



rosette



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School Year 2015–2016

First Issue



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LETTER FROM THE EDITOR

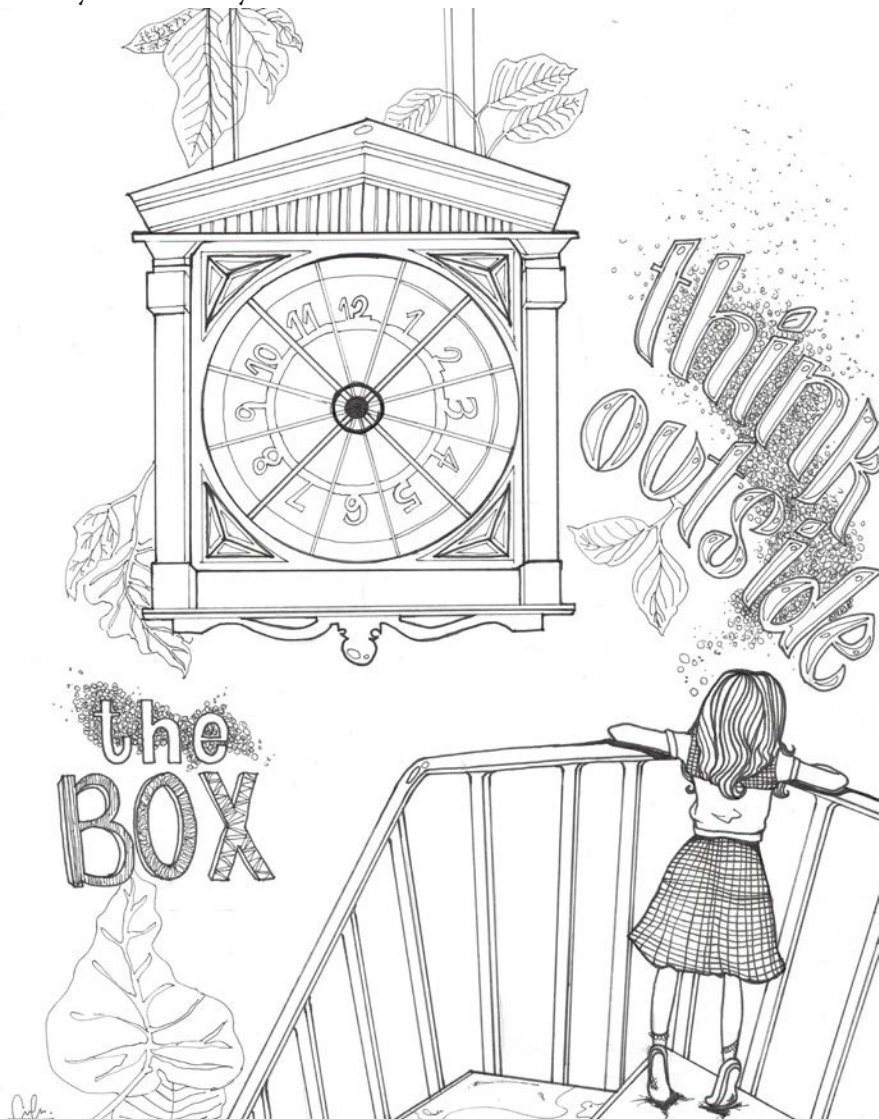
By Pauline Borlongan • Art by Hailey Pastores

Think out of the box! In other words: defy conventions. Ironically, this is arguably the least original piece of advice that anyone's ever heard; you'll hear this in mediocre motivational speeches, see this in clichéd self-help books, and think of this when you find yourself in a rut when trying to turn your English oral presentation into something opposite of a snooze-fest.

Apart from being a hackneyed saying, to think out of the box is also a rather ambiguous term. Since when was there a box? Why am I in the box? How exactly do I escape this box? Need I even get out? Why a box – why not a bubble? *Is there even a box?* An expression that raises so many questions is fitting for reflection and discourse on the Rosette. Moreover, this classic adage hits close to home for many Woodrose students who struggle to unlock their much-needed creativity to stand out in class. This issue of the Rosette, while touching on the celestial and the abstract, stays grounded in the spirit of the student. For these reasons, we have chosen to center the first issue of SY 2015–2016 on thinking out of the box.

Above all, this issue tries to embody this expression and does what it tells you: to think out of the box. The box can mean many things for different people: to most, it is convention; to others, it can mean standards, one's comfort zone, the "high school bubble," the psyche, the country, or even the world. The Rosette staff and I decided to transcend the conventional notion of the box and give it new meanings. Whatever the interpretation of the box is, the underlying message that this issue aims to impart is that we always have an urge to escape, but sometimes, we are not meant to leave it.

It may seem like an obscure concept to grasp, but the Rosette staff has concretized this issue in a pleasingly eclectic manner – it discusses topics as diverse as the future of the Earth, Disney Pixar's *Inside Out*, and the culture of Japan. The Rosette staff and I are eager to invite you to take part in our contemplation of the realm outside the box and its implications! Hopefully, after reading the writers' different interpretations of the box, you'll be able to form your own answers to the questions: Since when was there a box? Why am I in the box? How exactly do I escape this box? Need I even get out? Why a box – why not a bubble? *Is there even a box?*



We, the editors, writers, and staff of the Rosette, aim to write and present works that engage our readers intellectually, emotionally, and spiritually.

