

# SENIOR ISSUE



AN OLD ROCHESTER REGIONAL HIGH SCHOOL STUDENT PUBLICATION

# PAW PRINTS

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## THE FALL OF COWBOY THURSDAY

*Where did it come from? Where did it go?*

**BY AUDREY KNOX**

What happened to Cowboy Thursday? This is the question many ORR students have been asking themselves now that we no longer see cowboys roaming the hallways. An inside joke that started off small grew exponentially as more students and staff donned that iconic western look before walking through ORR's doors on Thursday mornings. The phenomenon was short-lived, much like the famous @orr.memes Instagram account that took the school by storm last November. And like the meme account, Cowboy Thursday fell in record time. In an interview with Baylen Brunelle, one of the founders of Cowboy Thursday, I discovered the answers to these mysterious questions and more. According to Baylen, Cowboy Thursday never really ended because "it's a lifestyle, and there will be another one down the road". But in order to dive into what really happened to Cowboy Thursday, its origins must be understood. Our story begins on that fateful day at Tractor Supply Company.

Interesting enough, Cowboy Thursday actually began on a Wednesday, the Wednesday before the first Cowboy Thursday ever.



Photo via @menorcowsorr on instagram

Wednesday, March 6th, was a half-day. In search of something to do, Baylen Brunelle, Owen Shaughnessy, Cuyler Mathew, and Jake Cuoco decided to take a trip to Tractor Supply Company. There they bought their cowboy attire, including hats, belts, boots, jeans, and handkerchiefs. In their outfits, they traveled through the tri-town, Fairhaven, and Acushnet as a social experiment. Receiving a positive and amusing public response, they decided to take a risk and try it at school the next day. Hence, Cowboy Thursday was born.

*(CONTINUED ON PAGE 2)*

**Meet your new Student Council E-Board Elects:**

**President:**  
**Lucy Zhang**

**Vice President:**  
**Payton Lord**

**Secretary:**  
**Edward Gonet**

**Treasurer:**  
**Ryu Huynh-Aoyama**

**Public Relations:**  
**Rachel Fantoni**

*Details on page 8!*

page  
**Satire {6}**



## Senior Class Future Plans

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## AMERICAN EDUCATION FROM A FOREIGNER'S POINT OF VIEW

**BY ANNA TERTERYAN**

English class - The teacher introduces a new type of activity that will be completed at the beginning of every class: the journal. The purpose of this assignment is to exercise the creative writing skills of every student. "You can write literally whatever you want, whether it is about how you liked your breakfast, or the beginning of the next big American novel," explained the teacher.

Once this announcement broke, the classroom lost much of its enthusiasm. Some students even quietly complained about this new initiative. Their reaction confused me, especially because

I was so pleasantly surprised at the idea that a teacher would ask for a free-written piece - not an assignment, not an analysis of someone else's piece, but something I personally chose to write about.

The situation made me consider education as a whole and how it differs from my school system back at home in Germany. Such an assignment would never exist in a German school. Compared to the German education system, unfortunately, teachers couldn't care less about what a student wants to write about. The purpose of school is

strictly academic with little room for creativity. All students are required to take the same classes at the same levels and to prove that they are good enough to stay afloat among the competition.

This much pressure would be unimaginable for most American students, yet I constantly hear the same school-related complaints out of the mouths of U.S. teens. There is no one to blame for it. It's not their fault, after all, as most students have only been exposed to their own high school's academic culture. Plus, juveniles complaining *(CONTINUED ON PAGE 2)*



## THE FALL OF COWBOY THURSDAY (CONTINUED)

... The popularity of Cowboy Thursday skyrocketed after Baylen and his crew introduced it to ORR. By the second Thursday, the number of cowboys had jumped from four to anywhere between eighteen and thirty schoolwide. This trend eventually spread to other schools, including Upper Cape and Fairhaven High. The official Cowboy Thursday Instagram account, @menofcowsorr, perhaps facilitated its rise. The account posted and continues to post, photos of students/staff dressed as cowboys, Cowboy Thursday-related reminders and announcements, and topical memes.

For the founders, it was most interesting to see how people reacted in an awkward situation. Luckily, ORR embraced Cowboy Thursday with open arms instead of mocking or rejecting it. Baylen recounted what it was like walking around the school for the first time in his cowboy attire. He recalled hearing someone in the hallway say, “that’s the third one I’ve seen today”. At our school, although there’s a

dress code, there’s no standard of dress. Students enjoy putting on whatever tickles them pink each morning before coming to school. Despite our school’s diverse range of clothing styles, four students dressed proudly as cowboys were just enough to turn heads. Ryu Huynh-Aoyama, an ORR junior and an avid Cowboy Thursday participant, stated that he observed that students were unified by this tradition, calling it “pretty swag”.

But the most pressing question still remains: what happened to Cowboy Thursday? There was no official end or big bang. The truth is, Cowboy Thursday just fizzled out. A contributing factor may have been that a majority of ORR’s cowboys were in the drama club. Most chose to honor the drama club hell week tradition of wearing show t-shirts instead of their usual Cowboy clothes. Although it would be impossible to pinpoint the very last Cowboy Thursday, the hell week before “Anything Goes” may have been the beginning of the end. The Cowboys cannot be faulted for this, of course, since we all have other commitments we must attend to. By that point, Cowboy Thursday started to feel like an obligation to some of the original founders instead of a fun day like it was before.



Mr. Nailor dressed in western attire on Cowboy Thursday. Photo via @menofcowsorr on Instagram.

Contrary to popular belief, the influx of students joining the cowboy crowd was not the reason it fizzled out. Things like this rarely last, just as @orr.memes taught us earlier this school year. When something gains popularity at such a remarkable rate, it will lose relevance just as quickly. In the words of famed writer F. Scott Fitzgerald: “All the bright precious things fade so fast...”

