex any given South Eugene mind is, and how

STORY

After four very short, yet also very long years at South Eugene High, I have not only been educated on the ins and outs of Precalculus, but also that of my alma mater's schoolwide culture.

each and every one of them brings genuine insight to the table.

I would also argue that each South kid has a piece of artistry in their repertoire. Whether it be in their clothing, their writing, their speaking, or almost anything else, growing up in Hippy-town, USA, adds a level of imagination and flair to South students' way of thinking. This is arguably the most noticeable trait of South culture. These students are all incredibly nice, intelligent, and ever so different, with a general aesthetic that encourages boundary pushing and thinking far outside "the box."

For all of this I am thankful. Thank you, South Eugene High School, a million times over. The culture surrounding the Purple Pit is honestly beyond the most nourishing and unique I could have ever asked for. Senior year has flown by in what felt like a couple of weeks, and it irks me that the cuffed-jean-flooded hallways will soon be left behind in the blink of an eye.

To all the teachers, staff members, volunteers, and most of all, the students: you're excelling in your own brilliant, artistic, imaginative, kind way, and I salute your weirdness. We really are in this together after all.



SENIOR PROFILES

ZOË PRINGLE

Once the college application dash is over and acceptance letters and financial aid packets are received, the most common question high school seniors are asked is, “What are you doing next year?” I met with four South seniors, with plans ranging from attending a community college to an Ivy League, to find out.

BLAKE BRYANT

LANE COMMUNITY COLLEGE

Bryant knew he wanted to attend Oregon State University, but during his senior year decided to start at Lane Community College out of convenience and to save money. Bryant kept cost in mind during his application process, applying to Lane Community College, Oregon State University and the University of Oregon. He will spend his first two years at Lane Community College and finish his college career at Oregon State University, studying computer science, engineering, or possibly aerospace engineering.

“Some people think the professors are less qualified, even though they receive the exact same education [as non-community college professors],” Bryant said regarding the stigma of attending community college.

When prompted about his involvement at South, Bryant said, “I was one of those kids that was just like, ‘nah.’” I reminded him of the class we were conducting the interview in: Newspaper/Yearbook, for which Bryant is head designer for South’s yearbook staff.

“I guess that would count,” Bryant replied.

Bryant’s advice for underclassmen and upcoming seniors: “Do what you think is right for you instead of following the beaten path. South has a lot of really great resources, and you shouldn’t be afraid to ask for help because it is really nice to have that.”



STORY

As seniors leave high school, they take a variety of paths to pursue higher education. What do the difference in levels of college actually look like?



ERIKA PARISIEN

UNIVERSITY OF OREGON

While Parisien was considering other schools, she had a feeling she would end up attending the University of Oregon.

“I had other schools I wanted to go to, but I guess deep down I knew I would probably end up going to University of Oregon. All the other schools I applied to and got accepted to were small liberal arts schools, but I realized if I don’t know exactly what I want to do I should go to a bigger school. This was also the most affordable of the schools I got into,” she said

At the University of Oregon, Parisien plans to study music and communication disorder studies, with an emphasis in early childhood development.

Although Parisien is confident in the choice she made, she recognizes a reputation, especially at South, that comes along with attending a state school.

Do what you think is right for you instead of following the beaten path.

BLAKE BRYANT



“At South, there is pressure to go to a higher tier school, like a big-name college. At first I felt more pressured to choose some of the other schools I got into, but I realized if that was the only reason I was considering them, I shouldn’t go. In the end it doesn’t matter because you’ll never see those people again.”

Parisien spent her time at South involved in Ultimate Frisbee, Student Government, National Honor Society and Key Club. Outside of school, Parisien was dedicated to music, playing with the Eugene Youth Symphony and Orchestra Next (which plays with Eugene Ballet’s Nutcracker), taking violin lessons and playing gigs around town.

Parisien recommends getting involved in clubs early on and staying organized.

“I made a lot of my friends through Ultimate Frisbee and Key Club. Start volunteering as early as you can if you want to get into things like National Honor Society and have something to put on your college applications besides a sport. Especially for music, over the summer already know where you’re applying, and make sure you have a spreadsheet. Requirements differ and it is a lot to keep track of. Knowing what you need to do and having lists and a spreadsheet really helps.”