We aspire to promote school pride and represent in our craft dynamism, depth, and creativity—elements that define Woodrose students.

We to aim to inspire reflection and to elicit responses from our readers by providing them with thought-provoking insights.

Finally, through our work, we strive to be models of truth and substance, helping Woodrose students develop a broader perspective of life and attain greater awareness of relevant issues.

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INTERVIEW WITH THE WOODROSE STUDENT COUNCIL

By Shanelle Ileta • Photo by Aya Cabauatan

Every year, the Woodrose Student Council (WSC) reassures its students that this school year will be the “best one yet.” While many anticipate the student council’s traditional school events such as Club Launching and Teacher’s Day, most are bound to tell themselves, “They say that every year. Exactly how is this going to be better than last year?”

Alex Agoncillo, the WSC president of Batch 2016, has both old and new ideas that she believes will give the high school body an exciting year ahead. She plans to make the student council stand out from previous years by bringing back old activities, introducing new ones, and revising the present ones. She mentions, “We plan to bring back JOG and Spirit Day. These events were successful in the past, so we would like to see them happen again. Apart from this, we want to introduce our campaigns on kindness and positivity to promote a better environment for high school students. Also, we want to revise and improve activities such as Teachers’ Day, Club Launching, and Family Day to make them more suitable to what the student body wants.”

Furthermore, what makes the council special this year is the involvement of the entire high school body. Alex, having experience in the WSC for almost three years now, states, “For me, this student council is different because we have fresh faces with new ideas to offer. We would like to hear more from the students which is why we want to make the Council Committees play a bigger role this school year. Additionally, we would like to recognise the roles of the class officers and give them more specific duties to fulfill as a class.”

With unique ideas planned for the school year ahead, Alex encourages all members of the high school body to participate in the council’s plans when she says, “First of all, students can apply to be part of a Council Committee. This will be a big help to all the events we plan. Second, students can easily approach any of the WSC officers and give their comments and suggestions. The students can also voice out their concerns in a simple project we plan on bringing back in the middle of the school year. It’s called A Box of Concerns Day, or ‘ABCD’. We plan gather the opinions and evaluations of the students through their suggestions for our activities. Since we want to get the students more involved this school year, ABCD is a good way to find out what they want from the council. The high school student body can also actively participate in the events we have in store for them, such as helping out during Teachers Day.”

Just as Alex had said, we all have an obligation to bring our “out of the box” ideas to the school. We can contribute into making this school year a major success by inviting new ideas and fresh perspectives to the high school body. Let’s help our student council in making this school year one worth remembering!



GRADE 7 INTERVIEW: TRANSITION INTO HIGH SCHOOL

By Patty Bufi • Photos by Aya Cabauatan

At the start of freshman year, many are told that high school is when they’ll experience the time of their lives or be at the constant brink of exasperation. Back in the day, most probably felt anxious or excited, keeping in mind the opportunities and responsibilities that they were yet to be open to. How did they feel about this transition; one that of graduating from a department and entering an entirely new one? Recently, a couple of 7th graders were asked the same question, resulting in a variety of reactions.

Tatty Gutierrez, the PRO of the batch, said that transitioning from grade school to high school is a bit hard for her and many others in the batch. However, she points out that it is still fun because there will be new things to experience and lots of new people to meet. There will be opportunities to be more involved in school-related activities. As the PRO for the batch, Tatty is obliged to help everyone else to adapt to the new culture and standards but she is confident that all of them will survive and pursue goals while having fun.

Meanwhile, Caitlyn Danao compares the experience to her first day in grade school. She commented, “I feel like I became Grade 1 again because being a Grade 7 student makes us the youngest in the high school building.” Like everyone else, she also feels nervous and excited at the same time because the batch will get to do things the grade school students can’t.

On the other hand, Jamie Alabin’s views on the high school life are centered on academics. She says, “I feel excited that I’m a step closer to college. I have to be a lot more responsible and less dependent on teachers as well.”

Following this are the thoughts of Sabine Guinto, a student of 7B. She stated that her transition was relatively smooth and that she has been able to actively participate in her extracurriculars and cope with the schoolwork given. According to her, more is expected of freshmen academically and personally, yet she’s already beginning to get used to high school and all that it entails.

Based on what the students have mentioned above, the common feeling shared among them was excitement with hints of fear. True enough, the idea of high school isn’t merely a short chapter you simply browse through, but a book in itself, an inevitable teaching in one’s life. If you only decide to read between the lines, you’ll enjoy yourself and at the same time discover so much more meaning in it than there is to know.



JAPAN JEOPARDY?



By Kate Tuason • Art by Tammy dela Fuente • Photos by Aya Cabauatan

From April 24 to May 4, 2015, six Grade 9 students, eleven Year III students, and three teachers were sent to Mie Prefecture, Japan, a suburban area near Nagoya for a student exchange program. Each student lived with a host family as part of the assimilation to the Japanese lifestyle. On weekdays, we attended classes in St. Joseph School for Girls, Woodrose's counterpart in the exchange program. In fact, St. Joseph has been sending their students to Woodrose for the past three years, so they were more than happy to accommodate the Woodrose representatives for the first time.

