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History: a Boring Discipline?

A look into popular misconceptions about non-STEM fields of study

By the Editorial Board

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Interview with our new assistant principal

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The Crucial Role of Art Programs In Schools

By Lina Nikolovska

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By Luka Pavikjevikj

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years ago.

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History: a Boring Discipline?

By the Editorial Board

STEM, the chance is you have probably heard of it - the famous acronym, meaning science, technology, engineering, and mathematics. Everyone uses it, even prestigious universities on their admissions websites. A STEM career is more likely to provide one with a higher salary, a higher social standing. STEM subjects are academically hard, including multiple of them on your school schedule is an accomplishment; it proves the world that you are intelligent and dedicated. Yet, STEM subjects are, again employing a colloquial term, overrated.

Truth be told, STEM subjects are valuable disciplines. Science has enhanced our understanding of the universe; technology has given us the most important of things - the Internet. Thanks to engineering, the homo sapiens sapiens has constructed buildings as high as mountains. Thanks to mathematics, humans have headaches, and a way to find the quantity of the necessary substances to create a cure for the said headaches. But, there is also a field of sciences, often sidelined.

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STEM subjects probably enjoy the prestige, because of their exact nature. An answer is either right or wrong; there are not any in-betweens. Testing a hypothesis is easy - copy the methodology. In contrast, SHAPE disciplines are the subject of interpretation - they are more individualistic, with an emphasis on the verbs "think" or "consider", not "be" or "prove". Well, so is human nature.

A crucial part of SHAPE subjects, but also all sciences in general, is history. Yes, history, the study of the past. History studies the events of the past, looks for the missing parts of the puzzle, questions the factuality of sources, and connects them to the present times. History helps us differentiate myth from fact. One might argue that history is boring, or that it requires the memorization of countless facts. So, the question arises - should you study history?

Firstly, you probably know that the ancient Greek historian Herodotus is known as "the father of history". On the other hand, some call

him "the father of lies". Unfortunately, history can be full of lies. Often, in the past or the present, people twist history in the way it suits them; they are trying to make history work in their favour: this is the daunting burden of a present historian, having to unravel the swaths of lies, misinformation, and twists. But challenging times form a character - this hard work only benefits the skills of the scholar. They have to do hours of research, and then spend even more time checking whether the source is accurate. Therefore, students of history will gain valuable research skills.

Secondly, history makes you more articulate. Professor Julia Black shares this opinion. In a statement for the Observer, she said, "many scientists and engineers would agree it is wrong to deny that the sort of articulacy and reasoning skills developed by studying history ... have the same value as a scientific or mathematical training." Reading works, written by different authors, with very different ways of expression, will significantly increase your vocabulary and expression skills. Emphasizing the relevant segments of the research will improve your speaking skills in a significant way - one might finally answer the question - what to say, and what to omit.

You are not required to like the social sciences and humanities to study history. You can like mathematics, but study history, too. Why? Because history appeals to you as a person. As part of your history studies, you might choose to write a paper on the history of the Fibonacci sequence. Indeed, you can be an engineer, and still draw parallels between the Cloaca Maxima and the current sewage systems. One can easily personalize the study of history: it is a discipline to be approached by a multitude of perspectives. Like astrology, why not study the



Image by Andrea Piacquadio via Pexels

Babylonian zodiac? Cooking, ancient Chinese recipes are waiting for you!

Lastly, history helps society improve and get better. Everyone knows the proverb that "history always repeats itself", but sometimes this can be bad for us all. If we choose to study history, we will discover the mistakes of the past and be more cautious not to repeat them. In the words of Edmund Burke: "Those who don't know history are doomed to repeat it."

To summarize, history suffers from many stereotypes. But, we ought to believe differently. It can appeal to one on a very personal basis, develop the skills of its scholars, and crucially propel society to act better.

This article has been written by the Editorial Board. Did this article change your mind, or are you in firm disagreement? Reply to lp14699@NOVA.edu.mk or ek14343@NOVA.edu.mk.

NOVA launches a Gender-Sexuality Alliance

By Luka Pavikjevikj



Image by Marta Branco via Pexels

Even though that this academic year has started rather unconventionally, with the distance-learning programme, NOVA high school students have launched the Gender-Sexuality Alliance (GSA), a club for LGBTQ+ students and allies, giving an end to a process that commenced a few years ago.

