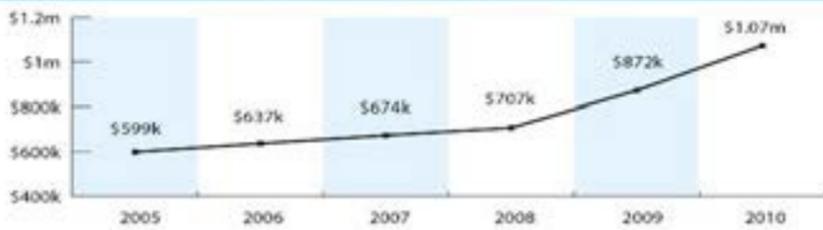




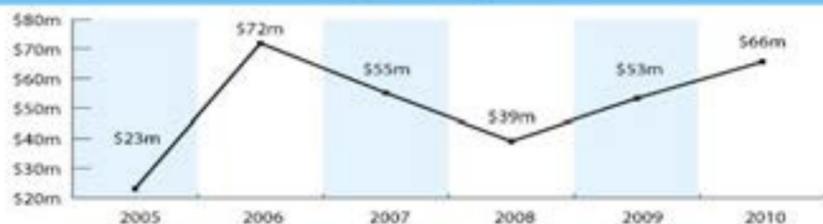
PAW PRINTS

March 2019 - Volume 16 - Issue 3

Salary of College Board president



College Board profits



Source: College Board 990 forms/tax filing

The Hechtlinger Report

The above chart reports the salary of the College Board's President and the College Board's profits between 2005 and 2010.

ARE AP CLASSES A SCAM?

BY EMILY WILSON

In recent years, AP classes have been a topic of controversy in the academic world. The rigorous, detailed courses are designed to give students an in depth education, offering nearly forty different subjects all while preparing them for college and improving their citizenship in the modern world. Over three million students take AP exams each year, hoping to score a three or above for college admissions and hoping that their college will accept AP credits. Many educators see these classes as an opportunity for students to show colleges their willingness to challenge themselves, but other educators see these classes as a scam that the College Board uses to make money. As colleges across the country are beginning to reject AP credits, it is important to know why.

Most elite colleges do not reject all AP credits. A four or a five on an AP test can usually get a student placed into a higher level course. For example, according to the College Board, California Institute of Technology does not offer credit for AP courses, but occasionally the faculty deems it appropriate to place a student in a higher

level course because of the student's past AP experience. Some students feel this disadvantage to be enough to turn them away from the school altogether. However, it is also a popular belief that, even if colleges don't take these credits, AP courses are a chance to show determination and diligence to get ahead in admissions.

Although most colleges require at least a three to be placed in a high level course, Dr. Elise Frangos, Assistant Superintendent of ORR school district and former AP teacher claims exam score isn't the most important part of AP admissions. "If you think about the AP advantage, it adds such luster to the student's application process, that it's not really whether or not you get the five or four in AP, what colleges are really looking for is the student's passion, and did he or she challenge themselves early with these courses and enter into the world of intellectuality and stretch early, and did they thrive there?"

Passion and profound interest are an important part of APs, according to Heidi Graser, an AP biology teacher at ORR. "I typically have students that are motivated and willing to do the work but also very interested in science. The students I get are usually heading into the science field, so they already have a love of the subject," says Graser. "People who are passionate about science are going to succeed more just because you work yourself a little harder, dig deeper into the knowledge."

Inspiration and passion aside, the primary reason some colleges don't accept AP credits is because they want their students to take the department's course. ORRHS guidance counselor Donna Perry claims, "[Colleges] like students to take their own class. For instance, I know a lot of students who take AP statistics - the colleges don't accept that one because they want them to take the college stats they offer." The bottom line is it is difficult to predict whether or not your college of choice will take your AP credits because there are so many rules and exceptions, so the issue is up to the admissions officers.

Regardless of the fact that some colleges reject AP credits, many ORR students feel that AP classes hold immense value and have helped them in their academic careers. "Everyone is there to learn and you know everyone wants to be there," says Emma Cadieux, a senior who has taken AP statistics, AP English 11, and AP English 12. "You get a lot more support from the teachers because they know that you want to learn the subject so they're willing to help." She also added, "You don't really work towards the curriculum, you work towards expanding your knowledge on the subject." Ever since she discovered English to be her strong suit, Cadieux always knew she would take the highest level of English as possible. "I would recommend [AP classes] to anybody because they scare you with that meeting that they make you go to, and they tell you that you have to choose between taking an AP class and having a social life. It's really not that way, and it's mean that they make you see it like that."

Heidi Graser sees AP courses as a way to make well informed citizens out of her students. "[AP biology] definitely gives them the ability to think outside the box and make connections to the bigger picture and back to their lives. Since a lot of my students are going into science, they are going to have to think outside the box, be creative, and make connections between to science topics. Even if they're not going into science, it's going to help them be better critical thinkers and just better citizens of the world." One of Graser's goals as an AP teacher is to help her students appreciate science in their lives. This way, they can be better informed voters, debaters, scientists, parents, and more.