Of course, we students were all ecstatic and eager to carry the school's name outside the country – not to mention to eat Japanese cuisine everyday. However, once we arrived at Chubu International Airport on the evening of April 24, we realized the gravity of being ambassadors of both Woodrose and the Philippines. We have the responsibility of leaving a good impression on the Japanese so as not to tarnish our reputation. This was also when I fully understood that we had just left our “box” – the realm of home, Alabang Town Center, and Muntinlupa City. We were entering the real world now, but we weren't sure if we were prepared for it. For all we knew, this whole endeavor would go down in history as the “Japan Jeopardy” and become known to everyone as a disaster.

Indeed, we had many expectations of the trip, but none of them could have prepared us for what we experienced. Some of the first activities we exchange students did were engaging in traditional Japanese practices, such as wearing the *yukata* (the summer version of the kimono), participating in a tea ceremony, and learning how to play the *koto* (a Japanese guitar). Soon after this, we visited a home for the elderly and performed Filipino dances and songs, all of us agreeing that the Japanese elderly have some of the best smiles ever. In addition, we had a field trip to the

Ise Grand Shrine, one of the biggest shrine complexes in Japan. Of course, we also sat in some classes in St. Joseph, such as Math, Science, and English. When we were not in school, however, we were individually touring the rest of Japan with our host families in places such as Universal Studios Japan, Nara Deer Park, and the Ninja Village in Iga.

Eleven days passed by in a flash, and we were standing in the speedboat terminal, bidding goodbye to our host families. For about an hour, everybody was shedding tears and shouting “Thank you's” because we had all become so emotionally attached to one another. We had bonded a great deal with our host families and learned plenty about the Japanese culture. However, it was not just information about Japan that we gained. Rather, we also attained virtues such as independence, responsibility, and concern for others that could not have been achieved to this extent if we had not attended this exchange program. Right now, I can confidently say that our time in Japan was one of the best periods of our lives, and that our experiences there cannot be replicated.

Undoubtedly, the Japan Exchange Student Program was a very significant event that defined all of us as persons. It made us realize that there is actually a world beyond our own, one that is much larger and more unfathomable. In the past, I had been content with staying inside our “box,” despite the evident boundaries that contained us inside that small space. But seeing a new country, new people, and a new culture made me understand that there is more to life than just Woodrose. Interestingly, we each have our own “boxes”—but it's about learning how to take that first step outside.

(The article above is a personal account of Kate Tuason's experience as an exchange student in Japan last April 2015.)



PERFORMANCE TASKS: THE GAME-CHANGER

By Therese Ravalo • Photo by Aya Cabauatan



“Out with the old, in with the new.” Starting school year 2014-2015, the Department of Education implemented the KPUP grading system. This meant the demise of the old 70%-30% grading system, wherein 70% of a student’s grade was comprised of her class standing (quizzes, long tests, projects, and the like) while the remaining 30% was determined by her term exam. K stands for Knowledge, which is 15% of a student’s grade. P is for Process, which comprises 25%. U and the second P stand for Understanding and Performance, respectively; each make up 30% of the grade. In KPUP, performance tasks (PTs) are ways for students to experience simulations of real-life situations.

For one, PTs encourage resourcefulness; these projects enable students to make do with what they have. For example, in Art, students search for old newspapers and paint in their homes when asked to build a papier-mâché vase. Here, students apply what they have learned during the discussion of the lesson to the task given to them. An example would be in the construction of a rollercoaster where the lesson on Newton’s laws of motion would be applied. This allows teachers to gauge how much the students have mastered the skills they need to learn.

Second, PTs help relate lessons to real life. An example of this is the computation of how much potential choices for cars would cost using algebra. This particular PT teaches students to know where to invest their hard-earned money and find good deals in the future. The tasks given to students answer the frequently asked question, “How does this even apply to real life?” Students sometimes find it difficult to understand lessons since they don’t know its value; performance tasks are the answer to that concern.

An interesting component of performance tasks is the GRASPS framework, which is used by teachers to explain the PT. GRASPS stands for Goal, Role, Audience, Situation, Product, and Standard. In PT’s, the Goal is the objective the students have to achieve at the end of each task. Role corresponds to what part the student will play in the PT. An example would be a poet writing her piece about the national language. Furthermore, the Audience corresponds to the viewers of the output. In addition, the Situation is the scenario in which the PT is set in. This is a simulation of real-life situations since it gives students a taste of what it’s like in the real world. An instance of this would be giving a TED (Technology, Entertainment, Design) talk for English. This is also a chance to hone students’ public speaking skills. The Product is the output of the student, and the Standard is how the teacher will grade the student. GRASPS helps in making students understand better what kind of product is expected from them by the teachers.

PTs are also known for making or breaking a student’s grade since they make up 30% of the total grade. Because of this, students are encouraged to put in their best efforts in accomplishing their PT’s. If one fails to do her performance task well, her entire grade may be hanging on a thread. However, students should not be mechanical in doing their work. As much as possible, the “I’ll do this well for the grade” mentality should be replaced with the “I’ll do this well because I want to learn more” mindset.

The KPUP grading system was received with mixed reviews at first, but surely it is a fresh start in the country’s educational system. Compared to the old 70-30 grading system, the change proves to be more advantageous. PTs will not be taken for granted, unlike projects in the old system. Performance tasks enable students to unlock their talents and go beyond what is expected of their outputs. Without first knowing, processing, and understanding, one cannot perform efficiently and effectively. These PT’s help academics evolve and change for the better. Surely, it can revolutionize the Philippine educational system and produce young minds ready to serve with honor and excellence.