This marks a significant milestone for the school, but also for the country, as the NOVA GSA is the first high school student club advocating for queer issues in the entire country. The attendance exceeded the expectations of the organizers – around 30 members showed up for the initial meeting. The members of the GSA are very diverse from using a wide range of pronouns to identifying as gay, lesbian, bi, non-binary, trans, queer, aromantic and others. Notably, straight people who are allies of the LGBTQ+ community joined.

Their next steps include organizing panel discussions, producing informational material, studying queer history and discussing queer theory. A student that wished to remain anonymous said, “We are here, we are queer, and we have existential fear!” An anonymous male student remarked, “I have waited so long for this moment, and it is amazing that we finally have something like this. I am thrilled to have painted my nails at last.”

Interview With Our New Assistant Principal

Starting from this year, NOVA Secondary School has a new Assistant Principal, Mr. Daniel Cunningham. As the school newspaper, we were curious about him and his new position, so Mr. Cunningham was kind enough to contribute to this interview for the NOVA Times.

By Ana Stevanoska

Firstly, what is the role of an Assistant Principal?

Generally speaking, there are at least two schools of thought on what that role is, and it depends on what system of education you are in. At NOVA, the Assistant Principal assists with the day-to-day operation of the school. This means that my role is to step in to assist faculty, staff, and students at the school by providing support where it is needed.

What motivated you to become the assistant principal of NOVA International Secondary School?

I have been at this school now for almost six years. I have been fascinated with just how incredibly talented and motivated our students are and just how dedicated the faculty and staff at this school are. Something that's always been on my mind is how can we do things just a little bit better? How can we make it so that students' lives are a bit easier and that faculty and staff can be able to put more of their time on their classes and less of their time on other duties that pop up? What motivated me was largely a desire to learn more about the operation of the school, while at the same time contributing to making the lives of students and faculty and staff easier.

What kind of impact would you like to have on this school?

I'm sort of touched on that one already, but I think in answering that question, it is important to perhaps provide the context that we're in now, which is the reality of distance in blended learning for students at the school. Thus, what I'd like to accomplish in this context is very much to make sure



Image by Helena Lopes via Pexels

that the school year is as rewarding and as effective as a regular school year for all the students who attend. I think that would be a sign of success, if students are able to walk away from this year with the feeling that though they weren't able to be in school, for at least part of the year, they had a chance to benefit from all the things that schools do offer.

What is your vision of a highly effective school?

I think a highly effective school is one in which all of the stakeholders have the agency to perform at their optimum level and what that means is that individuals are empowered to make decisions for themselves for the good of the community. Starting with the student level, this means that students should have the agency to become involved in things like, what sorts of things are taught at the school, and how things are taught at the school. When it comes to effective teaching, I really think that we're learning a lot of lessons from online and distance education. For example,

faculty are more and more moving into thinking about how students can be inspired to take on projects themselves, rather than relying on the comfort of being in the classroom and listening to a teacher, either moving on to being enquirers and being critical thinkers who set goals for themselves. I think very much that that is an important part of what would make an effective school. Students and faculty work together to create opportunities for learning that include experiences and activities that are hinged upon the student being the center of what goes on and not the teacher.

What online school management strategies do you recommend?

I love this question. There are a number of strategies to online school management. I'm going to take this question to mean what sorts of strategies would I recommend for NOVA as a school in order to be more effective in the online environment. There are a number of angles to approach this one from. I will start with some

of the lessons that have been learned from researchers who have delved in online environments for a very long time, since online learning is not something new. And some of the things we've learned is the existence of more meaningful types of online interaction and less meaningful types of online interaction. What we want to do to be effective or to be a good online school and what sorts of management tips there are to include, ensuring that classrooms are places where what's asked of you as a student is something directly related to a learning objective in your class, making it clear to you as a student, so that you can understand why you're being asked to do A because A relates to learning objectives X or Y, and that every interaction you have with a faculty member or with other students is based around the principle that there's meaning to this interaction. It's not busywork. More than that, what I've also learned to appreciate is that students should have a say in how they approach learning because there are lots of ways to meet the learning objectives, lots of different ways it can be done. The students have different aptitudes and interests which mean that the assessment should be linked, not to how something is done, but really what the outcome means for the student. So that's a huge part of what makes online school management. I'll add that in the optimum environment, a purely online school would be one in which we did not necessarily follow a full days schedule where we began at one point in the morning and ended at another point in the day, but rather where asynchronous learning really took place, where you could decide as a student what subject you work on and when to a large degree, and that you could build your schedule around it because we taught you how to do this, how to build your schedule around the learning objectives that you're trying to meet for all your courses, so that maybe it makes more sense for you to be working on your science class on Monday and Tuesday and then spend the rest of your week in some other way, really, that you are given a

chance to have full agency over how you approach your classes and that synchronous online instruction on to whatever happens for very specific purposes. You don't just show up to class because you need to show up to class, but you show up to class because there's a specific topic that the teachers involvement in is going to be important in terms of how they set up your learning.