Despite all of these positive advantages to the AP curriculum, it also has another side, one that is hotly debated. For one thing, AP courses can put students from poorer areas at a disadvantage when it comes to college admissions... *(Continued on page 8)*



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OR COMMUNITY

 **ICONIC TEACHER QUOTES** 

BY AUDREY KNOX

Here at ORR, we love all of teachers. They're the ones we look to for knowledge, guidance, and of course, funny little sayings that brighten our day. When all we can think about is that upcoming test or homework assignment hanging over our heads, the iconic staff members of ORR cheer us up with their words of wisdom. Whether it's Mr. Devoll crackling in over the intercom summoning the soccer team, or Señora Carreira enthusiastically greeting her every class, these repeated phrases help us to take our heads out of the game for a few moments before furrowing our brows and returning to being perpetually stressed.

MR. NAILOR

"Roses are red, lemons are sour, you are now in Mr. Nailor's study power hour."

"Dap me up!"

MR. ALLAIN

"I digress..."

"I'm rambling."



MR. DEVOLL

"Would the Boys Varsity Soccer please report to the vestibule?"

"Keep the little things little."

"We are OR!"

"We are now moving onto the Bulldog Block."

MR. CARVALHO

"It's a slipperly slope."

"Da da da da da."

(Submitted by Janey Rego)

SRA. CARREIRA

"Hola chicos!"

MR. EVERETT

"Good morning ladies and gentlemen, I would like to welcome you back to Old Rochester Regional Senior High School. My name...is Mr. Everett, I've been appointed by the administration, and approved by the school committee to be your educator for today. Today is our ____ class meeting of the year, at the conclusion of class today we shall have but only _____ remaining with one another this year. In class today we shall engage in the following activities...."

"Wow."



TEACHER TRIVIA!

Our teachers are fascinating people, and everyday, we learn a little more about them. How closely have you been paying attention? Test your knowledge with our new column, teacher trivia!

The answers to the following trivia questions are on **page 6!**

Question 1: As a child, which teacher once dreamt of working at McDonald's?

Question 2: Which teacher studied archaeology in college and spent a summer in Iceland on an archaeological excavation?

Question 3: Which math teacher has gone skydiving?

Question 4: Which teacher tore their ACL their first and only time skiing?

OR COMMUNITY

OPEN LETTER TO THE ORR COMMUNITY

Jendell Teixeira has had enough of the overlooked racism in her community. She's making a stand against it - and calling for others to do the same.



From left, Iliyana DoCanto, Jennifer DoCanto, Tori Monteiro, and Jendell Teixeira stand with a homemade banner in support of a Wareham hockey player who was reportedly the target of a racial slur. Photo credit: Meghan Neely. Photo via Wareham Week.

Dear ORR Community,

My name is Jendell Teixeira, a current student at Old Rochester Regional High School, a black student to be specific. In the midst of everything that happened after the Old Rochester versus Wareham Hockey game on the night of February 10th, old feelings were brought to the surface. At the game, an ORR Hockey player called a player from Wareham the N-Word and, in addition to that, another player called him another derogatory term and allegedly spit on him. These aren't really old feelings since my emotions having to do with race have been the same for years now. But, now it is like these emotions are out in the open more than ever due to the exposure of the racism in our community - the racism I have been trying to raise awareness about since I was a thirteen-year-old, a seventh grader. And I am now nearly seventeen, a Junior in high school. I am still facing the same adversities as before. But now, it has gone past me and is affecting students who don't even attend ORR.

Although I wasn't at the game that night, my feelings are still hurt that someone could have so much hatred, enough to call someone the N-word. But I am not surprised. People keep saying, "but the player doesn't even go to ORR", which isn't the point. Regardless of what school he attends, he still plays for ORR. If this player feels comfortable enough using this racist language, it shows a systematic problem within the culture of the team. This situation is shedding light on something I have faced since I was in kindergarten. I have been called the N-word by a student who attends this school. Probably more times than I am aware of. It is sad to say that I am used to it.

When I was asked to write a piece about the racism I faced at ORR, I was shocked. Usually, my voice is shunned, not heard, so of course I was excited to do this. But I immediately came to a dilemma, where do I even start? How do I approach this? I always receive backlash for speaking my mind so, of course, it is nerve wracking to have such a big platform to speak on the issues I have faced. So I decided to do an open letter to everyone here at Old Rochester Regional High School.

I grew up in the Tri-Town, I have lived in Rochester and Marion my whole life. Growing up as one of the only black girls in the school has been hard. Not to mention that I was related to the majority of the other black students who attended my school. Being a young child, the stuff people said to me would be brushed off. I have been called "black mamba" and I've even been told I looked like Barack Obama. I would just laugh it off. I never thought anything of it, and in a way, I just wanted to fit in.

In all honesty, this school system made me want to be white. People don't understand how diminishing it is to a little black girl's self-esteem to think, at the end of the day, "I will never be as pretty as the little white girls". Of course, now I have found my own confidence and have moved past that, but not everyone can do that.

All throughout elementary school, I was just different. Of course, growing up in a Cape Verdean-American household with strong Christian roots will do that to you, but this was on another level. I felt as if I could never fit in. I was called "ghetto" numerous times and that made me change the way I acted, which was far from "ghetto". I was judged for the things I wore, my hairstyles, etc. This all may seem like little things, but to me, as a kid, it hurt. There I was, just trying to fit in, and there was always that imaginary line that separated me from the rest. Now fast forward to Junior High School which were probably some of the best and worst times of my life. At that time, I was still trying to fit in with the white people at my school. I was so naive and ignorant. I used to allow my friends to say n**ga. Looking back, that was one of my biggest regrets. I was allowing those kids to walk all over my culture.