Upper Cape Tech’s meme page of 700 followers gave a shoutout to our cowboys. Bishop Stang, despite their strict dress code, also joined us in participating in Cowboy Thursday by wearing hats. The day even made it into Fairhaven High’s morning announcements. And though our beloved Cowboy Thursday is not as prevalent as it used to be, the Cowboys hope to reinstate it as a future student council spirit day. Right when we are least expecting it, we will look up to see cowboys strolling the halls of ORR once again, just you wait.

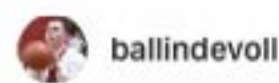


An original Cowboy Thursday meme via @menofcowsorr on Instagram.

## AMERICAN EDUCATION FROM A FOREIGNER’S POINT OF VIEW (CONTINUED)

... about high school misfortunes is a tale as old as time, just like “parents will never understand.” But still, perspective is key. If more students were able to see high school from another point of view, perhaps their attitudes would change.

Journaling is a beautiful way to express yourself and your thoughts. It gives you the freedom to talk about what matters most to you. This freedom to choose your own path extends to the entire U.S. education system. Even the opportunity to select unique classes can change the life of a highschooler and the atmosphere of the whole school. The U.S. school system is undoubtedly more focused on students’ freedom, individuality, and personal ambitions. Of course, there are some aspects of school in Germany that are better than in the U.S. But after spending a year here, I have the impression that the American education system is more aimed to encourage young adults to develop complex personalities, rather than turning them into knowledge-producing machines.



Anytime something vaguely controversial happens at ORR



Meme via @ballindevoll on Instagram.

“Grease in the Shoes? Keep on Sliding,”  
and other life lessons with Sra. Carreira

BY EMILY WILSON



Photo credits: Sofia Sudofsky

Señora Carreira’s classroom is colorful and full of life. Piñatas hung in the sunlight allude to previous years of Spanish students whom she has guided. Photographs on the back wall tell of her family. The yellow, blue, and red striped sash across the back of her chair tells of the country where she was born and raised, Colombia. Not often does ORR see a classroom as vivid and personalized as Señora’s, and it’s hard not to wonder what kind of stories it holds. Señora teaches her Spanish classes with purpose, and her unique life experiences have shaped her style greatly. She’s among the only foreign-born administrators in our school district, and because of this, she’s no stranger to the unique struggles immigrants face, including intolerance, something that changed Señora’s path in life. Señora has worked hard and shown dedication to get to where she is today, and her story is one of perseverance and bravery.

Señora Carreira was born in Bogotá, Colombia, to a mother who was a saleswoman at an airport and a father who was a professional photographer. With two older sisters, Señora was the baby. Her grandparents provided a great amount of support to her family, as her mother worked long hours. Señora’s mother, who spoke both English and Spanish, inspired her passion for the English language. “Part of my love for English came from [my mother] because my mom took so many classes for English so that she could talk to the clients out of the country,” she says. While Señora did not become fluent in English until she was in her 20’s, this early exposure helped her establish familiarity with the language.

Señora’s family began preparing to go to America before she was born. Her uncle had moved to America when he was 20 years old and dreamt of moving his entire family to the U.S. As time passed, more members of Señora’s family migrated to America, including her grandparents and her father. It took seventeen years for her parents’ papers to go through the system before migration was possible, but not without restrictions. Only Señora and her father were eligible to pass into the U.S., and she would have to do so before the age of 21. This put Señora in a difficult position. “I told them in the embassy that I didn’t want to come right away because I was still finishing high school. I always did so well in school. I was very studious. So when I graduated, I got accepted to university. So I was like, ‘I’m gonna study [in Colombia], why would

I leave?’ ... So I asked for another extension.” At first, Señora went to the U.S. after every semester so she could finish college and keep her immigration status, but the U.S. forbade her from continuing this, so she chose to stay in Colombia and finish college.

When Señora finished her schooling and got her degree in architecture, Colombia’s job market was growing increasingly unstable. Señora’s success in school could not have prepared her for the difficulty of finding a job in her country’s teetering economy. “I would always get the best grades... and then it’s like I finished school, and I’ve got these great grades, and then it was like all of a sudden what was I gonna do? That emptiness of not knowing what was going on was and not having a job, and wanting to do things. That was terrible,” she recounts. This situation made her rethink emigrating to the U.S. “Leaving things halfway done is not my style, so I could not just come here and leave it. I was already like ‘I’m gonna finish this.’” Seeing it as a brave new challenge and opportunity, Señora decided to try living in the U.S. for an initial 9 months to learn English.

Wanting to live close to her family in America, Señora moved to Miami, Florida, where her father was. Since she was still having trouble finding work as an architect, Señora got a job at a McDonald’s restaurant. The work was hard and draining, but Señora had a philosophy that kept her going: “Grease in the shoes? Keep on sliding.” Learning English proved unsuccessful that time around too, since her exposure to the language was very limited in Miami, a city heavily populated with Spanish-speakers. Señora became discouraged. “I’m not saying that any job is bad, but I had a bachelor’s degree in architecture, and I was really sliding in grease every day, that’s not what I wanted. So I went back home.”

After spending more time in Colombia, Señora decided to try again in the U.S., this time in Boston. She remembers thinking: “Boston is the way to go. I’m going to find a class, find a job, and I can start.” Señora’s ambition and hard work began to pay off when she got her first

job as a civil engineer. She got the job and loved her coworkers, but found the work boring.

Señora eventually found a job at another firm, but her experience was not a positive one. “I was the young lady who had a huge accent. Before, everyone had been so nice, and at this new place, it was like ‘I don’t understand what you’re saying.’ They were not even trying, it was awful.” At the new firm, Señora felt like she could not share her ideas because they would not be taken seriously due to her identity. Her new coworkers were also unwilling to mentor her. Señora recounts: “Their mentality was ‘By the time I teach you how to do it I would rather just do it myself.’” She also felt as though her knowledge was being undervalued because she got her degree at a Colombian university rather than in the U.S., despite the fact that she went to one of the top five schools in her country. This pattern of disrespect made Señora question whether or not she made the right career choice. “I was just not ok,” she laments. “Not consciously, I ended up in a career change [because of intolerance].”