And lastly, what is your advice to the students of NOVA International Schools?

My advice is that students remember to take a second and breathe. Just breathe. This is a lot to take in and I don't expect that anyone can do this without either nerves of steel, which people don't have, or being really reflective and thinking what is it I'm capable of doing? What am I willing to do? And then only working within those bounds and not beating yourself up about what you think you've missed out on or what mistakes have happened. Really be forgiving of yourself and try and see what you can learn from this environment that is more than just the subject that you're studying. See what you can learn and make time for the opportunities that are provided. Self-management is going to be key. Self-management is what I hope all of you get out of this more than specific content or knowledge. Your ability to decide what to do with your day, how to spend it and what pursuits outside of school suddenly seem more approachable now that you're used to in an online environment. Can you begin to plan for yourself in the long term because you've had time to make connections digitally with people and institutions that could become a really serious part of your life going forward?

Interview with the Founder of the Gender Sexuality Alliance

NOVA Times has (virtually) sat down to talk with Kosta Barsov, a junior, and founder of the school's newest club - the Gender Sexuality Alliance (GSA). Mr. Barsov shares his take on the club for the following interview.

By Leona Simeonova

When and how did you realize the need for a Gender Sexuality Alliance club at NOVA?

The need for a Gender-Sexuality Alliance at NOVA has been ever-present. In a society which is heteronormative and cisnormative, it is not surprising that LGBTQ+ youths need a space where they may feel comfortable and safe exploring their identities. While their peers can freely and openly discover and develop their identities, queer youths can rarely do so because of the fear of backlash from society — from their friends, from their parents, and even from institutions. Moreover, GSAs offer a connection to the LGBTQ+ community, something that a lot of queer youth is unable to form. This is very evident in the fact that most of the queer youth is unfamiliar with the history of their community — the struggles, and the ideas that have arisen from those struggles.

Going back though, while the need for a GSA at NOVA had always been present, the opportunity to form such a club presented itself this year. I had been considering the formation of such a club even from my freshman year; however, last year in discussion with our principal, Dr. Gligorova, I was assured that the school would support such an initiative. Because of this, I felt like this academic year was the time to start the first Gender-Sexuality Alliance in NOVA (and I believe our country).

What is the GSA club, how is it structured and what activities do you offer?

There are a lot of different ways GSAs are structured around the world, even the acronym is different depending on the place (some use Gay-Straight Alliance, while others Gender-Sexuality Alliance). At NOVA, the GSA club does not have a particular structure. Decisions are made by consensus and activities are organized based on interest. I believe this way of organizing is best for this type of club, as it ensures everyone is comfortable and able to realise their ideas. When it comes to activities, from the beginning of the year up until now, apart from holding regular meetings, we have also started a book club on queer literature, we have organized movie screenings, and we are in the process of making our first zine.

Did you receive support from the school administration in the formation of the club?

As I mentioned previously, the school administration has given its support from the very beginning, and we are very thankful for that. The support that the administration has offered is in large part, I believe, the reason why the first GSA to be formed in our country is in our school.

Given that the GSA is the first Gender Sexuality Alliance club in the country, do you intend on conducting activities that aim to help other LGBTQ+ youth outside the NOVA community?

As a GSA at NOVA, we are mostly planning to work on making our immediate community a safe space. However, we are also open to working with LGBTQ+



Image by Ognjen Teofilovski via Reuters

youth outside the NOVA community. At this stage we do not have any concrete plans regarding that, but especially when it comes to LGBTQ+ youth forming their own GSA clubs, we are ready to offer our full support.

In short, what is the purpose of the GSA club?