Towards the end of seventh grade, I had an epiphany. I was done allowing racist comments from teachers and students to slide. I was finally going to do something about it. I wrote a paper about my experiences. I talked about how my teacher once referred to the only two black students in her class as her "slaves", me being one of them. I mentioned how I was constantly singled out of the things other people did, but the teacher would turn the other way. The list goes on. I gave it to the principal and... *(Continued on page 5)*

PRO-CHOICE VS. PRO-LIFE: WHAT ARE THEIR BELIEFS?

BY AUDREY KNOX

After the Roe vs. Wade case in 1973, Congress has recognized a woman's right to choose. The subject of abortion rights, although it's always been a hot topic, has been reignited by our current president, Donald Trump. During his campaign trail, he discussed implementing legislation to reverse the laws that Congress established following the Roe vs. Wade case. According to Planned Parenthood, an abortion can be performed between the fourth and twenty-fourth week of pregnancy, although most physicians and clinics feel more comfortable performing the procedure during the fourth and twelfth week of pregnancy. The legality of abortion may vary between states.

Our country's controversial and amorphous abortion laws have long been a topic of discussion among male legislators dating back to the pre-civil war era. In a study conducted by the American College of Obstetrics and Gynecology (with 1,414 participants, all physicians), only fourteen percent reported willingness to perform an abortion. Although some people may not have an opinion on this subject, most generally fall into one of two categories: pro-choice or pro-life. In a set of interviews, I was able to investigate all sides of this issue from both the male and female perspective.

On the pro-life side, the overall idea was that, in performing an abortion, one must take a potential life. The pro-choice mindset was that abortion is a choice that should be left up to the woman because her decision affect her life and her body.

When asked if they would support legislation revoking choice-based abortion laws, both of my pro-choice interviewees responded no. One of my pro-life interviewees responded "yes" and the other responded "no". The pro-life person who responded "no" expressed ambiguity in their answer. They originally said "yes", but then listed certain factors and circumstances in which they would make exceptions. Essentially, they explained that if a woman is physically capable of safely carrying and birthing the baby, there should be no exceptions that allow her to have an abortion. The other pro-life candidate answered "yes" as quickly as the pro-choice candidates answered "no". From my observation, there is more variation in beliefs among pro-life people, while those that are pro-choice generally believe that the choice is always up to the woman.

Planned Parenthood is a non-profit organization that advises and assists patients with matters such as family planning, pregnancy, reproductive health, and abortion. This organization provides support for people of all socioeconomic backgrounds. One of the pro-life interviewees stated that they'd support planned parenthood if the organization did not provide abortions. They explained their belief that abor-

tion is immoral and organizations that support it are practicing immorality. They stated: "From the moment of conception, a human life is born, so during no part of the pregnancy should an abortion be performed." Both pro-choice interviewees wholeheartedly supported the full twenty-four-week window, one arguing that the factors surrounding this decision should only



Dr. Leana Wen, President of Planned Parenthood, who has stated that she aims to focus on healthcare rather than politics. Photo via BuzzFeed News.

concern the pregnant woman.

All four interviewees recognized that adoption is a viable option for a woman who does not wish to keep the baby, however, the pro-choice candidates believed that some women may not want to endure nine months of pregnancy potentially full of risk, suffering, social alienation, and financial hardship, depending on the woman's situation. Those that were pro-life argued that adoption should be the only option if a woman does not wish to keep her child. One of the interviewees stated that "It is still killing a child even when it's shape does not resemble a baby, destroying the future is not a good thing to do." When asked if they support the usage of levonorgestrel pills (pills some-



Women marching in the 45th annual March for Life, a yearly pro-life rally protesting the practice and legality of abortion. Photo via NBC Washington.

times taken after sexual intercourse to prevent pregnancy), one pro-life interviewee responded "no". They believed that as soon as the child is conceived, they are a human being. When asked to elaborate, they cited an analogy of an eighty-year-old and a seven-year-old. Their argument was that people of both ages have the same constitutional right to life, liberty, and pursuit of happiness. They claimed that abortion is essentially age discrimination. As a whole,

this particular interviewee expressed that they are against all forms of birth control because it prevents natural means of conception.

When asked if they believed that, in situations in which abortion is illegal, women might turn to dangerous solutions in order to terminate their pregnancies (such as intentional poisoning, illegal abortion, or even suicide), one pro-life interviewee responded, "You're always going to have people who attempt to cheat the system, that's how humanity works, but it would not be at a large rate." The other pro-life interviewee said that this is a possibility, but that legal abortions can be dangerous too. They claimed that women could go through with dangerous abortions, but altogether, fewer woman would be put at risk. According to the Center for Disease Control and Prevention, only 437 woman have died as a result of their abortion in the past 41 years. According to the Guttmacher Institute, a private institute who produces information collected directly from all known abortion facilities in the US, in 2014 alone, 926,240 abortions were performed, and 0.001% of abortions ended in a fatality. A pro-choice interviewee responded that they think that women would resort to dangerous measures, stating that "We need to take into account the lives of people who are alive and not the baby which is not alive." To support their argument they pointed out that before abortions were made legal, there were many botched illegal abortions that led to death. Essentially, the pro-choice argument is that more woman would die from makeshift illegal abortions because they might not have the necessary facilities, tools, or doctors to assist them.

