



SENIOR ISSUE, JUNE 2018

THE AXE





GUN CONTROL: PROTECTING PEOPLE & THE SECOND AMMENDMENT.

BLAKE BRYANT

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.

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.

THE CRIME PREVENTION RESEARCH CENTER

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.***

THE CRIME PREVENTION RESEARCH CENTER

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.

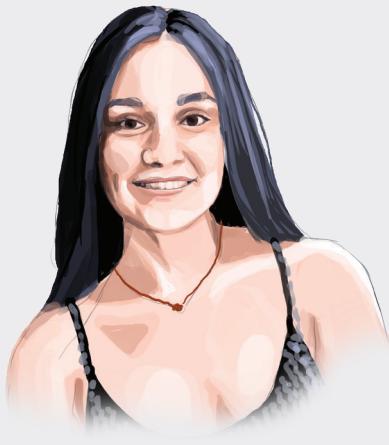
And there is no doubt that Jensen, along with the other seniors, will have a life-changing experience. Whether it is seeing new cultures, challenging one's beliefs, or simply trying to get out of the tight grasp of parents, going out of state for school will change them as students and, more importantly,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

KYLE JE

UNIVERSI



What
Scotla
cer far
ing lan
unders
when t
Englis
my cap
new id
broade

**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 capacity to accept new ideas is going to be adenied.

**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 ATHLETES

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 Brandom - 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	Lane Community College	of Art	University of British Columbia	Oregon State University
Rice University	Joseph Brundan	Lila Davidson	Elysia Gao	Mia Hellman-Crump
Andrew Ahn	University of Cambridge	Montana State University	University of California, Berkeley	Lewis and Clark College
University of Oregon	Blake Bryant	Liam Davis	Elijah Garner	Samuel Hemsley
David Akers	Lane Community College	Work	University of Oregon	Utah Valley University
University of Oregon	Jacob Burcher	Sofia Davis	Amelia Geoffrey	Oliver Hering
Cristian Alamo	Owen Burge	Oregon State University	Kathryn Gerl	Seattle University
Lane Community College	Lane Community College	Calysta Dawson	Oregon State University	Tanner Hermanson
Sahalie Albone	Ananda Burke	Lane Community College	Sophia Gilbert	University of Oregon
University of Oregon	Portland State University	Marika De Martin	University of Oregon	Matthew Hill
Katey Alexander	Lily Butler	Lane Community College	Sydney Giles	Lane Community College
Lane Community College	Oregon State University	Naomi DeBacker	University of Oregon	Jakobi Holck Luke
Sebastian Aljian	Ronan Camblin	University of Oregon	Julia Glock	Portland State University
Lewis and Clark College	Lane Community College	Kaden Dimarco	Oregon State University,	Ian Holdt
Taylor Altieri	Caleb Cameron	Massachusetts Institute of Technology	Cascadia	Portland State University
Dominican University of California	Palmer Campbell-Kaswell	Maxim Dimarco	Abi Goldenberg	Jordyn Holland
Carlos Alvarez	Lane Community College	University of Oregon	Carleton College	Lane Community College
Lane Community College	Kaitlynn Carlson	Cooper Doe	Carleton College	Mareyna Hollenberg
Indigo Amarys	Chloe Carnagey	Colorado College	Felix Golledge-Ostmeier	University of New Mexico
University of Oregon	Gap Year	Allison Dominguez	Work	Ebba Hoot Toomey
Wyatt Anderlie-Higbee	Isabelle Ceccanese	University of Oregon	Molly Gonenne	University of British Columbia
Lane Community College	Oregon State University	Alexander Chamberlin	University of Virginia	Sheena Huang
Ella Auer-Sears	Northeastern University	Northeastern University	Isaiah Gonzales	Cornell University