The purpose of the Gender-Sexuality Alliance is to create a safe space for LGBTQ+ youth. A safe space where they can feel comfortable in questioning their gender and sexuality, and a safe

space where they can present their full selves. In order for this to be achieved, our community needs to be educated on and aware of LGBTQ+ issues and history. Our community must also weed discrimination, whether it is homophobia, transphobia, racism or any other form of discrimination. The role of the GSA is of course to serve as the educator on these topics, and thus to realise this ambition.

Opinion

Change of the world

By Aleksandar Atanasovski

Change can be beautiful and scary at the same time. We live in a world that is often negative and judgemental. Therefore, change becomes necessary. There are many things in today's world that need change and this article touches on the all-important social aspects, such as racism, bullying, and education.

Racism is one of the worst realities our world is challenged with. The definition of racism, is when someone is against a person strictly because of the racial or ethnic group they belong to. As a white person, I am aware that I am privileged, and I find this disturbing. Statistics show that many employers will choose to hire a white person rather than a person of color. But it gets much worse. People of color endure extreme violence, often by the very people that society has entrusted to protect them. For example, Breonna Taylor, a 26-year-old African-American emergency medical technician, was fatally shot by police in her own home. As a response to the incident, I hope that there is a big change in gun policy and weapon availability.

Bullying is a hot topic at the moment, and I'm glad it's getting the attention it deserves. I think people are not aware of the importance of acceptance. Everyone should know that being different, looking different, and acting differently does not mean that you should be treated any differently. This is what our new generation needs to learn, so they can see the world in a new light.

I saved the best for last — mental health. This includes our emotional, physiological, and social well-being. It affects how we think, feel, and act. It also determines how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood to adulthood. An important statement to remember is that money can't buy happiness. Some of the richest people are depressed while some of the poorest people are content, cheerful, and only see the best in the world. This shows the importance of good mental health.

The next thing I would like to touch on is public education. Every child deserves a good and free education and there are clever ways this can be done. The African Children's Choir has created a sustainable way to educate children across Africa and all around the world. This is a success story as an example of how we can all help make the world a better place.

Even though these things I just stated are obvious to many, there are still thousands and thousands of people dealing with these issues daily. Let's come together and work towards improvement. Who wants to live in such a hateful world? Now's the time for change. Now's the time to start uncomfortable conversations. Now's the time to get on google and expand our knowledge. Let's learn and grow together every single day.



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The views expressed in this article do not necessarily reflect the editorial policy of NOVA Times.

The importance of art education

By Lina Nikolovska

As people, we are immersed in art every day. The arts offer students a way to express themselves while also allowing them to escape worry of failure, as in art there is no right or wrong. Schools have undermined the importance of art programs as they argue that it is more logical for students to choose chemistry and receive a great grade through strenuous effort and diligence than to be judged subjectively when choosing subjects, such as drama.

Art education enhances a student's cognitive, behavioral and social, as well as critical and intellectual skills. The research study conducted by Dr. Kevin Dunbar from the University of Toronto at Scarborough, functional Magnetic Resonance Imaging (fMRI) was used to monitor and compare the different brain activity of students who were exposed to art and students who were not. The students' creative thinking skills were stimulated by a deceptively simple psychological experiment called The Uses of Objects where the participants received the name of an object, such as a brick, and were asked to provide the largest possible number of uses for the object as they can think of. The art students generated more divergent answers than the non-art students and the different patterns of brain activation suggested that art students have significantly more developed motor, language, social and creative-problem solving skills and are prone to be more effective with decision-making, risk-taking, and inventiveness.

However, the research suggests that while there is a potent difference in brain capabilities between art and non-art students, the data shows that the most significantly developed area of the brain was the cortex associated with linguistic, symbolic retrieval from memory, rather than mapping from one semantic domain to another. This proves the point that teaching through the arts can present difficult concepts visually, making them more easy to understand. That being said, there is substantial evidence to suggest that there is a strong connection between art education and academic achievement. In an interview with the New York Times, author and scholar Ellen Wiener, along with her co-authors and associates, explored the correlation of art engagement with academic achievement in their book "Studio Thinking: The Real Benefits of Visual Arts Education" (Teachers College Press). Her studies showed that while there are many positive benefits from arts classes in other subjects, Ms. Wiener said "the three statistically significant benefits that she found were unrelated to grades or test results: making music in the



Image by Edgar Colomba via Pexels

classroom improved visual skills in children; listening to 10 to 15 minutes of classical music improved the same type of skills in college students... and classroom drama improved some verbal skills." Mrs. Winner advocates to provide realistic arguments and emphasizes that art education should be championed for its own sake, not simply because of a wishful sentiment that art classes improve students' math, reading skills and standardized test scores. Elliot Eisner, a professor at Stanford University further adds that "Not everything has a practical utility, but maybe it has value as its own experience. Learning through the arts promotes the idea that there is more than one solution to a problem, or more than one answer to a question."