When faced with the question of if, in cases of rape, abortion should still be illegal, one pro-life interviewee stated that "A woman should not be able to say, 'I want to remove this human life from my body.' I believe that no one should be making this decision, even for rape victims it should not be an option". They stated that adoption is a better option. In the pro-choice community, it is a widely held belief that rape victims should be given the option to have an abortion.

One of the central beliefs of the pro-life mindset is that everyone should support a woman's right to choose even if they are against abortions on a personal level. The central idea of the pro-life movement is that abortions should be illegal because they are equal to murder, and therefore, immoral. Abortion rights are an incredibly important topic of the modern era, and this issue will not be going away anytime soon. It is vital for citizens of our country to research this topic and come to their own informed decision as to what they do or do not support. I would recommend anyone who wants to be an informed citizen to get out and talk to people on both sides of the issue.

OPEN LETTER TO THE ORR COMMUNITY (CONTINUED)

...nothing was done about it. I didn't hear back from him until I reached out again. That made me feel like he didn't care.

Again in 8th grade, I heard one of my teachers say to another teacher something along the lines of "you put two colored students next to each other and can't tell the difference". At that moment, the other black student and I were shocked. Our parents went to the school about it and the teacher apologized for the inappropriate comment. But why are incidents like this one so common? Around that time, I became more active in the Black Lives Matter movement and expressed myself even more.

One of the most devastating times of my life was in April of 2016. I was at a birthday party with some of my friends (all people who attended ORR) and the white people at the party continued to say n**ga. They kept referring to the red-heads at the party as "giggers", which I found completely offensive. My cousin and I repeatedly asked them to stop. Of course, they didn't. So instead of making a huge deal, we texted in our group chat after the party and expressed our discomfort. Of course, they all brushed us off, everyone except one girl was defending the "friend" who had said the offensive things. It got to the point where the girl said "well guess what n**gger with hard R". I immediately started crying. How could someone I considered one of my best friends say this to me, especially after I expressed how it made me feel? At that point, I told her I couldn't believe that she would say that. My other friends continued to fiercely defend her. I ended up losing a lot of my friends that night.

My Freshman year at ORR, I was miserable. I hated being there, it was one of the worst years of my life. I had become more and more vocal about social issues. One of my classmates even told me I should leave America if I didn't agree with every aspect of its culture. That year, people began to see me as "problematic" just because I spoke out against discrimination.

I transferred schools my sophomore year. It was refreshing to be attending a new school without as much drama. But, of course, that didn't stop ORR students from still coming for me. March 1, 2018, I wrote a tweet which read: "Still trying to figure out why white people are still letting the word n**ga come out of their mouth". I posted it on my Snapchat story as well. That same ex-friend of mine, who had called me the N-word in the past, took a screenshot and posted it on her "finsta" with the caption "yeah this is probably @ me #sorrynigga". Although it wasn't with the hard "R", I was still beyond angry. This was beyond ignorance, this was just simple and blatant racism. Some people think that "n**ga" isn't that bad, but it is. The historical and emotional value that is behind that word is what makes it so bad. It took my friend getting exposed on social media for her to cry to me in my messages talking about "she is sorry". Apologies don't work after people do this time and time again. These are just a few examples of the racism that I and many other black students at this school face.

I have been patient, hoping that one day the school would change this or at least try to. I have been patient for years and it exhausting, emotionally and mentally. I am tired of fighting alone, I am tired of feeling helpless. I am only 16, I shouldn't have this weight on my back. I should be worried about my academics and what college I want to go to, not how to respond to the next racist remark someone throws at me. The adults in this school need to step up and push for a change. The black students of ORR need allies. Teachers need to take responsibility and educate themselves and their students about this serious issue. I have been against notifying the school about these incidents because I had brought them to the attention of the staff before but nothing had been done. No student should feel opposed to telling the administration about the discrimination they're facing. No student should feel like they don't have a safe space at the school. It is the school's responsibility to make sure students have someone to talk to about this. Teachers need to be more educated on diversity than they are now. However teachers are being trained now is clearly not working. White teachers need to start doing right by us black students.

There needs to be accountability. We can not let this ignorance go on. Going to a school that is associated with racism isn't a good thing. The school community needs to face reality, racism is real and it is in our school. Discrimination is real and it is in our school. We can't reach equity if this is still prominent in the school community. Parents, students, and teachers need to be open to learning new things, open to changing their toxic ways. I will no longer let the school's image be considered more important than black people's feelings. It is unfair. I am angry, saddened and fed-up. It is time for more people to stand with me so the events that transpired at that game as well as the racist culture at ORR will not continue. Silence is equal to complicity, so speak up and raise awareness. We have a long road ahead of us, but rectifying this problem isn't impossible.

Sincerely,

Jendell Teixeira

A Pissed Off, Fed-Up, and Emotionally Exhausted Black Student

Join Paw Prints on Social Media!