Luckily, Señora was able to get her old job back with the first firm in Boston. She began to thrive again in this position as her confidence built back up. “It was paying the bills and it was good knowing I could live by myself, support... (CONTINUED ON PAGE 11)

ATTENTION SENIORS...

ARE YOU PROUD OF YOUR  
SENIOR PROJECT?Do you want to see it published in the next  
Issue of Paw Prints? Email your project to  
emilywilson@goldrochester.org.



## DEVOLL'S PICKS

# WHAT DOES IT MEAN TO BE A "REGI" STUDENT?

The core OR "REGI" values - resilience, equity, growth, and integrity - are very important aspects of what it means to be a bulldog. We may not realize it, but teachers are always on the lookout for students who demonstrate these values through their academics, community service, leadership, and more. Last March, Principal Devoll drafted groups of teachers to identify a student who they could agree demonstrates one or more of the core values. The teachers wrote a brief paragraph about who they chose. If you've ever wondered what you can do to better demonstrate these values, take a look at some of these exceptional students!

### Brielle Correia

"Brielle Correia is a student who we felt demonstrates integrity. She has a strong moral compass and holds herself (and others around her) to a high standard. She gets a great deal of satisfaction from working hard. She has matured since freshman year when she constantly obsessed over her grades and fretted if she did not have all As. She is a good friend to kids who sometimes may not be the easiest kids to get along with. She serves as a teacher aide for a new teacher who is teaching a difficult class. She also volunteers once a week at a homeless shelter tutoring kids. She is very down to earth student and not arrogant at all."

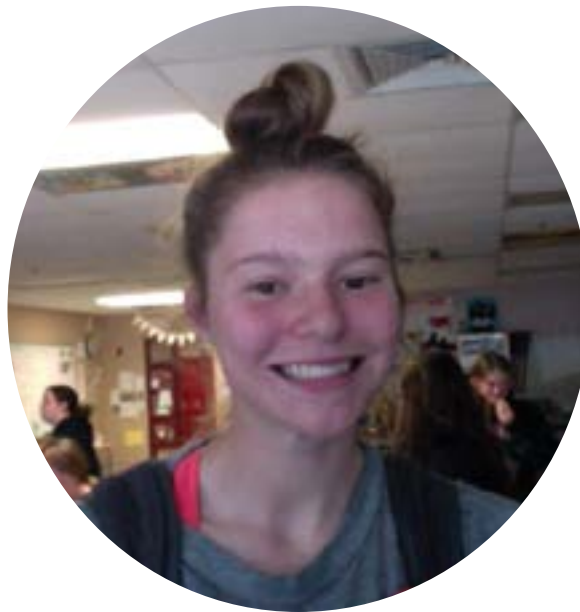
### Harrison Burke

"Harrison Burke is someone who embodies both resiliency and integrity. He consistently overcomes challenges that he faces, and is an active, engaged member of the school community. He is a role model for his peers due to his strong work ethic and positive demeanor and perseveres toward his goals."



### Mary Butler

"Mary Butler is a student who embodies all the characteristics of our core values. She is resilient, wants to always be better, has an infectious personality, and is someone who would never cheat to get ahead. She relies on hard work to make herself a better person."



## VOLUNTEERS NEEDED

Passing the U.S. citizenship test isn't easy... and local immigrants need your help!

The New Bedford Immigrants' Assistance Center is looking for citizenship test tutors.

Contact [j.vicente@iac1971.org](mailto:j.vicente@iac1971.org) for more information.

All students listed gave Paw Prints permission to publish their names and photographs.  
- Paw Prints staff

## DEVOLL'S PICKS

# WHAT DOES IT MEAN TO BE A "REGI" STUDENT? (Continued)

### Edward Gonet III

"Edward Gonet is an honest young man with strong moral principals. He is well regarded by his peer and faculty. All and all, he is the embodiment of integrity at Old Rochester Regional High School. Go Bulldogs!!!"



### Tori Monteiro

"We all agree that Tori Monteiro has done tremendous work promoting 'Equity'. In the last few weeks, she took the discussion surrounding the racial tension at the hockey game and turned it into an opportunity to promote equity. She met with the administration to discuss the problems and how to address them. Her initiative, maturity, diplomatic approach and determination have led to an important discussion about equity at ORR. The leadership she has shown will impact our school in the future."

"We recommend Tori Monteiro for resiliency. She is actively involved in many extracurricular activities. She has taken the leadership role in addressing the staff and students concerning racial issues at our school. She is initiating a Diversity Club."

"Tori Monteiro embodies equity in bringing racial and other social justice issues to light at Old Rochester. She has shown confidence and maturity in addressing these issues before the entire staff and hasn't shied away from difficult conversations."



### Nolan LaRochelle

"Growth, but has embodied both integrity and resiliency. Amidst the difficulties in the Drama Club this year, Nolan has stepped up to help lead by example and take on extra responsibilities."



### Lilah Gendreau

"Lilah has grown from a 10A student as a sophomore to a good AP student as a junior. She has grown into a wholesome young adult handling diverse situations and blossoming as a student, citizen, and lead in the play. Character, integrity, and genuine identity are what Miss Gendreau is all about."