Claire Bailey	Cody Chapman	Berklee College of Music	Sadira Gonzales	Sevrin Huette
University of Portland	Zoe Chicarino	Alex Dzubay	Lane Community College	Columbia College in Chicago
Sydney Bailey	Emily Chilton	University of Utah	Alexander Goodwin	Shaughnessy Hutchins
University of Oregon, Clark Honors College	University of Oregon	Taylor Edson	University of Oregon, Clark Honors College	Charles Hyatt
Leon Bangemann-Johnson	Cedar Cianciulli	Lane Community College	Honoris College	Oregon State University
Gap Year	University of Oregon	Myreene Edwards	Sala Grady	Avery Iseli
Gilad Barlev	Maggie Clark	University of Southern California	Washington State Community College	Lane Community College
University of Oregon	Western Washington University	Alison Egging	Anna Graff	Allison Jackson
Maia Barnebey	Hannah Clewett	University of Oregon	Lewis and Clark College	University of Oregon
Oregon State University	Lane Community College	Katelyn Elling	William Graves	Elliot James
Tristan Baumgardner	Taya Cody	University of Portland	Lane Community College	University of Oregon
Lane Community College	Willamette University	James Elmore	Taylor Gray	Quinn Janes
Laurel Berger	Talia Colden	Kimball Union Academy	Erin Gruber	University of Oregon
Lane Community College	University of Oregon	Hunter England	Lane Community College	Kyle Jensen
Allen Bickel	Khalil Colgrove	Colin Ensminger	Colin Gruener	University of Glasgow
Philip Bindeman	University of Washington	Oregon State University	Lane Community College	Erik Johnson
Oregon State University	Aaron Conover	Ayden Erickson	Oliver Guido	Concordia University
Emmanuelle Bisnaire-Wakeham	Sarah Lawrence College	Lane Community College	Travel	Rachel Johnson
Lane Community College	Cassie Cook	Ulises Erives	Harjasleen Gulati	Tatum Johnson
Victoria Bleisch	University of Idaho	Washington State Community College	Bliss Gutierrez	Whitman College
Lane Community College	Maggie Coombs	Aria Ervin	College of William and Mary	Rose Jones
Delaney Bloomer	Lane Community College	Lane Community College	Tal Halevy	Gap Year
Seattle University	Maya Corral	Cole Eustis	University of Oregon	Julia Jordan
Emily Boettcher	Barnard College	Oregon State University	Maxine Hallberg	Oregon State University
Concordia University	Melica Cramer	Dylan Farley	Lillian Hannigan-Thompson	Malakai Joyce
Maxim Bogdanov	Sydney Crews	Gonzaga University	Lane Community College	Lane Community College
University of Oregon	Boise State University	Carmen Fille-Salcedo	Eva Happy	Demi Kalatzes
Davis Bosworth	Maya Croissant	Lane Community College	Montana State University	Lane Community College
Rowan Boutette	Skidmore College	Elizabeth Finrow	Henry Harmell-McBride	Marco Kanning
University of Oregon	Sakima Crosswell	Texas Christian University	Portland State University	Lane Community College
Heather Branchaud	Lane Community College	Aidan Foster-Green	Claire Harris	Meherbaan Khalsa
University of Oregon	Hannah Crowe	University of Oregon	University of Oregon	University of Oregon
Hannah Brandow	University of Oregon	Cameron Fox	Slaine Hart	Jasper Kim
Pacific University	Delaney Currey	Oregon State University	McKenna Hein	Whitman College
Zoie Bresee	Oregon State University	Elena Freck	Lane Community College	Riley Kim
Jazzmin Brown	Elias Cuyler	Emerson College	Noah Friedman	Emmelyn King
	Pacific Northwest College			Lake Washington Institute of