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Twitter: <https://twitter.com/PawPrintsPaper>



Our Website: <https://bit.ly/2AVBmdF>

LETTER TO THE EDITOR

To the Editor of Paw Prints-

In a feature titled, "Inside ORR.Memes", printed in the January 2019 issue of PAW PRINTS, there were some factual misrepresentations made through quotes attributed to an unidentified source. The article states, "According to her, Principal Devoll pressured her to delete the account because it targetted (targeted) specific groups and teachers." To set the record straight, I met with the student and said that they did not need to take down the account and that I supported free speech. I informed the student that while I thought the account was funny, I felt that including teacher names and groups of students, for example, females at ORRHS, was not a good idea and could make people uncomfortable. Later in the article, the reporter states, "She believes that it would've been more reasonable if the school had asked her to delete the problematic memes rather than the entire account." To be clear, I did not, nor did anyone representing the school, ask the student to delete the entire account. I told the student that they were protected by free speech but to think about how they are portraying the school through this account. The student came to their own conclusion to take down the account. As far as the intent to "use her platform to promote unity" as indicated in the article, I believe that there are better ways to do so while still maintaining a humorous theme. I have always had a positive relationship with Paw Prints and would hope that in the future, they would seek to interview me for a balanced representation of a particular situation.

All of that being said, I enjoyed many of the memes and found them to be reflective of some of the themes both the students and staff are working through this year.

- Principal Michael Devoll

TEACHER TRIVIA ANSWERS:

(Questions on page 2)

1. Mr. Carroll
2. Ms. Barker
3. Ms. Vanasse
4. Mr. Devoll

Do you have a teacher trivia question you'd like to submit? Email us at pawprints@oldrochester.org and you'll be given full credit if your question is published!

Devoll: *shuts down orr.memes*
memes.orr is created

Devoll:



This meme was submitted by Principal Devoll.



LOCAL PROGRAM PROVIDES NEW OPPORTUNITIES FOR YOUNG ARTISTS

BY GRAYSON LORD

Artible SoCo, a New Bedford based organization, recently debuted an "Artrepreneur" program designed for local students hoping to kickstart their own art-related businesses. The founder, artist Meredith Birch, aims to give admitted students opportunities she never had by providing supplies, resources, and networking. The 12-week program gives students a foundation of art and business-related knowledge. Through the program, students created their own small art businesses. The program ended with an art show which exhibited their creative works in a gallery. All profits went to the students.

The classes, which take place 3 times a week, were divided into three sections: business, creating, and marketing. The first four weeks of the program were spent discussing the responsibilities of owning a creative business. In these sessions, students were taught important budgeting skills while learning how to make their businesses successful and unique. Students came up with their own businesses and wrote personal budgeting plans for it.

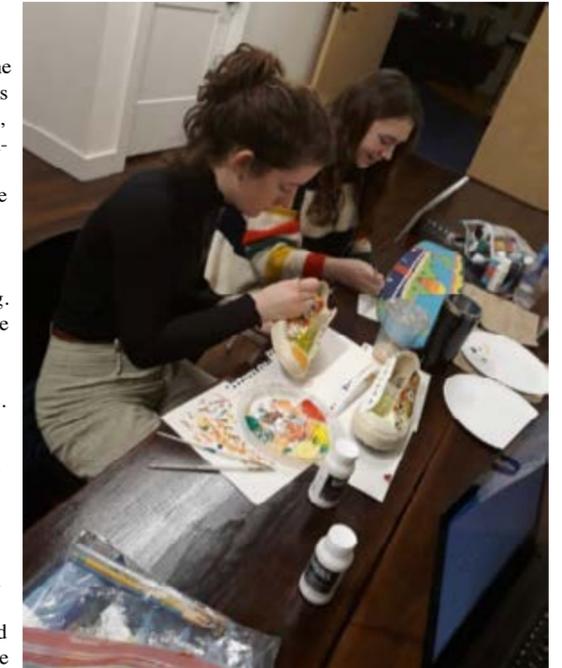
The next four weeks highlighted the artistic aspect of these businesses. Students were given the supplies needed in order to design the product itself. The program was fully-funded by MassHire, which covered the cost of all materials. Students were able to use whatever supplies they needed without worrying about the expenses. The products would



Student Sofia Sudofsky's art exhibit.

later be displayed and available for purchase at the art show.

The remaining weeks of the program were spent discussing marketing in the art industry. The students discussed their plans to reach their intended audience and specifically learned about the utilization of social media for business purposes. They also were instructed in logo design which were later printed on



Sofia Sudofsky (front) and Grayson Lord (back) working on their creative products. Photo via @cocreativecenter on Instagram.

business cards. The last week consisted of preparation for the final art show. Students priced their work and set up their displays. During the art show, students presented their work to the gallery visitors while demonstrating their new public speaking and business management skills.

The Artible SoCo program caters to students who want to shape their future careers around art. It gave students the skills and resources to prepare them for the responsibilities that accompany an art career. Artible SoCo's Young Adult Artrepreneur Program will have future sessions in 2019. More details can be found at <https://artiblesoco.com/artrepreneur-program>.

New Advice Column:
"Since you Asked"

Submit questions here:
<https://bit.ly/2GrhFhC>

WANT TO SHARE YOUR THOUGHTS ON OUR NEWSPAPER?

Write a Letter to the Editor!

SUBMIT YOUR LETTER AT
[HTTPS://BIT.LY/2GRHFHC](https://bit.ly/2GrhFhC)





Cooking Club

The club which caters to your imagination

Come to the cooking lab afterschool on Wednesdays to cook with friends and enhance your culinary skills.



ARE AP CLASSES A SCAM? (CONTINUED)

Schools with higher budgets tend to offer more quality AP courses with well-trained teachers. Therefore, if they're even given the chance to take AP classes in the first place, students in low income areas are more likely to score lower on their exams than students from richer districts.