LINGGO NG WIKA: WIKANG PAMBANSANG KAUNLARAN

Isinulat ni Pat Gayod

Bababa ba? Bababa.

Subukan mong bilangin ang mga wikang kayang gumawa ng buong pag-uusap sa pamamagitan ng isang pantig. Malalaman mo na kakaiba talaga ang wikang Filipino dahil kaya nitong gamitin ang pinakamaliliit na salita na lumalabas sa ating mga bibig upang magbigay diwa sa mga pangyayari sa ating mga buhay.

Itong kamangha-manghang katangian ng wikang Filipino ang kinilala ni Manuel L. Quezon, ang Ama ng Wikang Pambansa, noong sinimulan niya ang taunang pagdiriwang ng Linggo ng Wika. Kinilala niya na ang wikang Filipino ay dapat nating ipagmalaki dahil nagbibigay ito ng diwa sa ating pagiging Pilipino.

Lumipas man ang mga panahon, bumagsak man ang mga gusali sa Intramuros, nandiyan pa rin ang ating Wikang Pambansa. Isa itong mahalagang aspeto sa ating pang-araw-araw na buhay kaya nararapat lamang na ipagdiriwang ito.

Noong Agosto 24-26, 2015, nagkaroon ng pagdiriwang ang ating paaralan ng Linggo ng Wika. Tulad ng mga nakaraang selebrasyon, napuno ito ng kaaliwan sa pamamagitan ng mga palabas ng mga estudyante, masasarap na pagkaing sariling atin, at iba pang mga bagay na nagpakita ng kagandahan ng kulturang Filipino sa bawat mag-aaral.

Ang pagdiriwang ng Linggo ng Wika sa taong ito ay binigyan ng tema na: Filipino – Wika ng Pambansang Kaunlaran. Nais nito na hikayatin ang mga mag-aaral na pahalagahan ang wikang pambansa dahil ito ay nagdudulot ng pagkakaisa sa kapwa Pilipino tungo sa mas magandang kinabukasan.

Noong Linggo ng Wika, nagkaroon ng iba’t-ibang palabas mula sa bawat baitang na nagkaroon ng layunin na ipakita ang mga natatangi at angking gal-ing ng mga mag-aaral ng Woodrose.

Sa Awit Sarilikha ng ika-pitong baitang, gumawa sila ng palabas na nagpapakita ng mga sarili nilang kanta at sayaw na sinabayan ng kanilang pagtugtog ng instrumento na hango sa kultura ng mga katutubong tao sa bansa. Nagkaroon rin sila ng palabas tungkol sa mga alamat na pinagmulan ng iba’t ibang mga bagay.

Sa sabayang pag-awit naman ng ika-walong baitang, iniawit nila ang ilang mga pangyayari sa nobela na Florante at Laura na gawa ni Francisco Balagtas, isa sa mga iginagalang na makata ng bansa. Tulad nila, ihinango rin ng ika-sampung baitang at ika-apat na taon ang kanilang mga mini-sarsuela sa Noli-Fili fest ang mga akdang Noli Me Tangere at El Filibusterismo na isinulat ng pambansang bayani, si Dr. Jose Rizal. Puno ng katatawanan at nakakakilabot na eksena ang mga palabas nila kaya tunay na nalibang ang mga manonood.

Nagkaroon rin ng pagbigkas ng mga tula at maiikli na akda ng mga piling makatang Pilipino na binigyang buhay ng ika-siyam na baitang at ng mga kalahok sa paligsahan sa talumpati. Tulad ng mga akda na kanilang ipinalabas, ang bawat isa sa mga presentasyon noong Linggo ng Wika ay nagkaroon ng layunin na ipamalas ang kulturang Filipino.

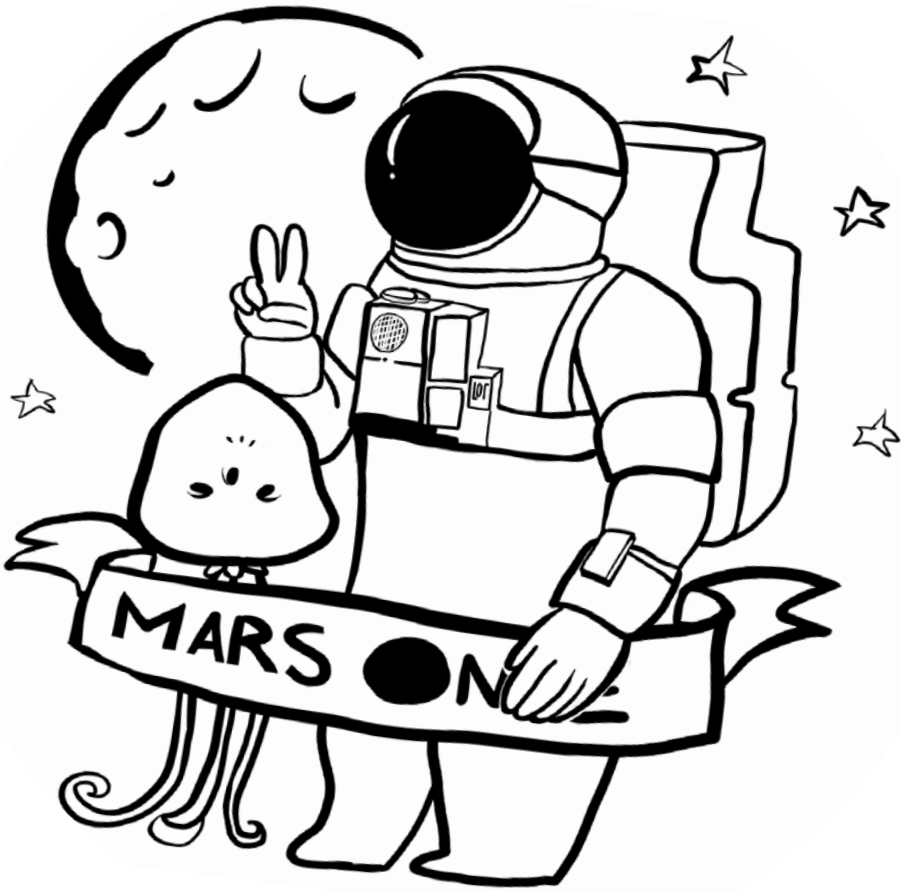
Pagkatapos ng mga palabas, nagkaroon naman ng mga larong Pinoy tulad ng agawan ng panyo at karera ng bao kung saan naramdaman ng mga estudyante ang kulturang Filipino sa pamamagitan ng paglahok nila rito.