Technology	Satya Mason	University of Washington	University of Oregon	Brown University
Olivia Knowlton	Portland State University	Carly Ogle	Shoshana Rosemarin	Kaelin Stein
University of Washington	Hannah Mathison	University of Oregon	Los Angeles College of Music	Oregon State University
Joseph Kranitz	Mount Marty College	Eloise Parish Mueller	Elias Roshto	Shrirupa Stein
University of Colorado -	Simon Mayberry	University of Oregon	Christopher Ryan	Portland State University
Boulder	Pacific Lutheran University	Erika Parisien	Leo Saenger	Jose Stephen-Herman
Dakota Krebs	Michael McCabe	University of Oregon	Harvard University	Jasmine Stevens-Miller
Travel	University of Oregon	Ji Won Park	Kelly Sandbom	Lane Community College
Jonah Kreitzberg	Calvin McCarthy	Meri Parker	Lake Washington Institute of Technology	Basia Stewart
Tufts University	Humboldt State University	Lane Community College	Sara Sandbom	University of Oregon
Nikolai Krusenstjerna	Sean McCulloch	Izabella Paschall	Portland State University	Felicia Strand
August Kuhlmann	University of Oregon	University of Oregon	Ric Satterwhite	Gap Year
Lane Community College	Spencer McNall	Kasturi Patel	Gap Year	Mackenzie Swartout
Kiley Kuntz	Macalester College	University of Oregon	Bailey Sauter	Portland State University
Oregon State University	Connor McVay	Mitchell Paterson	Oregon State University	Maggie Symonds
Allison Kunz	Portland State University -	University of Oregon	Alexandre Saveau	Panchita Tangmongkolsuk
Brigham Young University	Honors College	Naomi Paul	University of Washington	Assumption University
Lauren Lamb	Oskar Mertz	University of Oregon	Larkin Sax	Cybelia Teran-Reiley
Travel	University of Oregon?	Lillian Payne	Kira Scallion	Travis Terwilliger
Lena Lamoureux	Sebastian Miller	University of Oregon	Lane Community College	Jailany Thiw
Oregon State University	Oregon State University	Forrest Peck	Kylie Scallion	Princeton University
Solomon Landsberg	Calvin Mitchell	HMI Climbing Program	Lane Community College	Troy Thomsen
Portland State University	Washington University in St. Louis	Anna Pelz	Timothy Schaaf	Kiana Travers
Anna Laptova	Makayla Mitchell	University of California, San Diego	Lane Community College	University of Oregon
Oregon State University	Northwest College	Alexander Petty	Elin Schlichting	Cole Tritch
Josiah LaSage	Marilyn Molstrom-Warner	Purdue University	St. Olaf College	University of Oregon
Sophia Lauf	University of Oregon	Angelica Phillips	Henri Schmidt	Bethany Trower
Harvey Mudd College	Liam Monroe	Lane Community College	University of Oregon	Tristan Tucker
Isabella Lay	University of Oregon	Roan Phillips	Soren Scott	Madeline Van Houten
Lane Community College	Mateo Mora	Portland State University	Gap Year	Oberlin College
Thu Le	University of Oregon	Hannah Phinney	Kate Seeger	Luka Varga
University of Oregon	Emma Mowry	University of Oregon	Macalester College	University of Oregon
Bodhi Lenox	University of Oregon	Sara-Charlotte Pich	Django Shafer	Elaina Vasquez
Gap Year	Christian Mucker	Freie Universität	Zain Shah	University of Oregon
Zachary Leonard	Work	Eden Pierce	Zacory Shakespear	Jesus Velazco
Oregon State University	Lillian Munroe	University of Utah	Brigham Young University	Lane Community College
Carmen Lessley	Lewis and Clark College	Sophie Pierce	Peter Shen	Micah Volpe
Duke University	Mark Murphey	Seattle University	Vanderbilt University	Lane Community College
Blair Lewis	Drew University	Maxfield Poizat-Newcomb	Hannah Shlesinger	Kailila V'ray
Travel/Work	Aidan Murphy	University of Oregon	University of California, Berkeley	Noah Wallace
Khayman Lister	Gap Year	Izaak Preston	Jared Short	Lane Community College
Eastern Oregon University	Mikael Murphy	Lane Community College	Travel	Ming-Hoa Wang
Kelon Logan	Colorado School of Mines	Zoë Pringle	Quentin Shradel	Lane Community College
Faith Longnight	Kellen Murran	Brandeis University	University of Oregon	Savannah Wease
University of Oregon	Oregon State University	Jonathan Quillin	Larisa Shubin	University of Oregon
David Lopez	Kathleen Murray	John Jay College of Criminal Justice	Lane Community College	Laila Weatherly
Walla Walla Community College	Portland State University	Jacob Quinn	Connor Siebert	University of Washington
Bronwyn Lord	Noah Myers	University of Oregon	University of Puget Sound	Avalon Wegener
University of Oregon	Lewis and Clark College	Noshin Rahman	Sienna Skinner-Lopata	University of Oregon
Ethan Lucas	Emma Nagel	Tulane University	University of Colorado - Boulder	Henry Weiner-Lininger
University of Oregon	University of Oregon	Jonah Reed	Tabitha Skornik-Hayes	Harvard University
Tristen Luce	Jackson Naugle	University of Oregon	College of Wooster	Hannah Welch
Jibandi Luworo	University of Oregon	Wyatt Renfro	Silas Sloan	Wyatt West
University of Oregon	Joseph Navarro	Southern Oregon University	University of Oregon	University of Oregon
Corina MacWilliams	Hutson Naylor	Drake Reyes	Johnathan Smith	Ellen Wiebe
Mount Holyoke College	Central Oregon Community College	Mason Reynolds	Work	Oregon State University
Hugh MacWilliams	Elena Nesbit	Lane Community College	Jonathan Smith	Malachite Wilder
Oregon State University	Travel	Davina Richardson	Mattias Smith	University of Oregon
Aniele Mainville	Jonathan Newsome	Lane Community College	Spencer Smith	Mariner Wilder
Humboldt State University	Biola University	Robert Richardson	King's College	Lane Community College
Aubrey Marks	Alexander Norris	University of Oregon	Annette Sneed	Adriana Wisniewski
University of Oregon	Portland State University	Kaleb Roach	University of Oregon	University of Oregon
Sasha Marlan-Librett	Hyunkeun O	Oregon State University	Jeremy Roberts	Jordana Wixman
Scripps College	Brenda Ocampo	University of Oregon	Walker Spinner	Lia Wong
Jack Marsh	University of Oregon	Stuart Robinson	Lane Community College	University of Utah
University of Oregon	Isabella Oedekoven		Jamie St Sauver	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