Critics also claim that the curriculum is oppressive towards creativity. John Tierney, a writer for The Atlantic, former AP history teacher, and college professor, stated in his article, "AP Classes are a Scam," that "the courses cover too much material and do so too quickly and superficially. In short, AP courses are a forced march through preordained subject, leaving no time for a high-school teacher to take her or his students down some path of mutual interest." Tierney stated that AP classes "didn't begin to hold a candle" to any of the college courses he taught, and that his colleagues said the same. Additionally, the fact that over half of the College Board's revenue comes from the Advanced Placement program draws suspicion. According to Tierney's research, in 2009, the College Board's profits were 8.6% revenue which is very high for a so-called non-profit organization.

AP classes are a complicated topic, and in the end, it is a personal decision- hopefully an educated one. Students should keep themselves informed about the latest college admissions developments and how their school's AP programs could benefit their personal academic goals. At the same time, students should seek balance between academics, extracurriculars, and of course, fun - high school only comes around once.

This article was retrieved from a previous issue and updated.

WHAT PEOPLE DON'T REALIZE ABOUT ASTROLOGY

BY EMILY KIRKHAM

Astrology has long been a subject of human interest since its beginning as early as 1000 B.C. The concept has been deeply integrated into various world cultures for decades. People riffle through magazines, newspapers and social media accounts to read about what their horoscope entails. The term "horoscope" can be defined as a short forecast of a person's future, typically including the delineation of character and circumstances based on the positions of the stars and planets at the time of the person's birth. It is easy to be fooled by the appeal of generic horoscopes that create potentially false hope for the future. What many people don't know is that most newspaper horoscopes are based off of the sun signs. In astrology, the sun sign is determined by the season of one's birth. The sun sign indicates one's zodiac personality as the sun represents your emotions and inner mood. This is similar to the zodiac calendar that is split into 12 segments, also known as houses. Each house is ruled by a different



zodiac sign. Zodiac goes counterclockwise and begins with the first house. The first six houses are known as the personal houses while the last six houses are known as the interpersonal houses. The order of houses goes as follows: Aries (March 21- April 19), Taurus (April 20- May 20), Gemini (May 21- June 20), Cancer (June 21- July 22), Leo (July 23- August 22), Virgo (August 23- September 22), Libra (September 23- October 22), Scorpio (October 23- November 21), Sagittarius (November 22- January 20), Capricorn (December 22- January 20), Aquarius (January 21- February 18), and Pisces (February 19- March 20) being the last house. While the sun sign is very important in astrology, it is only a small piece of our inner energy. When the Earth has orbited into a new house, one may notice a change in their energy and behavior. As we enter the cusp of the pisces season, a new personal energy filled with compassion and faith in others will be magnify.

A CREATIVE CAREER PATH: ENGINEERING

BY KATELYN LUONG AND EMMA VIVINO

Engineering is a fast-growing career path that is catching the attention of many students around the globe. Although it is a vast field of many different occupations, they all have one thing in common: finding solutions. As said by Theodore von Karman, a Hungarian-American aerospace engineer, "Scientists study the world as it is; engineers create the world that has never been." Engineering education programs for youth have sprouted up across the world as the importance of the field is finally being recognized. From aerospace engineers to environmental engineers, this field covers a sweeping variety of different interests.

Engineering is generally a high-paying career path. According to the United States Department of Labor (USDOL) Bureau of Labor Statistics, the median annual wage for engineering occupation was \$79,180 in May 2017. This salary is \$41,490 higher than the median annual wage for all occupations. This field has room for people with different levels of education, and salary is often reflective of that. For example, someone with only a high school diploma can enter the engineering field as a surveying and mapping technician with a salary of \$43,340. Someone with a bachelor's degree may become an aerospace or petroleum engineer, who receive salaries as high as \$132,280.

Over the course of the next seven years, the engineering industry is expected to grow seven percent. The engineering industry employs approximately 1,681,000 people in the United States. By 2026, that number is expected to increase by 194,300 additional jobs. These jobs will fall under a variety of categories, such as rebuilding of infrastructure, oil and gas extraction, and robotics. In particular, engineering careers specializing in renewable

energy are projected to grow and thrive as the world becomes more environmentally conscious.

One of the most popular careers in this field is biomedical engineering. Biomedical engineers design different softwares and hardwares for use in the medical industry. For example, biomedical engineers are often tasked with designing prosthetic limbs for patients who need them, or creating robots that assist surgeons with procedures. Biomedical

energy are projected to grow and thrive as the world becomes more environmentally conscious. One of the most popular careers in this field is biomedical engineering. Biomedical engineers design different softwares and hardwares for use in the medical industry. For example, biomedical engineers are often tasked with designing prosthetic limbs for patients who need them, or creating robots that assist surgeons with procedures. Biomedical pools in towns and cities where children learn to swim in a safe environment." Mariano's work is an excellent example of how engineers contribute their talents to society.

The engineering industry is notoriously male dominated, but with inclusive STEM programs on the rise in high schools across the world, this is changing. "Women are still under-represented in engineering fields, but with more STEM classes being offered at the high school level, women are being exposed to these fields," guidance counselor Ms. Shields emphasizes.