Sinundan ito ng isang salu-salo sa loob ng mga silid-aralan na mabubusis-ing pinalamuti ng mga mag-aaral upang ipakita ang kultura ng bawat rehiyon ng Pilipinas. Mula noong sinimulang ipatugtog ang musikang Filipino noong umaga ng huling araw ng pagdiriwang, makikita na buhay na buhay ang diwa ng pagka-Pilipino ng mga mag-aaral na mas binigyang diin sa kanilang pagbabahagi ng mga pagkaing Pilipino sa isa’t isa at sa mga natatanging itsura ng kanilang mga silid-aralan.

Napakaganda talaga ng kulturang Pilipino na ipinapakita ng ating wika kaya dapat bigyang halaga natin ito dahil kaya ng wikang Pilipino na magbigay lalim sa mga linalaman ng puso ng bawat isa. Makikita sa pagdiriwang ng Linggo ng Wika na sa pamamagitan ng wikang Pilipino, napakaraming magagandang sining ang maigagawa kaya dapat ipagpatuloy ang pagpapahalaga nito dahil dito nakasalalay ang pag-unlad ng ating bayan at ang ating pagiging Pilipino.

HUMANITY IN INTERPLANETARY: MARS ONE

By Nicole Cobarrubias • Art by Tammy dela Fuente



In 2011, Dutch engineers Bas Lansdorp and Arno Wielder co-founded the project Mars One—a project that aims to establish the first human colony on the red planet. Like interplanetary missions such as Mars 5M, Voyager-Mars, and Beagle 3, the Mars One project involves stepping out of the corners of the earth. However, in comparison, it has not suffered technical problems nor has it been cancelled. It is still being developed until today, and this is exactly what sets it apart: its progress.

After four years of business plans, press conferences, and more than 100,000 volunteer applications, the Mars One mission now stands on its fifth preparation year. With currently 100 volunteers on hand, otherwise known as the Mars 100, it is about to enter one of its pre-training stages: the final screening process. After this round, it is expected that the volunteers will be narrowed down to 24 in order to start their 10-year full-time training by next year. Set to leave by 2026, they will be the first humans to not only set foot on Mars, but to live there as well. As one would expect with a project with such ambitious aims, criticism has surrounded it since its foundation. Considering previous unsuccessful Mars exploration projects, the masses doubt Mars One's logistics—its \$6 billion budget, technical matters, and volunteers. However, as reflected in the project's intrepid nature, co-founders Lansdorp and Wielders took (and continue to take) this criticism as essential feedback. As they constantly exhibit man's drive for knowledge, they prove that thinking out of the box is what will lead humanity into limitless portals of discovery, even if it means making sacrifices along the way.

With Mars One nearing the end of choosing its final participants, the world and its people are set out to discover the limits, or lack thereof, of humanity. As its plans are being worked on from the inside, the mission proves that such challenges and pursuits are grounds people are capable of standing on, even if they shake. Evidently, there is nothing that will be able to stop them from wanting more—especially if it means getting out of this world.

STOP CALLING IT EARTH 2.0

By Pauline Borlongan



Okay, you can call it Earth 2.0, but only because its real name, Kepler-452b, is quite a mouthful. But in all seriousness, the planet does not warrant the name as much as most think it does. Let me explain.

Last July 23, 2015, NASA announced the discovery of Kepler-452b, a planet that orbits Kepler-452, a star much like our Sun. The news generated much buzz because of the planet's striking similarity to the Earth – one revolution on Earth 2.0 takes 385 days, not a far cry from Earth's 365; its sun has roughly the same mass and temperature as ours; the planet lies in the habitable zone within its solar system, meaning that there is a possibility of life. People have expressed much excitement over the possibility of realizing science fiction, whether it be discovering alien life or moving humanity to the new planet entirely in the far future. However, there

are major problems that major media outlets tend to overlook: namely, the stark differences, ambiguity of the possibility of life, and the sheer infeasibility of turning this into our new home.