STELLA DRAPKIN

BERKLEE COLLEGE OF MUSIC

Drapkin will spend her first year at Berklee College of Music, a private music school in Boston, Mass., at the Berklee Spain campus, studying latin music and Spanish.

Drapkin did not expect to attend Berklee out of fear of performance.

“I was too scared to audition and decided last minute to try out. I was planning to go to a small music school in Minnesota, but it went bankrupt right before my audition.”

At Berklee, Stella plans to major in bass performance. She hopes to be a gigging, recording musician, or possibly look into music therapy.

At first I felt more pressured to choose some of the other schools I got into, but I realized if that was the only reason I was considering them, I shouldn’t go.

ERIKA PARISIEN

Drapkin has had to fight the reputation that music schools often carry.

“A lot of people think Berklee is a school for music snobs or rich kids who bought their way in. There is also the stigma that you’re wasting your money going to college that is not going to lead a ‘real career.’”

In high school, Drapkin was a student leader in the integrated outdoor program (IOP), although she didn’t always love high school.

“My sophomore and junior year, I didn’t really enjoy high school and was planning to graduate early. I ended up staying because of IOP, and it gave me time to grow as a musician. Even though it’s not music-related, being a student leader gave me the confidence in myself to pursue my goals. I grew a lot as a person, had a bunch of new experiences I would have never had the chance to have and made some of the closest relationships of my time in high school,” she said.

Besides IOP, Drapkin was involved in both Concert Choir and Dorians jazz choir, Feminist Union, Respect(Ed) and EG350. She has played in various bands, most recently the “Moderately Adequate Quartet,” and has been teaching music lessons for the past three years.



A lot of people think Berklee is a school for music snobs or rich kids who bought their way in.

STELLA DRAPKIN

Drapkin's advice for high school students is to trust yourself. "Relax because everything is going to fall into place," Drapkin advised. "Don't let other people's opinions influence you. Do what your gut tells you to do. In terms of music, try to get as much experience as you can. Try to play with as many people and play as many different genres as you can. Personally, jazz choir isn't my passion, but because I stuck with it for a while, I had the opportunity to practice every morning and gain new musical perspectives that benefit me in the genres that I am passionate about. Appreciate the resources that you are given."

JAILANY THIAW

PRINCETON UNIVERSITY

Thiaw's acceptance to Princeton came as a surprise to him.

"I did not at all expect that I would end up here. I applied through QuestBridge, so I had the option to select a bunch of their college partners with one application, most of them being Ivy Leagues or competitive universities. I applied only really to Stanford, Princeton and Yale. Aside from Stanford I pretty much never thought about it again until I got my acceptance letter. I was surprised for sure."

At Princeton, Thiaw plans to study architectural engineering or some sort of design involving math and physics construction. His intended major is currently mechanical aerospace engineering. Thiaw plans to try out for Princeton's soccer team this summer, with hopes of walking onto the D-1 team.

In high school, Thiaw was captain of the boys' varsity soccer team and cites that as one of the highlights of his high school career.

"Being in a tight community and especially when people come out to support our games, it was a pretty special time," Thiaw said.

In addition to soccer, Thiaw volunteered at local soccer club, ETFC, interned at Nir Pearlson Architecture, was involved in Political Action Club, and did a couple of blood drives and similar events, mostly to complete his required amount of IHS CAS hours.

Much like the other interviewees, Thiaw has faced criticism for his school choice.

"It was interesting to see how people reacted, because some people seemed super excited for me and happy that I could have this opportunity, and some people seemed a little bit threatened, which I thought was interesting," Thiaw said. "Maybe some people who also applied to this school and didn't get in were surprised that I had gotten in. I find myself a little bit hesitant to tell people, partly because I'm not a very braggadocious person so I'm more reserved about that but also like I said, some people respond interestingly."

Thiaw believes his unique global experiences — growing up in Senegal, West Africa, for the first few years of his life and living in Barcelona, Spain, during his sophomore year of high school — set him apart from other applicants who may have not had the same opportunity to travel and live globally.