Furthermore, Psychology professor at the University of Winchester, Paul T. Sowden warned that countries have a tendency to neglect the arts and humanities subjects as schools shift their focus to science and technology. For example, NOVA has very few to no art or music clubs, and we do not participate in performing art CEESA, such as choir and ISTA. Dr. Sowden emphasized the importance that arts education should be available equally to everyone as art education enables students to build resilience and determination, as well as to help them master complex skills-such as critical thinking and problem-solving. While the argument that arts education does not aid in the study of all the disciplines and subjects directly, is valid; Dr. Sowden adds that the main advantages of art education is that it helps students develop positive study habits, behaviors and attitudes and that art classes and clubs encourage children to be more curious, to have more engagement, to be more creative and to use their imaginations, but also to approach their work and problems in a systematic and

disciplined way.

Thus, while many educators and schools might argue that the arts are not as potent as STEM subjects, it is irrefutable that modern neurological research shows that not only do the art subjects, such as music, improve skills in math and reading, but they promote creativity, social development, personality adjustment, and self-worth. Additionally, various studies have concluded that curricular and extracurricular art programs and activities aid in keeping high-risk dropout students in school and multiple cases show that students exposed to art programs are "4 times more likely to be recognized for academic achievement and 3 times more likely to be awarded for school attendance."

It seems inconceivable that art education does not have many important benefits, yet our and many other schools continue to fail recognizing its importance and shows no initiative to incorporate such programs in our school. So, fellow teachers and parents, I urge you to think before you rush to pressure your sons and daughters out of the arts and into STEM courses. I ask only that you listen more attentively to the voices and hearts of us, the passionate and creative young people. We must advocate for change and voice our artistic passions and encourage a broad liberal education that fosters our expressiveness and values us as creative young people – beaming with creative hearts as well as minds, dreams as well as ambitions.

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Existentialism in Film

By Adora Limani

Time and time again, film has been used as a vessel for communicating the intricacies of the human condition. With cinema evolving and film emerging as an art form in the early 20th century, directors would have the freedom to implement existentialist themes in their work and address the questions which plagued their audiences the most: How can we live in an absurd world? How can we act authentically and in good faith? What does it mean to be free? What does it mean for existence to precede essence? What is the duty of the individual to the collective? We are born with these inquiries as a birthmark on our skin, and with existentialism we are able to find comfort in this uncertainty. Indeed, it examines mortal man's search for meaning in a meaningless universe. The two films mentioned in this feature are, in my opinion, masterpieces which embody existentialism in the most vehement and raw manner. Here I will coalesce brilliant minds such as those of Scorsese and Heidegger in a way which one would mix ingredients in order to bake a cake, with the intention that it leaves a sweet taste in your mouths.

American Beauty (1999)



Sam Mendes' *American Beauty* is a perfect example of an existential film. The main character, Lester Burnham, is a middle aged man who feels a sense of meaninglessness in his existence. At the beginning of the movie, Lester says this: "Both my wife and daughter think I'm this gigantic loser and they're right, I have lost something. I'm not exactly sure what it is but I know I didn't always feel this... sedated. But you know what? It's never too late to get it back". The quote depicts Lester's struggle with an existential crisis, and also correlates to Albert Camus' infamous Myth of Sisyphus. Lester feels as though he cannot escape the monotonous routine he is bound to, as depicted by one of the first montages in the film. This can be analogous to Sisyphus' eternal curse of having to roll a rock up a hill only for it to fall back down again, and like Sisyphus, one must imagine Lester as happy. The repetition in Lester's life is broken when he develops an attraction to one of his daughter's friends, Angela Hayes. It is almost as if *American Beauty* mocks the typical "American Dream", a dream which perpetuates the eternal repetition of work only to come home home to a feeling of meaninglessness. This same theme can be found in many of Franz Kafka's works, as his works portray the absurdities of a bureaucratic lifestyle much like *American Beauty* does. *American Beauty* gives us an optimistic perspective on existentialism, showing audiences that throughout the movie Lester develops as a character and begins to embrace the absurdities of life. In this case, Lester embodies Camus' Sisyphus. This greater understanding leads him to finally feel freedom and happiness at his last moments, where Lester mutters the words "I'm great". The final scenes portray a theme of liberation, a subject which Friedrich Nietzsche's book *Gay Science* touches on in terms of the limitations that religion places on freedom. Although *American Beauty* does not dabble in religious discussion, there is no doubt that the film showcases how liberation had helped Lester become content with meaninglessness. Lester can also be compared to Nietzsche's "last man" in *Thus Spoke Zarathustra*. The "last man" is described as having no passion, while Lester himself admits that he was living the life of a "dead man" before his existential metamorphosis. Both characters are subject to suffocating environments which Nietzsche believes are detrimental to constructing one's identity.