First, there are obvious differences that maybe you haven't heard about. Earth 2.0 is a whopping 60% larger than our planet; it has twice the gravitational pull (meaning that our weights would double as well!); not to mention, its mass is five times greater, making it very dense. It is also worth mentioning that there are six other exoplanets that are very similar to Earth, even more than Mars and Venus. There is a set of criteria, including radius, density, and surface temperature, that determines a planet's Earth Similarity Index (ESI), and out of the seven planets, Earth 2.0 is sixth on the list – this implies that there are other more Earth-like planets.

Second, while it is exciting for many that there is a possibility of life, even in the smallest forms, on Earth 2.0, no one is certain yet. NASA has reported that it is within its star's habitable zone, meaning that the planet can sustain liquid water. However, we currently do not have the technology to verify this possibility. Another planet that lies within its star's habitable zone is Mars, which we have yet to explore in depth. While we do affirm that there is a chance of life on Earth 2.0, it is too early to get excited about something we do not know for sure.

Aside from the differences, getting to Earth 2.0 would take forever. It is 1,400 light-years away, so light, which is the fastest object, from Earth would take 1,400 years to reach Earth 2.0. 1,400

years ago, Islam only had a handful of followers, including Muhammad, who was alive at the time. We're talking about the time it would take the fastest object to reach the planet. For us humans, the fastest existing spacecraft, *New Horizons*, would get us there in 26 million years. That long ago, the apes were still evolving; the modern human only emerged 200,000 years ago. There are theoretical spacecrafts powered by antimatter; ignoring the billions of dollars it would cost to produce, we would be able to reach Earth 2.0 in 2,000 years, relatively not a far cry from the travel time of light. Unless we were to find a wormhole that could conveniently "teleport" us to the planet a la *Interstellar*, it seems highly unlikely that we could transform this planet into our new home.

With all these comparisons in mind, it is undeniable that Earth 2.0 has some similarities to our planet more than other exoplanets, but they are not enough to call it our next home. In the case of an apocalypse that would force us to escape the Earth, we would likely be better off residing in Venus or Mars than on Earth 2.0 because of the low probability of terraforming this planet. However, I'm not trying to invalidate the fact that this discovery is a huge astronomical achievement; I would just like to point out that we have not yet reached the pinnacle of space exploration, namely the certain discovery of extraterrestrial life and habitability.

Photo from http://r.ddmcdn.com/w_160/w_640/h_360/gif/videos/dnews-exoplanets-hero.jpg

WHY THE MARY JANE VELOSO ISSUE IS BIGGER THAN IT SEEMS

By Jasmine Park

In 2010, Mary Jane Veloso decided to accept a job offer as a housemaid from her neighbor, Maria Sergio, due to her desperation to support her children as a single mother. Thus, on April 22, 2010, Mary Jane Veloso departed for Malaysia but was told to stop by Indonesia. However, she was framed into bringing heroin and was caught in the Indonesian Airport. She was officially charged with a death penalty, being 11th on the death row, and all appeal letters filed by the local government and Veloso regarding were denied. The last letter was written the day before Veloso's planned execution, and on that very night, the country was left with nothing but the hope for a miracle to occur. The next day, the entire nation was struck with tears of joy with the unexpected announcement of the cancellation of Veloso's execution. This miraculous moment will never be forgotten.

However, the issue here isn't about whether Veloso was innocent, but on the very existence of corporal punishment. The death penalty exists not only for the sake of retribution but also for the very sake of deterrence—in order to scare people from committing a crime. There is a common notion that it is acceptable for anyone to support the

death penalty as long as it is viewed in different angles through specific scenarios. Such is the case of the ISIS militants, Boko Haram abductors, Adolf Hitler, etc. Anyone would probably agree that certain people involved in such atrocious crimes against humanity, like those previously mentioned, ought to be killed by the state.

However, it is difficult to consider the death penalty as a punishment that simply serves justice based on the injustice it has proved to exploit. Therefore, the commensurability of the death penalty has been called into question.

Is the death penalty an effective tool for stopping people from committing harsh crimes? For instance, a FBI statistics report proved that states with without the penalty do not have significant differences when it comes to the homicide rates. Therefore, we can safely say that the death penalty has no significant effect on the people's mindset of whether they will commit a crime. After all, it is rare that one thinks of the consequences of his actions when while committing the crime. The fact that the deed is unlawful does not enter the criminal's rational mindset; therefore, the only thing that actually matters to him is to bring his goals to an end. Accordingly, this makes the death penalty completely irrelevant.

A study conducted by the National Academy of Sciences claimed that approximately 4.1% of those charged with the death penalty are actually inno-

cent. The mere fact that people who were never involved in a crime had to face the consequence of another's mistake is also simply intolerable, given the fact that the criminal justice system exists to serve justice. The factor that makes it even worse is that there is literally nothing left for these people. They lose their lives and even the government cannot do anything about it anymore. Therefore, even if the death penalty were labeled as a right form of retribution, at the end, there will always be loopholes—loopholes which no one can fix or take back. Perhaps, if supporters analyze this issue in a macro scale and weigh its harms to its benefits, they will realize the true pursuit of justice would be impossible if the life of even an innocent individual would have to be sacrificed for the sake of killing the guilty.