Thiaw's advice to high school students is to understand what each college is looking for in an applicant.

"For the college application process, I would definitely stress the importance of understanding for the universities that you are applying to what they want their freshman class to look like and what the general themes of that school are. For example, when I applied to Princeton, I was pretty aware that they are dedicated to service, so I made sure that my senior year I was doing everything I could to go out and do service activities that I could put in my essays or in the volunteer section."

In addition to gauging college's priorities and preferences, Thiaw emphasises focusing on yourself.

"It's really important to remember that it is an individual journey that we're all going on. It's easy to get caught up in what other people are thinking or what other people are doing with their college plans, and I think that distracts you from focusing on your career goals and from focusing on what makes you happy. Stick to your own path."

I find myself a little bit hesitant to tell people, partly because I'm not a very braggadocious person.

JAILANY THIAW

LISTEN UP JUNIORS!

NOSHIN RAHMAN

As the end of the year is approaching, juniors have a tremendous task awaiting them next year. There are classes to sign up for, college applications, financial aid and many other things that come along with the stress of being a senior. For me, senior year was the hardest, yet the best of my four years here at South.

Utilizing the upcoming summer before school starts can be crucial before beginning college applications.

“The summer before senior year is an excellent time to work period or to do volunteer work, so you are ready to fill out those sections on college applications,” senior Zac Shakespear said. “Juniors should complete their senior project or be in a good position to complete it during the summer before junior year.”

For upcoming IHS seniors, there is the task of doing Creativity Activity and Service (CAS hours) and completing a draft of the senior paper over the summer.

“For the extended essay .try not to do it last minute and stay on top your research over the summer,” IHS senior Eloise Parish Mueller said. “For the IHS CAS hours, it is just keeping track of it and doing many hours during the break. Finding a place to go to and do hours regularly has been a tremendous help.”

Additionally, there are many services and prep materials for juniors to learn from before beginning college applications.

“If it’s something you are interested in, taking a college application prep course would be a great thing. I got into the college I wanted to go to without doing a prep course. For some people, it might be beneficial,” Shakespear said.

In August, and toward, the end of the summer, the Common Application and many other college and university applications open up. The applications might require several essays and short answers. Writing the Common Application essay before school starts would relieve you of one of the biggest stressors.

“I did a ton of college scholarships. It was tough and overwhelming, but feel I was prepared for it from the classes I have taken. It seems hard and weird at first, but you learn how to write those essays and responses from the prompts that they would give you. Eventually, you get in the flow of it,” Mueller said.

In my final year, there came the point where I had a deadline every week for several college essays and scholarship essays.

STORY

As summer rolls around, for rising seniors awaits the hurdles of college applications, financial aid, senioritis, and planing what to do after high school. Here is some advice from many seniors who have made it through.

Starting to write in the summer or even earlier to get into the flow would have helped.

When your senior year begins, the Career Center will keep an updated list of scholarships. There are other resources for finding scholarships, but from my experiences, other resources may not be very trustworthy. The Career Center list guarantees that you are applying for legitimate scholarships. Make sure you keep an eye out for the scholarships and the most current deadlines on their websites outside of what is listed at the Career Center.

“The Career Center website can sometimes to be off by a little bit, and so I missed deadlines for the scholarship. Being sure to check the deadlines for scholarships is something I would recommend to upcoming seniors,” Shakespear said.

After college and scholarship apps, comes AP and IB tests, college placement tests, finding a summer job to pay for new college debt and planning what to do with life after high school.

As you go through senior year, senioritis will hit you, but don’t get down. It’s OK if you don’t get into the school you want. High school is a journey and like the rest of your life, you will have many more journeys. Be proud of the path you’ve taken. In your senior year, explore classes you’ve always wanted to take. Build more free time in your to not only work on graduation, but also to explore and have tons of fun with friends. For many, moving through hurdles of senior year can be a coming-of-age experience. It may seem excruciating at first, but the year will fly by, and before you know it highschool will be a memory.

The summer before senior year is an excellent time to work period or to do volunteer work, so you are ready to fill out those sections on college applications.