**SATIRE**



**NEXT PAGE**



# THE SALTY DOG SATIRE MANICURES TO PAINT OVER GENDER INEQUALITY

BY ALEXA MCLEOD



*A smiling female office worker and her favorite manicurist gossiping! Photo credit: Sofia Sudofsky*

In the past century, an increasing high number of women have sought employment to support their families. At first, the job force was not extraordinarily welcoming to women, but now, many women are “breaking the glass ceiling” and becoming executives or other successful authority figures. Careers that were previously male-dominated are now expected to cater to women who have decided to leave their traditional roles behind. Society has made plenty of necessary changes to promote gender equality in the workforce; however, women still face a distinguished set of obstacles as a result of gender stereotypes. In recent years, our culture has become increasingly concerned with the gender wage gap, a figure that shows that women are, statistically, paid less money for doing the same job as a man with the same qualifications. Some people suggest that laws which regulate wages should be implemented to make sure that employees are paid fairly for their work. These laws would only marginalize women more. If these laws were to be enacted, the government would be sending a clear message that women need to be protected, reinforcing

existing stereotypes that women are “weak”. The only way to undo this injustice is to show gratitude to women through alternative means, instead of regulations. Therefore, the government should compensate for the pay gap by providing all women with weekly manicures supplemented by taxpayers.

Since they statistically make less money than men, women are more likely to be under financial stress. Manicures are proven stress-relievers. Each Friday, the government should pay manicurists to go around to different workplaces to paint the nails of the female employees. Who would paint the nails of the female manicurists, you ask? Well, other government-financed nail technicians, of course! Not only would all women look fresh and presentable with healthy cuticles, but they would also have someone to gossip with about those who have wronged them, or someone to confide in about their daily dilemmas, most likely revolving around who they are going to ask to babysit or when they are going to find time to wash the dishes. Women take oh-so very much pleasure in talking, so taking time out of their week every

Friday to talk about their problems and get their nails done would make women forget about the wage gap between them and their male colleagues. In addition, manicures would give women the confidence they need to excel at their job, for it is no secret that women are distracted by their insecurities, particularly about their looks. Painted nails could make women feel beautiful which would help them be friendly and outgoing in the workplace.

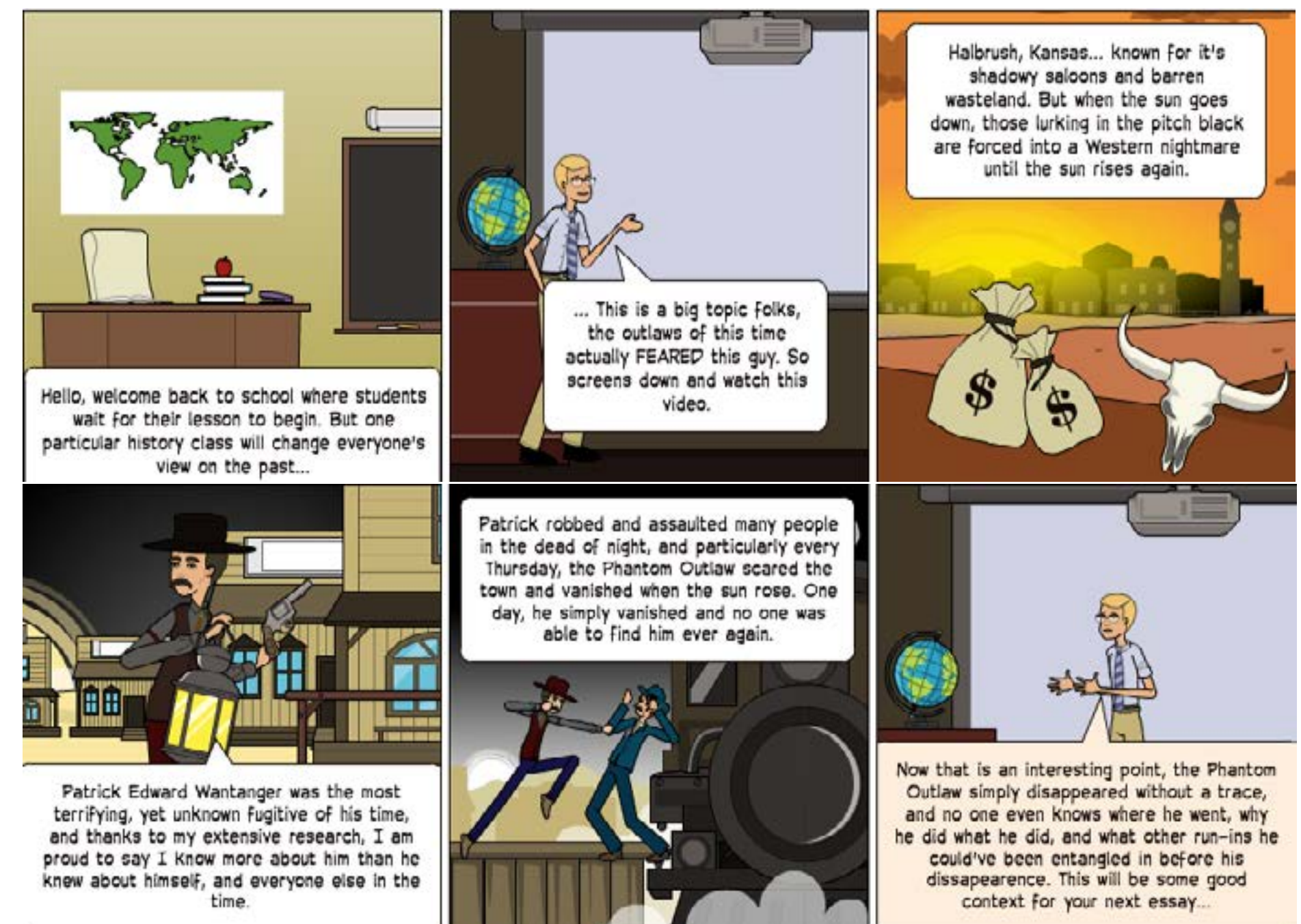
When receiving gifts, women are often more concerned about the thought or meaning behind the presents rather than the presents themselves. The same principle applies here. Women just want to feel important; however, the pay gap makes them believe they are not as appreciated as men. Weekly manicures would prove to working women that they are in our thoughts. An increase in pay would not mean anything to women, just as monetary gifts mean less to them than thoughtful ones. Giving women money lacks the emotional appeal they seek. With that said, manicures are the way to go. What else would they spend their pay raises on anyway?