Going back to the Mary Jane Veloso issue, we now know two things. One, she was innocent from the beginning and was taken advantage of by her neighbor Sergio. Two, the very existence of the death penalty and how an innocent person like Veloso was affected by it is definitely not what the criminal justice system should be like. Knowing these two can aid us, the youth of today's generation, to lead an honest society in the future wherein justice is served the right way.

1. <http://www.gov.ph/2015/05/03/for-the-record-a-timeline-of-the-case-of-mary-jane-veloso/>
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BE EARTHQUICK IN AN EARTHQUAKE

By Mikka Bayani • Art by Rapha Felipe

Disasters happen all around the world, yet no matter how many times they are shown on television, there is still a sense of denial among many people. The Philippines alone has faced volcanic eruptions, typhoons, and extinction of plant and animal life, but to many, the adverse effects of these calamities still seem alien and unrealistic. Only recently have people become more alert after the publication of a study by the Philippine Institute of Volcanology and Seismology (PHIVOLCS). It has revealed the probability of an upcoming earthquake in danger zones including the cities of Quezon City, Marikina, Makati, Pasig, Taguig, Muntinlupa and other municipalities that fall under the path of the West Valley Fault Line. The last time this fault had caused an earthquake was around 355 years ago, making the faultline due for an incoming earthquake. The deadliest earthquakes that have taken a toll on the country have ranged over 6.5 to 8.3 in magnitude, and this upcoming earthquake's estimated magnitude is said to be a strong 7.2, which is within the deadly range.

Preparations such as city-wide drills and the distribution of survival kits to students have taken place, with Woodrose being one of the participants. While natural disasters cannot be stopped, their grave effects can be mitigated. Arguably, the true danger in these situations is

the aftermath. These calamities often result in a chain reaction of several, more minor issues that can be just as dangerous, probably more so because they come unexpectedly. These include panic, disorder, unavailability of resources, lack of communication, and other losses. With the reality of these effects, choosing to ignore preparation ultimately leads to placing oneself in the hands of peril.

Often, the feelings of anxiety and confusion take over during natural disasters. When these ensue, all logical and critical thinking may fly out the window and the public is subject to harm. Despite the fact that earthquakes can occur at any given time and place, many still become impulsive and irrational when exposed to such situations. There is no zero hour when it comes to a calamity – it arrives without any warning. The very nature of these emergencies is that they are tinderboxes: everything can be quiet until the very event takes place.

Preparedness for such situations can allay the possible damage the disaster could cause and is a responsibility each one should take. Especially in the case of earthquakes, there will likely be limited access to resources. Additionally, access to health care materials and services can be delayed and transportation and communication will be slow when reuniting families during search and rescue. Having a family emergency plan can contribute largely in alleviating the havoc.

Though being resourceful in acquiring materials is essential in proper preparedness and

planning, there is much more to it than having the proper tools. There are other means of preparations such as moving of hazardous furniture around the house to avoid injury during the earthquake and collaborating with the community when it comes to drills that should be taken seriously and diligently.

The essentials of preparation can ensure the protection of public safety. Like most schools, Woodrose has already taken initiative in planning for the possible calamity, thus the requirement of survival kits. With the help of easy access to information and well-informed staff, it is now up to the student body to be well aware of such preparatory steps. Foreseeing the risks can mark the boundary between loss and prevention. Though these disasters look like the end of the world when they are flash on TV, as informed individuals we have the opportunity to minimize the effects by knowing the proper actions to take in order to ease the potential dangers.

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THINK OUTSIDE THE DOTS

By Karmella Tapia

Think outside the box. Everyone has heard this phrase before. It's used to remind people to think in new ways, especially when faced with common challenges. But where does this saying come from? The expression is closely associated with a puzzle called "Nine Dots" used in the 1970s by American psychologist J. P. Guilford to aid his study on creativity. His research subjects were instructed to link nine dots arranged in a 3x3 square with just four straight lines without lifting the pencil from the paper or tracing the same line more than once. Results showed that 80% of all the participants were unable to complete the puzzle, leading to the popular theory that creativity is interconnected with thinking outside the box. Soon after, the metaphor was used globally in marketing, management, universities, the arts and a great number of other fields—all to promote further creative-thinking. Everywhere the game was used, viewers were constantly perplexed and stunned by its simplistic solution, convincing them they needed more creativity to succeed.

Nowadays, the Nine Dots game is not as well-known as it once was, but the saying that originated from it is still in use. Despite knowing the expression, many who are introduced to the game still fail to solve the puzzle on their first tries. This is due to the unconscious creation of an imaginary square confinement around the dots, a common mistake easily overlooked by those who engage in the game. The guesses become limited within the square, and the empty space around it is ignored. When known, the solution that inspired the metaphor seems straightforward: Go beyond the boundaries, and think outside of the box. While this solution may sound easy, its application is definitely not.

Another study was conducted using the Nine Dots puzzle by the research teams of Clarke Burnham and Joseph Alba in 1981. Two groups were instructed to complete the game: one group with the reminder to "think outside the box" and the other with none. The results? Only 25% of the group given the reminder managed to solve the puzzle. This led to the conclusion that the advice, "think outside the box" is basically useless when actually trying to creatively complete the game. Scientifically speaking, creativity has nothing to do with this metaphor.