Taxi Driver (1976)



In *Taxi Driver*, director Martin Scorsese portrays the themes of isolation and confrontation with one's own existential baggage. Travis, a socially rejected Vietnam war veteran, is eager to give his life a sense of purpose. Working as a taxi driver in New York city, Travis is surrounded by what he considers to be low-lives. However, it is revealed throughout the film that he is a walking contradiction. Scorsese himself claims that movies often behave as dream or drug-induced reveries, which is why *Taxi Driver*'s illusive cinematography creates the feeling of being in a limbo state between sleeping and waking. We soon find out that Travis' contradictions and disconnection from reality are the product of his existential grief, in which case Travis repeatedly fails to find the sources of his turmoil. Screenwriter Paul Schrader said he took inspiration from Dostoyevsky's novel *Notes from the Underground* in terms of its bitter narrator which continuously delivers lengthy monologues. In one of his monologue diary entries, Travis states this: "All my life needed was a sense of someplace to go. I don't believe that one should devote his life to

morbid self-attention, I believe that one should become a person like other people". It is clear that Travis is obsessed with the idea of acceptance and wants to portray himself as an altruistic hero. These obsessions are what ultimately lead him to a violent outburst at the end of the film, and in this way, the film actually places the European existentialist hero in an American context. Schrader also stated that he was influenced by philosopher Jean-Paul Sartre's existentialist novel *Nausea* while writing the film, which undeniably impacted the film's philosophical notions. Through his relationships with Iris and Betsy, it is clear that Travis believes he will finally find altruistic meaning through defeating the men who control these women. In Iris' case this is Sport, and in Betsy's case it's the politician Palentine. These masculine symbols only remind Travis of his existential grief and the way he will never be able to lead the life he idolizes, which is what eventually leads him to become violent towards Palentine. What causes Travis' need to confront his existence is what the existentialist philosopher Heidegger refers to as *Dasein*. *Dasein* describes the notion that unlike any other object, human beings have essence. This essence is what creates the anxiety Travis suffers during his existence, since according to Heidegger we are merely thrown into the world without any guidance that could lead us to discover our meaning. In the final act of the film, we see Travis as an immortalized being who has been plagued by this existential cluelessness and need for confrontation. The film shows us a clear depiction of a man in solitude from an existentialist point of view.

Race to the Covid-19 vaccine

Vaccines normally require a decade of research before production and it could take from 6 to 15 years of efforts before the vaccine is approved. However, in the case of the vaccine against Covid-19, scientists hope to develop the vaccine within 12 to 18 months i.e. at a certain point in 2021.

By Jovana Vasilisa Jovanovikj

The outbreak of the first pandemic in the 21st century, caused by the coronavirus Covid-19, has profoundly changed our lives. The world's leaders are still not able to foresee all the consequences of the global disruptions caused by the outbreak of this virus, but what is certain is that decades of progress and development in the fight against hunger, poverty, unemployment, inequality, lack of access to basic sanitation, education and health service have been wiped out in the last six months.

The doctors and hospitals around the world are struggling to contain the spread of the virus, but the pandemic will be defeated only with the invention of an effective treatment and the development of a vaccine, as the ultimate form of protection. Vaccines imitate the virus, stimulating the immune system of the human body to develop antibodies and to protect the potential victim from the fatal disease. They protect against many different bacteria and viruses, including measles, pneumonia, cervical cancer, meningitis, mumps, polio, flu etc. All these various vaccines are obligatory for children around the world. Vaccines have lowered the mortality rate (before the vaccines, life expectancy was globally around 40 years), they enable happier and longer lives for the people and better economic development of the nations.