**New Advice Column:  
"Since you Asked"**

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



## In the Dog House ~ By Paul Kippenberger



**UNDERCLASSMEN EXAM SCHEDULE  
~ ON PAGE 11 ~**





## NEWS

# WHAT THE FUTURE HOLDS FOR ORR'S STUDENT COUNCIL

The student council has just elected their new Executive Board (E-Board) representatives for the 2019-2020 school year! These representatives, who have achieved the highest rankings the club has to offer, are already making ambitious plans for next year. Being an E-Board representative is a great responsibility, and the future of ORR is in their hands. Four of the new student council elects have submitted quotes to Paw Prints detailing what student council means to them and what they hope to achieve in their new positions.

## Lucy Zhang

### President

“StuCo is important because they represent the students and decide on issues concerning the school community such as homecoming, class olympics, and helping school clubs. Next year as E-board President I hope to achieve better communications with the student body. E-board is working to get our school TV monitors for digital signage which will hopefully be a great way to announce school events now that there are no more morning announcements. I want StuCo to have a greater community presence through more community service and transparency. **We're going to try and be more efficient this year and plan events well in advance to avoid last minute problems.**”

## Payton Lord

### Vice President

“Student council is an incredibly significant part of what makes the school run the way it does. While our school has strong funding, many clubs lack the support they need when starting out. **Throughout the next year I hope to provide the clubs with not only what they need, but also what they are so incredibly deserving of.**”

## Edward Gonet III

### Secretary

“Student council is important to me because it gives students an opportunity for their voices to be heard, ideas to be erected, and it is a way to give back to the community. I enjoy giving back to the community and helping others, and student council is an excellent way to achieve that. This coming year as E-Board Secretary, I hope to be an advocate for our students, fundraise, and of course take notes and records smoothly. If any of our students have a complaint, question, comment, suggestion, etc., they can feel free to come and talk to me. I always try to be outgoing, and I can voice your opinion at our meetings! **Student council is all about YOU and how we can make your school year the best it can be.**”

## Ryu Huynh-Aoyama

### Treasurer

“Student Council is important to me, because it allows for students to make a difference in the school, and improve the school environment. As Executive Treasurer, **I hope to help sponsor more clubs and assist with school organizations to improve the school.** Our new screens will allow for more student body outreach, and make announcements much easier.”



## CAREER CORNER

# A SELFLESS CAREER PATH: JOINING THE MILITARY

BY KATELYN LUONG AND EMMA VIVINO



Photo via thebalancecareers.com

The U.S. military service is a field that offers a vast number of possibilities to all those who join it. Members of the U.S. military work to maintain the U.S. national defense. As of 2017, there were 2.1 million serving in the Armed Forces, all of whom joined voluntarily since the draft ended in 1973. According to the United States Department of Labor (USDOL) Bureau of Labor Statistics, members of the U.S. military serve in the Army, Navy, Air Force, Marine Corps or Coast Guard. Careers in the U.S. military go far beyond those viewed as conventional military jobs. Many doctors, nurses, and lawyers work in the military. Joining the military provides many benefits and is a very rewarding career for people with diverse skills and interests.

The U.S. military consists of those who have pursued either enlisted or officer careers. 82% of the Armed Forces are distinguished as enlisted, whereas 18% are officers (USDOL). In general, the enlisted carry out military operations. Specifically, those enlisted participate in combat training or disaster relief operations. These personnel also operate, maintain, and repair equipment and perform technical and support activities. Officers manage enlisted personnel and military operations. Typically, officers plan and lead troops in military operations. They also operate and command aircrafts, ships or armored vehicles. Specifically, officers provide medical, legal, engineering and other necessary services to military personnel.

There are a variety of different military officers with a wide range of responsibilities. Combat specialty officers plan military operations and serve as combat leaders. Healthcare officers maintain the health of military personnel. A skilled team of dentists, nurses, doctors, and surgeons work together to ensure the health and safety of every officer and enlistee. Transportation officers provide safe transport by air, ground, and water.

There are, however, requirements to join the U.S. military. According to Occupa-

tional Outlook Handbook provided but the U.S. Department of Labor, “Applicants must meet age, education, aptitude, physical, and character requirements.” Those who wish to enlist must be a minimum of 17 years old, have U.S. citizenship or permanent resident status, have a high school diploma or equivalent, have zero felony convictions, and must be able to pass a medical exam. There are also age limits for those who want to enlist in active-duty service. Applicants must meet physical requirements for height, weight, vision, and overall health. In order to become an enlisted member, applicants are required to take a placement exam called the Armed Forces Vocational Aptitude Battery (AS-VAB). This exam determines how suitable applicants are for certain areas of the military. Prior to enlisting, applicants must sign a contract, which will give options for length of active-duty or reserve-duty time, type of job, length of job training, and certain earned bonuses.

Alison Rivera is a military recruiter. His job is to find qualified applicants and to educate them on how they can contribute to the military. When asked about how joining the military has changed his life, Rivera responded, “While I had no problems getting good grades through middle and high school, I never really knew what I wanted to do with my life and I didn't know my potential and often sold myself short. After my attempts at college, the Marine Corps gave me direction and let me build on my goals while pushing me past the usual procrastination and indecisiveness that held me down for a good portion of my life.” In other words, joining the Marine Corps helped him build character.

Pursuing a career in this field can be incredibly rewarding. A guaranteed paycheck, education, and quality health/dental care are just some of the benefits. People enlisted in the military receive a monthly paycheck based on rank and years of service. In certain jobs, such as foreign, hazardous, submarine, or flight duty,

or for being medical or dental officers, people receive additional pay. After twenty years of service, retirement pay is available. Despite all of these benefits, the biggest reward is the chance to be part of a team and to serve your country.