ZAC SHAKESPEAR

THE AXE STAFF

TOP 10: SENIORITIS SYMPTOMS

As the year winds down, many South seniors start feeling the pull of a dangerous affliction: senioritis. Senioritis is characterized by the loss of motivation toward academic activities toward the end of one's high school career. The Axe Newsmagazine staff has decided to compile a list of the top ten symptoms of senioritis.

1

Bringing no school supplies to school.

2

Having a dilemma every morning about whether to even show up to school.

3

Skipping multiple classes a day or being late to every single class.

4

Prioritizing sleep over everything else.

5

Being on your phone in class all the time.

6

Complaining about everything and how nothing matters.

7

Procrastinating on graduation requirements.

8

Not showing your parents midterm grades (they're too awful).

9

Finishing your senior project after graduation.

10

Wearing nothing but sweatpants/leggings every day.

RUPA STEIN

CULTURAL APPROPRIATION

Ah, spring in Eugene. The trees are green, the sky is blue, the clouds are white, and so is 90 percent of the population. Eugene is a town that prides itself on its liberal ideals and a somewhat false "lack" of racism. The truth is that the lack of POC in Eugene conditions people to be passive about racism. Just try to remember the lack of outrage at the instances of blackface at Halloween in the fall of 2016.

As we enter the warmer days of the year, what people wear becomes less about keeping themselves dry and more about making a statement. I am here to tell you that some of the makeup and clothes you wear are not statement pieces but are, in fact, forms of appropriation.

The fine line between appropriation and appreciation is context. Things like desi-dots (the dots some of you non-South Asian girls put along your brow and wear to festivals in an attempt to make yourselves look exotic or cool) and bindis have a real cultural significance, and are not worn to simply look good. Appropriation is wearing these as a fashion statement; appreciation is recognizing the cultural significance and wearing these things in context. Also, let's clear one thing up: Bindis have nothing to do with the "third eye," OK? They literally mean you are a married woman.

Many of you may believe you are doing nothing wrong, that culture is something beautiful that should be shared, and it is both of those things. However, most go about it the wrong way. Living in Eugene — a majority white community — we



are in a breeding ground for ignorance stemming from privilege. Eugene is a safe place for white people to pick and choose aspects of culture, like a salad bar, only selecting the cultural facets that fit into a hippie-esque aesthetic.

How many of you have prayer flags? OK, now how many of you hang your prayer flags inside? In Tibet, where prayer flags originated, it is believed that the wind must blow through the prayer flags so the prayers can be carried into the surrounding area. Bottom line: The cultural significance of the prayer flag is taken away when you don't understand them and take them out of context.

Cultures are not there to make you seem cultured. If you agree with or find an aspect of a culture beautiful, research it. Culture is a meaningful thing, and using culture for aesthetic purposes makes it lose its meaning. It is not anyone's place to lessen the meaning of culture through headassery. Educate yourself.

MATT HILL

MATTHEW'S REFLECTION ON SOUTH

Over the course of my high school "career" I have gone through many phases and changed as a person. While high school can seem like an endless nightmare for quite a few students, my experiences with it were much more favorable than that. Like many other students, I was pretty excited to get out of middle school, and because of that, my freshman year was probably one of my best years, both academically and mentally. I was very grateful to be assigned to some amazing teachers who helped my time at South become incredibly wonderful and memorable.

I barely remember much of anything from my sophomore and junior years, mainly due to the giant amount of work that I had to do. Every-

thing went by really quickly, and I barely had any time to get a good night of sleep. Even though I still had really great teachers, my motivation fell off a cliff, and I ended up missing quite a bit of my homework during both of these years. Overall, they weren't terrible years, but they weren't really amazing either.

Senior year was probably the best time I have had at South. I really enjoyed everything that I was able to do this year. I am really proud of all of my work as an arts and features writer for *The Axe*, and I am glad that I was able to be a part of our yearbook as a photographer. I only wish that I had more time to do more for *The Axe* and our yearbook, and that senioritis did not hit me like a truck during third trimester.



ART

SELF PORTRAIT

In this self portrait, South junior Haven Burley utilizes acrylic paints to create an image of her face in a mirror. Burley has been the graphic artist for The Axe Newsmagazine during the 2017-18 school year.