According to the World Health Organization currently there are more than 170 teams around the world developing safe and effective vaccines against the coronavirus Covid-19 (other sources claim more than 300 groups of scientists work on this issue). These teams must follow higher safety standards because the vaccines are given to millions of healthy people who volunteer in the process of their development. In the preclinical stage of testing, researchers give the vaccine to animals to see if it triggers an immune response. In the first phase of clinical testing, the vaccine is given to a small group of people to determine whether it is safe and to learn more about the immune response it provokes. In the second phase, the vaccine is given to hundreds of people so scientists can learn more about its safety and correct dosage. In the third phase, the vaccine is given to thousands of people to confirm its safety – including rare side effects – and

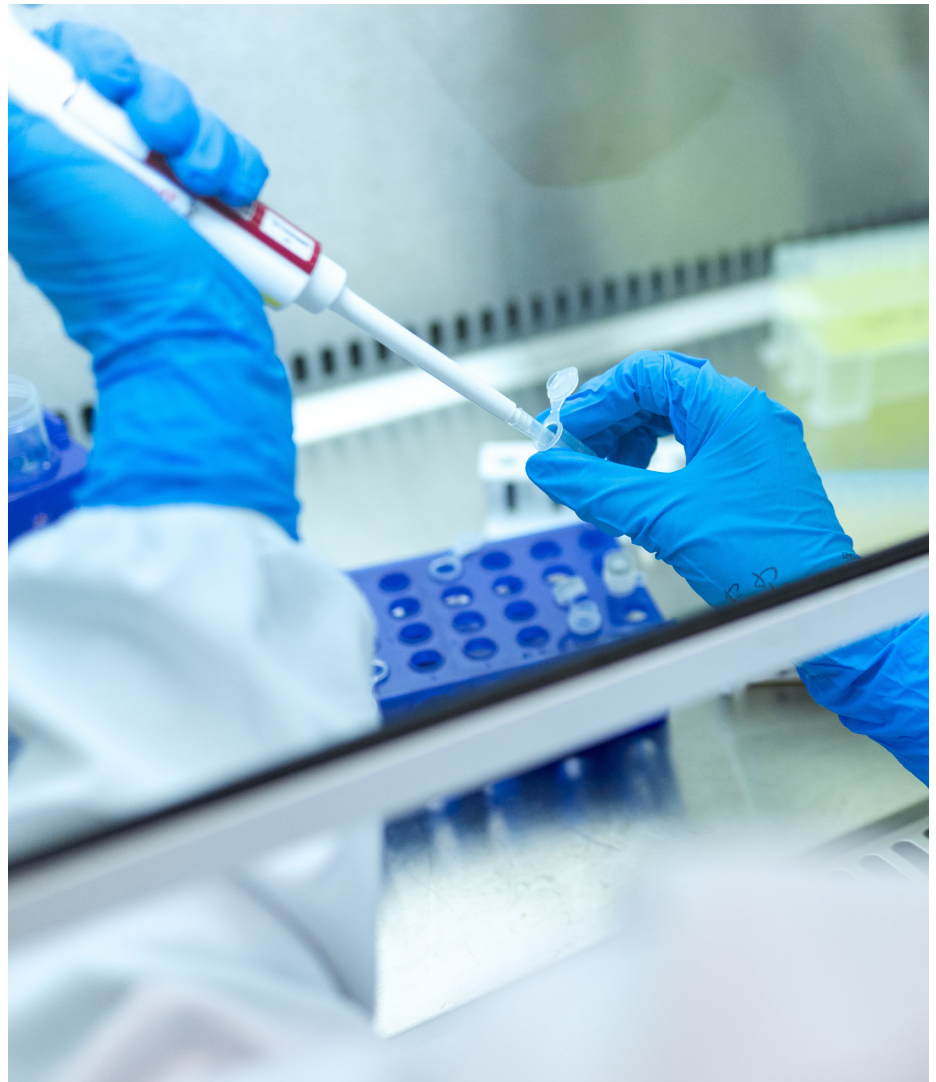


Image by ThisIsEngineering via Pexels

effectiveness. Right now, only ten efforts have progressed to the third phase, principally consortiums made of universities, research institutes and pharmaceutical companies, such as Pfizer and Moderna from the USA, Beijing Institute of Biotechnology and Sinopharm from China, Gamaleya Research Institute from Russia, University of Oxford and AstraZeneca from the UK and others. Unfortunately, none of these efforts have completed the third stage, so none of the proposed vaccines are in the process of production and distribution.