There are, however, legitimate risks associated with joining the military that are important to understand. Men and women who join the military are extremely courageous individuals who willingly put themselves in harm's way for the sake of their country. Many military enlistees are involved in active combat or emergency relief efforts when earthquakes, floods, or disease strikes. While society's perception of the dangers faced by service people is somewhat exaggerated (as less than 1% of those on active duty between 1980 and 2010 died while serving according to the Congressional Research Organization) the dangers associated with active combat are still very real. The long-term risks of being involved in violent conflict are perhaps greater than the immediate risks. Post-Traumatic Stress Disorder (PTSD), clinical depression, and other mental illnesses are health risks that disproportionately affect veterans. These illnesses put affected individuals at an increased risk of suicide as well. Not all those who enlist in the military experience these issues, but these risks should be taken into consideration.

Though the military is not for everyone, participants often find the experience rewarding. It is a fast-paced, action-heavy career, which opens up opportunities for people to make a difference and serve their country. The ORR Guidance Department, which consists of 3 school counselors, Ms. McPhee, Ms. Perry, & Ms. Shields, would like to invite students interested in pursuing a career in the military to make an appointment with them to discuss their ambitions in further detail. Sergeant Carlos Arroyo from the Marines also frequently comes into lunch if you have specific questions you'd like to ask. Information about his visits are posted in Mr. Devoll's Week Ahead emails.





## ART

## ARTISTIC HAPPENINGS AT ORR

BY MS. BUTLER

It has been a busy and rewarding spring for students in the OR Art Department. Earlier this spring, two of our art students represented OR in the Emerging Young Artist 2019 Juried Exhibition, hosted by the College of Visual and Performing Arts (CVPA) at the University of Massachusetts, Dartmouth.

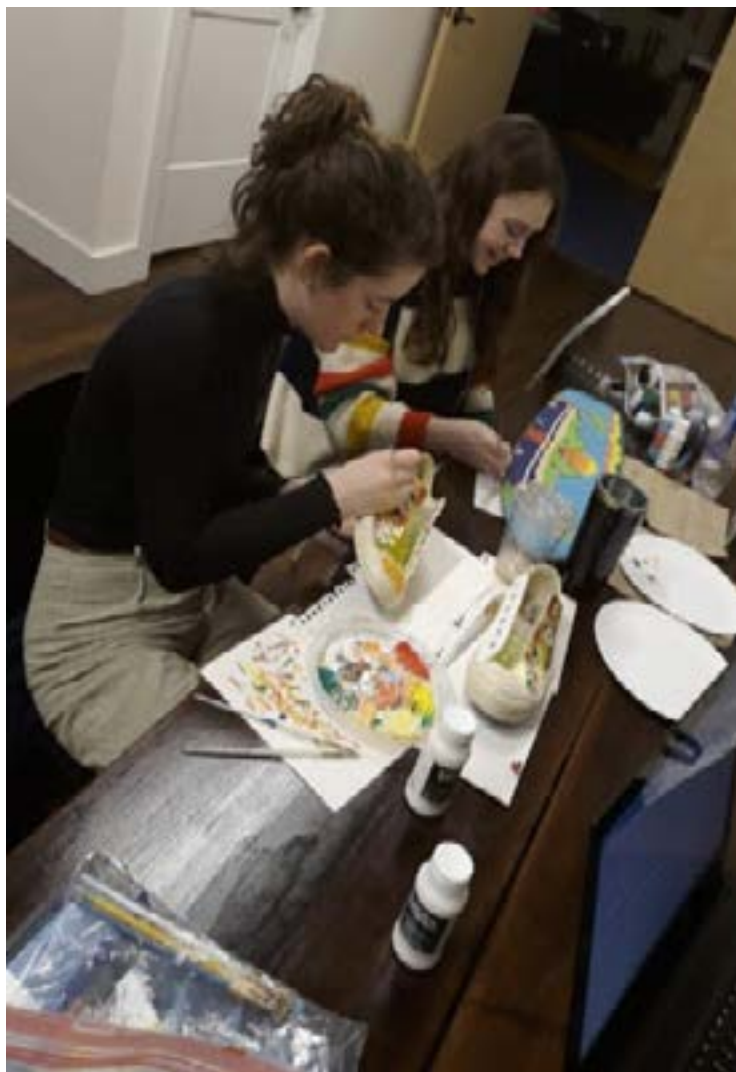
Danya Bischel and Kaitlin Kelley, both seniors and AP Studio Art students, submitted work that was accepted into the highly competitive New England regional high school exhibit.

Margaret Berry, a sophomore at OR, participated in the Teen Artist Internship Program (TAIP) through the New Bedford Art Museum. TAIP is an exciting opportunity that pairs high school students with an established local artist. This allows the teens to work with a creative mentor in an actual studio while creating a collaborative piece. At the end of the internship, the artists and teens get the opportunity to exhibit the work that they've made at the New Bedford Art Museum/ArtWorks!

Grayson Lord and Sofia Sudofsky, both juniors, participated in the Artrepreneuership Program. This program is for serious students interested in an artistic career, sponsored by Artible SoCo. During the twelve week program, Grayson and Sofia created artwork, observed working artists, and learned first-hand how to market their artwork. Their artwork can be found on their instagram pages: @bysofiaoryou and

@graysonboard .

Seniors, Kelsea Kidney and Kaitlin Kelley, earned various honors and awards in the Scholastic Art Show.



Sofia Sudofsky and Grayson Lord at the Artrepreneuership Program.  
Photo via @cocreativecenter on Instagram.

Kelsea earned Silver Key Award for her mixed media collage and Kaitlin earned two Honorable Mentions for a drawing and a painting.