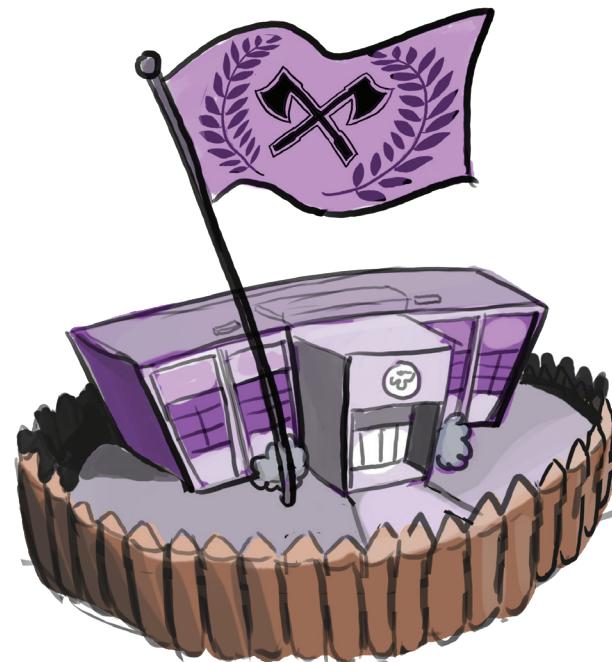
After four very short, yet also very long years at South Eugene High, I have not only been educated on the ins and outs of Precalculus, but also that of my alma mater's schoolwide culture.

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.

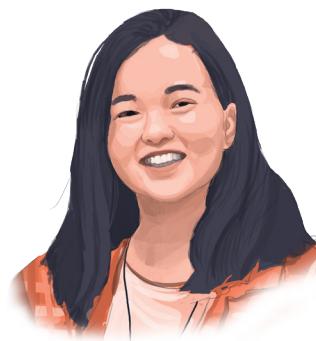
"I guess that would count," Bryant replied.

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 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

"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.

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 Darians 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 planning 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 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 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 News magazine during the 2017-18 school year.