Engineering can be a monetarily rewarding path, but engineers also play a vital role in advancing society and bringing on the future. Over the field's wide spectrum of careers, there is a job to fit anybody's interests. To quote Isaac Asimov, professor of biochemistry at Boston University, "Science can amuse and fascinate us all, but it is engineering that changes the world." The ORR Guidance Department, which consists of 3 school counselors, Ms. McPhee, Ms. Perry, & Ms. Shields, would like to invite students interested in pursuing a career in the engineering field to make an appointment with them to discuss their ambitions in further detail.



An typical engineering lab.

engineers make an average salary of around \$88,000 according to the USDOL, and the job only requires a bachelor's degree.

Architecture is another important part of the engineering field. Architects design parks, buildings, homes, and cities to ensure that they are functional and efficient. This career path requires a bachelor's degree as well, and the salary averages out at \$78,000.

Civil engineers often work to conceive, design, build, supervise, operate, construct, and maintain infrastructure projects and systems in the public and private sector. Local civil engineer, Mark Mariano, focuses primarily on



One of Mark Mariano's pool designs.

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ENTERTAINMENT

TABOR ACADEMY'S UNIQUE RENDITION OF "HEATHERS"

BY ELISE MELLO

Last weekend, my Saturday night consisted of a bunch of yelling teenagers, death threats, and a whole lot of scrunchies. No, I wasn't at rehearsal for a homecoming skit, I was at Tabor Academy watching their performance of "Heathers: High School Edition". For those of you who aren't 80's movie fanatics, "Heathers" is a cult classic turned musical that centers around geeky Veronica as she is given the opportunity to become best friends with the Heathers, the 3 queens of Westerburg High. Just as she realizes her distaste for the Heathers and all they represent, Veronica and her new boyfriend, J.D., inadvertently



Lead actresses in Tabor Academy's "Heathers". Photo via taboracademy.org.

poison Heather Chandler. What started out as an honest mistake rapidly becomes a series of earth-shattering events that wreak havoc throughout the town as Veronica and J.D. begin to conspire together. The original musical is just as risqué as the R-rated movie, complete with vulgar songs and lots of profanity that would shock most adults to the core. Unfortunately, most high schools would not be allowed to perform a play like that, which is why the much cleaner "High School Edition" was created. It is a show that is accessible for audiences of most ages while also maintaining the integrity of the original play. Aside from some of my favorite songs being cut for the sanctity of the clean(er) version, the show was overall extremely impressive with lots of "Big Fun". The Tabor Academy Drama Club is significantly smaller than ORR's (their onstage cast was about half the size of our production of "Anything Goes"), but they made up for it in pure talent and passion. Each leading actor was cast perfectly and executed the emotional depth of each character flawlessly. The actor playing Jason Dean had such raw emotion when belting out "Meant To Be Yours" that I thought he was going to explode. Even minor characters, such as Kurt and Ram's father, were able to provide spot-on comic relief when it came to "My Dead Gay Son".

For a musical that is essentially an hour and a half of vocal acrobatics, the amateur performers all did an outstanding job.

One of the beauties of high school theatre is that it can be altered to better suit the cast's abilities. Many of the songs were transposed into different keys to accommodate the varying ranges of the singers, and I personally ended up liking Tabor's version of certain songs better than the original Broadway demos.

I will say that I was not a fan of the set of this production. I've seen a few other Tabor shows and noticed that they tend to use

a sophisticated, minimalist background that neither detracts or contributes to the overall quality of the show. As a member of the ORR Drama Club, which builds all of our own sets from scratch, I'm naturally partial to elaborate and beautifully decorated set pieces. Westerburg High was represented by three arches, a second floor balcony, and a few lockers that moved on and off of stage right. When it came to scenes occurring in someone's home, two cast members would walk across the stage with a sign

indicating where the next location was and then a bed would be rolled on. Although this accomplished the general purpose of scenery, I just wish that the set was more memorable and reflective of the unique vision that the rest of the actors, costumes, and music possessed.

Although the show is now closed, I would've definitely recommended Tabor's 2019 production of Heathers to anyone looking for a good laugh, some banging tunes, and the resurgence of high school nostalgia. I commend the club as a whole for picking such an arduous show and diving right in without any apprehension. They were able to shed light upon prevalent issues such as the toxic social culture of some high schools while beautifully capturing the story's essential message.

ENTERTAINMENT

"OKJA" PROVIDES NEW PERSPECTIVE ON ANIMAL RIGHTS

BY LINC PENNOCK



Mija (Seo-Hyeon Ahn), with her gentle giant, in 2017 film "Okja".

"Okja" is a sci-fi film, released in 2017, about a girl and her struggle to protect her animal. Okja is about a genetically modified superpig designed to end world hunger. Superpigs are genetically modified animals produced by Mirando Corporation. The story of Okja begins when ten superpigs are sent all over the world for research to see the most effective method of raising the new species. The main character is a young Korean girl by the name of Mija. Her superpig, Okja, became the most successful of the ten animals. Mija proceeds to work with a group of radical animal rights activists to protect her beloved Okja. The movie confronts themes of ethicality, animal rights, and family.

The plot is very well written and manages to make the viewer imagine the plot very vividly. The style is a flawless blend of humor and drama. The portrayal of the main villains are comical and ridiculous, yet they don't take away from the realism of the film. Famed actor Jake Gyllenhaal plays an alcoholic and movie star. This casting choice was especially perfect. His sporadic acting style, preposterous voice, and overblown movements make him seem cartoonish which

contrasts the serious themes of the film, but emphasizes those themes simultaneously.