Thirteen students represented OR

in the 2019 9th Congressional District Art Show. Jacob Demoranville, Taylor Green, Christopher Knight, Sofia Martins, Meghan McCullough, Alex Pateakos, Ana Poulin, Emma Rodriguez, Byanca Silva, Nuntannut "Nam" Subannawong, Victoria Sullivan, Anna Terteryan and Autumn Tilley all displayed their artwork in the show. Both Jacob Demoranville and Ana Poulin received Honorable Mention honors in the mixed media category while Victoria Sullivan earned an Honorable Mention in the painting category.

Sofia Martins designed an award-winning logo for the Mattapoisset Land Trust. Her design was used to create stickers for the MLT. Seven seniors and three juniors in Ms Molgilnicki's AP Studio Art class submitted their Portfolio Exams on May 10th to the AP college board for review. Students and families will be able to view some of this work, as well as the work of other advanced art students, at the 10th Annual OR Art Show. This is an annual exhibit, graciously hosted by Uncle Jon's in Marion, MA, which showcases the artwork of seniors, juniors and selected sophomores. This exhibit is free and open to the public. You are welcome to join us in celebrating our art students at the opening reception, May 23rd, from 5-7pm. The artwork will be at Uncle Jon's through June 1st. If you have questions about the show, please contact Jo Molgilnicki at joannemogilnicki@oldrochester.org



A student art submission, by Kaitlin Kelley, published in a previous issue of Paw Prints.

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## ENTERTAINMENT

## "GREASE IN THE SHOES? KEEP ON SLIDING," AND OTHER LIFE LESSONS WITH SRA. CARREIRA (CONTINUED)

....myself, and pay for my school. I was able to get a new car. I exceeded my own expectations," she recollects. Señora got her start in teaching when she got a job at BCC teaching spanish to medical professionals and teachers. She was hesitant to take the job at first, thinking that she might not like it, but she ended up teaching there for 4 years. "From there, I knew I love teaching, and I got a long term sub job at Bishop Stang, then to All Saints Catholic School for 2 years, until a teacher position opened at Stang again. And I was there for 4 years. Did my Master's in Education, and got my current job. And here I am, and I love it!"

While Señora loves her career as a Spanish teacher, part of her misses working as an engineer. "It is hard to not have the job I would've loved to have," she says. Her dream career was to be a resident architect in construction management, which is an architect who works in the field managing construction operations. Her experience working with a group of people who consistently undervalued and disrespected her eventu-

ally wore down her confidence, making it harder for her to pursue this intended career path.

Señora has faced a host of other challenges, apart from her career, following her move to the U.S. As bubbly and outgoing as Señora is, she still finds it hard to establish deep and genuine personal connections in the U.S. like she did with childhood friends in Colombia. "I feel like I just came late and everybody had already made those connections before... I am a super happy person, that's my personality, but don't get me wrong, sometimes I feel very lonely. I couldn't come back ten years earlier and try to make those connections," says Señora. "I do have good friends, but I haven't had friends that I grew up with [in the U.S.]. All those connections and activities that help you bond were not there." Without people who can relate to her experiences, it's no wonder it can feel lonely. According to Señora, not many other Colombian immigrants in the area have had similar experiences to hers. "The [Colombian] immigrants that I have met, they probably

have fake papers to work... I am not trying to say that I am better than anybody, but I did not come on those same conditions," she explains. "They were super sweet people, but they were not doing the right things. They were working so hard and sending things home to their families, and I understand that, but at the same time they were working with fake socials, or socials of dead people. They would trick the system and I was not on that boat." Over the course of her life in America, Señora's difficulty finding friends whom she could

relate to would sometimes make her feel like she was alone in her situation. Now, Señora often finds herself wondering if her friendships would be different had she been born here. While she doesn't believe people are consciously trying to be mean or avoid her, she does believe that people's preconceived notions about Colombia get in the way of potential friendships. "I came from a country that has a very bad reputation. That's the thing. When people say 'Colombia', they think 'Narcos' and that's just hard," she laughs.

Some people have even treated Señora differently based on her accent alone. "People have hung up the phone because they didn't understand. Though so many people I know are extremely nice, there are so many that are like 'next,'" she explains. "In some places I feel like people don't want to bother."

While some people have exhibited prejudice toward Señora for her nationality, she also has many wonderful friends and family members in the states who are not xenophobic. "I also met my amazing husband who isn't [prejudice] at all. He could care less if you were from wherever on the planet. As long as you're nice and have a good heart, he'll be like 'That's such a nice person.'"

Señora uses her platform as a Spanish teacher to promote cultural understanding. "I share culture with you guys, experiences," she describes. "But also, I think leading by example can do so much. If I was a person who did not understand diversity, I feel like it would be harder for me to set a good example." As a teacher, Señora knows that learning Spanish entails more than knowing just the language itself, but also respecting and understanding Hispanic cultures. Themes of cultural celebration and acceptance shine through during her lessons, and though it is ultimately up to the student to decide whether or not to hear what Señora offers up, she teaches to help students become informed global citizens.

Throughout her years in America, Señora has exhibited extraordinary determination to learn English and build her career. "There is always something that is not going to go okay, that's part of life. Nobody said it was going to be perfect," she says. "I could've said, I'm not gonna learn English... and stayed home. But I was not like that, I was determined. I was going to learn English at least. Didn't work in Miami, so I tried a different place." Though she sometimes felt alone during her journey, Señora maintained her optimism as she faced challenge after challenge. In her own words, "Any situation has something good."