Vaccines normally require a decade of research and testing before production and it could take from 6 to 15 years of efforts before the vaccine is approved. However, in the case of the vaccine against coronavirus Covid-19 scientists hope to develop the vaccine within 12 to 18 months, or during 2021. Rarely before, in the history of humankind, have all hopes turned to science and technology. Finally, the people are rediscovering that researchers, along with doctors and nurses, are the true heroes of our civilization.

Robotics club

Why should you join?

By Elena Karchicka

I joined the Robotics club 3 years ago, in my freshman year, with no prior experience. All I knew was how to hold a wrench, however, I was very eager to learn more about the world of technology. So, my first year, I learned all about the basics of building a robot, the next year I became vice captain and later on captain, and helped write the Engineering Notebook (a documentation of our robots journey).

In this club, there is a great deal of cooperation from older and newer members, with older members slowly teaching the newer members. You get to learn how to start planning and designing a robot, building it through trial and error, and finally presenting your work. We usually attend CESSA competitions, however, this year due the pandemic, we wouldn't be able to. On the bright side, due to not having an official competition, we would be able to come up with more creative ideas and try to face any challenges we can come up with.

If you're interested in joining, contact the Robotics coaches, Mr. Ristovski (igor.ristovski@nova.edu.mk) or Ms. Lozanovska (ankica.lozanovska@nova.edu.mk) for more information or join via the link sent for the SuperNOVA Activities.

Anonymous Box

The anonymous box is a place where students can anonymously submit their thoughts and opinions about what's happening at school.

Here are the issues of this issue:

- "I find the EE classes a useful source of information"
- "We shouldn't have advisory class 4 times a week. We have nothing to talk about"
- "Start using classroom instead of Man-agebac"



WILD BOARS
SKOPJE YOUTH RUGBY

LOCATION: Lokomotiva Football Pitch

MONTHLY SUBSCRIPTION: 800 MKD

REQUIRED GEAR:
Mouth Guard [optional but it's highly recommended], Cleats, Athletic clothing, and Water.

DAYS AND TIME: Tuesdays, Thursdays and Sundays; time to be determined.

FIGURES IN CHARGE:
Christian Power (Youth Co-Founder & Co-Captain) cp12292@nova.edu.mk
Alessandro Bogo (Youth Co-Founder & Co-Captain) ab14669@nova.edu.mk
James Holt (Club President)
Michael Markovski (Senior Team Captain, Coach)
Aleksandar Smiljanovski (Senior Team Vice-Captain)

PLANS TO INTEGRATE THE INEXPERIENCED:
Since the sport is not widely known in Macedonia, it is new to almost everyone. Very few players on the youth team have in-game experience, so everyone would be starting at an equal skill level. For the first couple of training sessions, the new players will be taught the rules and the basics of the game. After the rules and basics have been explained, the new players will start to learn passing and the basics of tackling on pads. After a few week long crash course on tackling, the players will slowly integrate into tackling each other. After a month or two, the players will now be prepared for full on training, and if skilled enough, matches.

WHAT HAPPENS IN TRAINING:
Tuesdays are the days where we practice conditioning, passing, and handling drills;
Thursdays are the days where we practice tackling;
Sundays are split sessions, back and forwards set pieces.

ABOUT RUGBY:
Not to be confused with American Football, Rugby is a contact sport, where the aim of the game is to score more points than the other side and points are scored through tries, conversions, penalty kicks and drop goals. Matches are split into 40 minute halves with a mandatory rest period of 10 minutes in between the two halves. There are two types of Rugby, Rugby Union and Rugby League; the rugby we're teaching is the more popular form of rugby, Rugby Union.


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About Us:

NOVA Times is a student-run newspaper that allows NOVA high school students to express themselves in the field of journalism.

If you would like to write for NOVA Times or raise a technical question, please contact either lp14699@nova.edu.mk or ek14343@nova.edu.mk. If you would like to respond to a particular newspaper piece, write a letter to the editor by using the same email addresses.

- Editors-in-chief: Elena Karchicka and Luka Pavikjevikj
- Designer: Stefan Nikolaj
- Writers: Adora Limani, Ana Stevanoska, Jovana Jovanovikj, and Leona Krstevska Simeonova
- Opinion contributors for this issue: Aleksandar Atanasovski and Lina Nikolovska

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