The movie's overall mood is executed perfectly, but the message is anything but subtle. The film does not distract from the moral: ethical treatment of animals. But, while this message is important, constantly forcing it distracts the viewer from important details in the movie. Interestingly, "Okja" could be a children's movie with a few small changes. The vulgar language and gruesome imagery makes the movie most suitable for adult audiences. If the movie's script would take away some of these scenes, the film would have been able to reach a wider audience. The R-rating on the film hinders its audience size, which is unfortunate seeing how important its messages are.

Though having some very apparent flaws, "Okja" is an extremely enjoyable movie nonetheless. It's a fun yet emotional story about a young girl fighting for her beloved animal, a sentiment which many people can relate to. I highly recommend it to anyone who wishes to be inspired.

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SAT REGISTRATION DEADLINES

SAT Date	Registration Deadline	Late Registration Deadline
May 4, 2019	April 5, 2019	April 16, 2019 (for mailed registrations) April 24, 2019 (for registrations made online or by phone)
June 1, 2019	May 3, 2019	May 14, 2019 (for mailed registrations) May 22, 2019 (for registrations made online or by phone)

Source: College Board

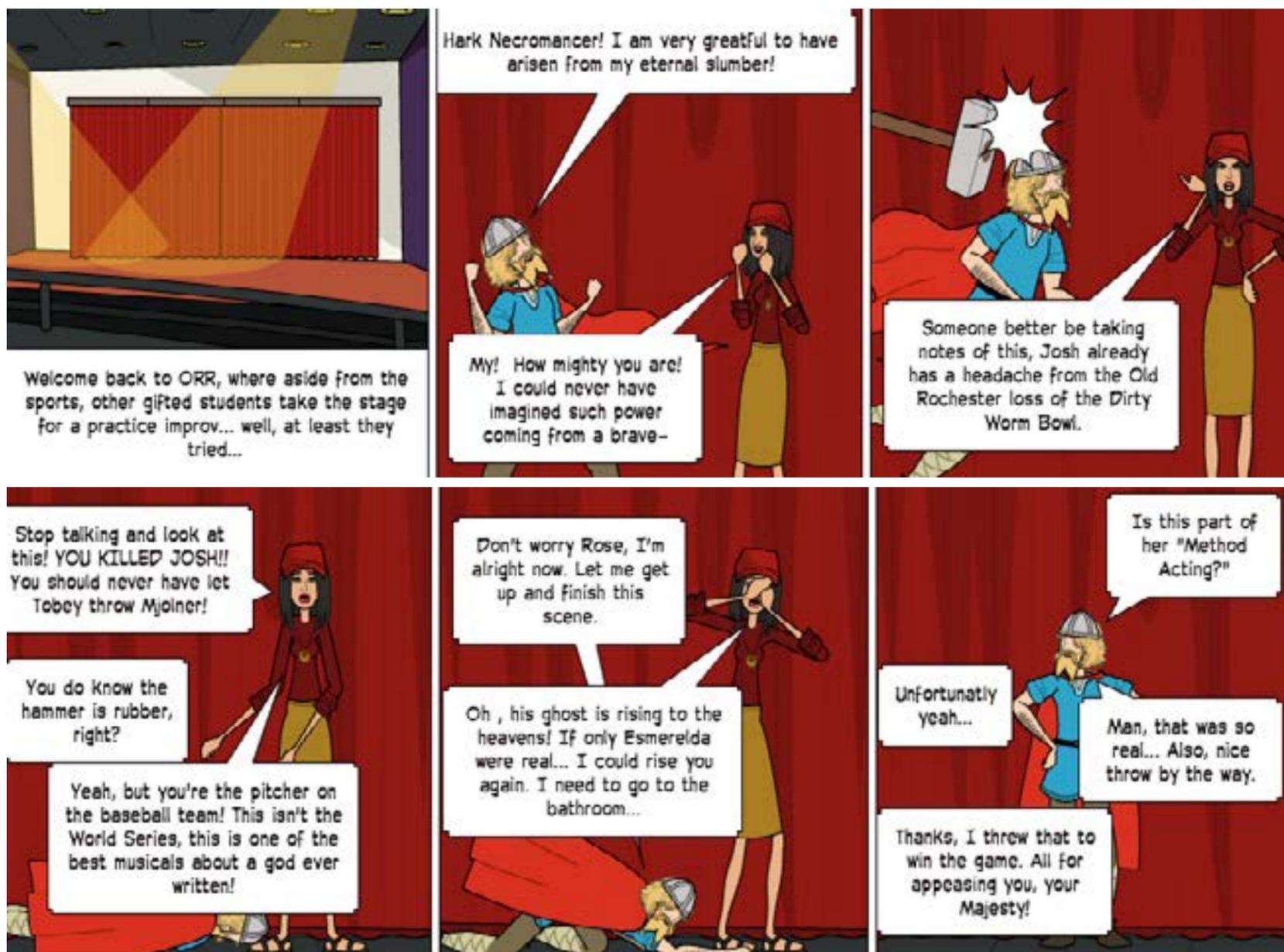


CREATIVITY

STUDENT-SUBMITTED COMICS

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The Dog House ~ By Paul Kippenberger



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