## UNDERCLASSMEN EXAM SCHEDULE

Date:	7:37-8:52	8:57-10:12
6/11	D2B1	D1B2
6/12	D2B4	D1B1
6/13	D1B4	D1B3
6/14	Makeup	Makeup

\*On Monday, 6/10 (Day 8), D2B2 final will take place during third period and D2B3 will take place during fourth



# WHERE ARE OUR SENIORS HEADED?

Bryce Afonso, UMass Dartmouth  
Alexander Wurl, UMass Amherst  
Jazzmyn Andrade, BCC  
Maggie Arruda, University of Rhode Island  
Sam Austin, Southern New Hampshire University  
Avery O'Brien-Nichols, University of South Florida  
Michael Barry, Framingham State University  
Cassidy Bart, BCC  
Miata Bawoh, Rhode Island College  
Amaya Bell, BCC then Bridgewater State University  
Danya Bichsel, UMass Amherst  
Michael Bienz, University of Maine  
Emma Blouin, Boston University  
Nickolas Borsari, University of South Carolina  
Lea Bourgeois, Bucknell University  
Marc Bourgeois, Bowdoin College  
Michaela Braz, BCC  
Adam Breault, UMass Boston  
Matthew Brogioli, Attend Assumption College  
Kelly Bruce, MTTI  
Mary Brulport, University of New Haven  
Tyler Bungert, Wentworth Institute of Technology  
John Burke, Northeastern University  
Julia Cabral, UConn School of Pharmacy  
Sara Campopiano, Syracuse University  
Jacob Cardwell, Plymouth State University  
Mikayla Chandler, San Diego State University  
Sophia Clingman, UMass Amherst  
Marisa Cofone, UMass Amherst  
Brielle Correia, Salve Regina University  
Noah Cunningham, Fairfield University  
Maddie Demanche, Bridgewater State University  
Nick Dextrateur, University of Rhode Island  
Maya Doonan, University of Texas at Austin

Nicole Fantoni, UMass Amherst  
John Farrell, UMass Boston  
Abby Ferreira, Hofstra University  
Alexandra Fluegel, Bryant University  
Ian Friedrichs, Naval Architect Internship then Stevens Institute of Technology  
Will Garcia, UMass Amherst  
Katherine Gillis, Mass Maritime  
Adrian Gleasure, UMass Amherst  
Pavanne Gleiman, University of Hartford  
Lily Govoni, UMass Dartmouth  
Sydney Green, UMass Amherst  
Genevieve Grignetti, UMass Amherst  
Megan Guaraldo, Bridgewater State University  
Jonathan Hamilton, Bridgewater State University  
Madeline Hartley, Franklin and Marshall College  
Mariana Hebert, UMass Dartmouth  
Marleigh Hemphill, UMass Boston  
Jordan Hoeg-Chick, Massachusetts College of Art and Design  
Kristina Hopkins, Merrimack College  
Abby Horan, UMass Amherst  
Emily Humphrey, gap year then Salve Regina University  
Amelia Isabelle, UMass Amherst  
Patrick Janicki, University Of Tampa  
Jasmyn Jolliemore, get CNA license  
Katy Kang, Northeastern University  
Roderick Kavanagh, UMass Boston  
Kaitlin Kelley, Worcester Polytechnic Institute  
Nikolas Ketchie, Bridgewater State University  
Kelsea Kidney, Salve Regina University  
Logan King, Mass Maritime  
Nate King, College of Wooster  
Jill Kutash, Emmanuel College  
Nathan Kvilhaug, Mass Maritime  
Abigail Lacock, Quincy Community College


Nolan LaRochelle, UMass Amherst  
Tayler Lee, Endicott College  
Rosemary Loer, Tufts University  
Liam Lynch, Old Dominion University  
Grace Mastroianni, Bridgewater State University  
Connor McCarthy, BYU-I than transfer with a military scholarship to SNHU or UNH  
Noah McIntyre, Air Force  
Kristopher Merlo, Mass Maritime  
Jacob Mimoso, Bridgewater State University  
Sarah Moitozo, College of Charleston  
Jake Mourao, University of South Carolina  
Samantha Nicolosi, UMass Boston  
Bryce Nightlinger, Suffolk University  
Claire Noble Shriver, Georgetown University  
Elisa Normand, UMass Dartmouth  
Carly O'Connell, UMass Amherst  
Patrick O'Neil, University of Mississippi  
Vanessa Ortega, Emmanuel College  
Isaiah Ostiguy, University of Southern Maine  
Cassandra Ouellette, Emmanuel College  
Kevin Oviaan, Stonehill College  
Joel Palker, BCC  
Robbie Pedro, BCC then transfer to Bridgewater State University  
Elsie Perry, UMass Dartmouth  
Chelsea Peterson, Simmons University  
Lauren Pina, University of New Hampshire  
Lily Pearl Poirier, UMass Dartmouth  
Delaney Pothier, Salve Regina University  
Ana Poulin, Emmanuel College  
Owen Powers, University of New Hampshire  
Mia Quinlan, United States Coast Guard Academy  
Maria Ramsay, Rhode Island College  
Meghan Rebello, Curry College  
Leah Reed, Regis College  
Janey Rego, UMass Dartmouth

Alex Reichert, Air National Gaurd  
Aidan Ridings, Stonehill College  
Harrison Riley, Rensselaer Polytechnic Institute  
Jonathan Riley, University of Rhode Island  
Ansley Rivera, UMass Boston  
Madeleine Root, UConn  
Olivia Rose, American Music and Dramatic Academy  
Robert Ross, Anna Maria College  
Michael Santos, BCC  
Tim Saunders, University of Colorado Boulder  
Sophia Schiappa, UMass Boston  
Megan Shay, Rensselaer Polytechnic Institute  
Alex Sheehan, Salem State University  
Geneva Smith, UMass Amherst  
Ashley Soares, UMass Lowell  
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Madison Welter, Emmanuel College  
Natalia Wierzbicki, Worcester Polytechnic Institute  
Isabella Wierzbicki, Roger Williams University  
Samuel Wiggin, Mass Maritime  
Raymond Williams, UMass Amherst  
Lily Youngberg, Clark University  
Lauren Ziino, Westfield State University

**\*This information was collected from Principal Devoll's Exit Interview survey**



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