So what does thinking outside the box really imply? "The box" is similar to any situation that has limits, whether imaginary or concrete. It can come in different forms: a particularly challenging problem, a comfort zone, a social standard, or an expectation. Unconventional thinking involves going beyond these boundaries. This includes viewing problems from a fresh perspective, exceeding our own expectations, and trying unorthodox methods. This is present even in Woodrose; students find themselves being individualistic, having the inbred desire to be innovative. Our need for distinctiveness can be seen whenever we defy presumptions, try new things, analyze arrays of stories, solve math problems—when we try to stray away from the criteria society dictates.

The only thing that prevented people from solving the Nine Dot puzzle was themselves. Their imaginary boundaries limited them from seeing the answer right in front of them. In the same way, we say that all kinds of limits are preventing us from reaching our full capabilities. But more often than not, these limits are nonexistent too. The only thing preventing us from reaching an award is our reluctance, and the only thing stopping us from acting like ourselves is fear.

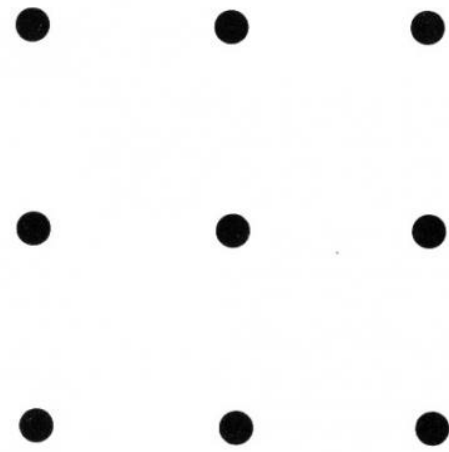
The only thing limiting you is you.

Can you step out of your confinement?

Can you complete the Nine Dots?

Connect the dots.

Think outside the box.



Connect the nine dots with four continuous lines or fewer, without tracing the same line more than once.

REVIEW OF "INSIDE OUT"

By Andrea Garcia

There is no doubt about it: Disney Pixar's *Inside Out* was a huge success. The film grossed \$90.4 million on its first weekend, beating *Avatar* as the highest opening for an original title. Kids enjoyed the film's bright animation while adults were able to appreciate its deep meaning. It attracted praise from numerous movie critics and even garnered a 98% rating on Rotten Tomatoes. With a clever, touching, and beautifully animated film, Pixar undeniably deserved the praise they received.

The man behind the idea, Pete Docter, based it on his daughter's changing personality as she grew up. The film focused on eleven-year-old Riley's core emotions—Joy, Sadness, Anger, Fear, and Disgust—as she moved from her beloved home in Minnesota to San Francisco, a completely different environment that threw her off and made her nostalgic for the life she left behind.

One of the major lessons that the film drove home is how people change over time. It is a fact of life and a part of human development. *Inside Out* showed the younger audiences that it is alright to change and that it's okay to be sad. At the beginning, Sadness was usually shushed by Joy because she couldn't figure out what Sadness was for. While Joy understood that other negative emotions like Fear kept Riley safe from danger and Disgust kept her from "being poisoned," she could not comprehend Sadness' purpose because she clashed so violently with Riley's usual bubbly personality. This misunderstanding led Joy and Sadness on an adventure where Joy learned that Sadness existed to alert other people when Riley needed help. This eventually led to Riley's content, and more emotionally complex life.

The film's ending was unexpected. We won't reveal major spoilers, but we will say it was open to interpretation. For me, I saw that one of the film's meanings was that all the emotions must work together to form a fully functioning person. It couldn't simply be Joy in charge all the time, or Anger, or Fear, or Disgust, or Sadness. The emotions needed each other to balance each other out. You'll see in the film's climax the specific roles that each emotion—even Sadness—plays in Riley's life. Emotions cannot substitute each other, and each is instrumental in guiding Riley's life to her benefit.

The movie truly deserved its title as one of the best films of 2015. It appealed to all ages, providing a large audience that could spread the movie's heartwarming message. A fine mix of heartbreak, comedy, and authentic life lessons, *Inside Out* was more than just a movie for entertainment: it was a message to the youth, and a reminder to the mature.

THE FOUR KINDS OF CREATIVE THINKERS

By Ica Policarpio • Art by Kai Javier

Everyone has their own unique way of seeing things, approaching situations and solving problems. Although we may not realize it, the Box influences the way we think and how we make use of our creativity. As Creative Thinkers, everyone can be classified into four different kinds: Doers, Watchers, Preachers and Teachers.

1. The Creativity Doer. These thinkers are known as the daily practitioners of creativity and pioneers of thinking outside the box. They think, live and breathe creativity. With the ability to see things through a set of creative eyes, Creativity Doers offer a fresh, new perspective and lean away from the social and cultural norm. An example of a Doer is a student who is able to write a persuasive essay with arguments that differ from those of her classmates. If an assignment demands a simple drawing, they will most probably submit an abstract painting on canvas. These kind of thinkers are important because they actively promote and initiate creativity, even in day-to-day situations. Theoretically speaking, they reside around the perimeter of the Box; they are preoccupied with preparing, building and developing the world outside the box, where people are encouraged to harness and hone their limitless creativity without having to fear ridicule or judgement. Creativity Doers find a home outside the constricting walls of the box—outside the box is where they thrive.

2. The Watchers. As the title suggests, Creativity Watchers are those who choose to remain in the sidelines and simply observe the Doers from afar. They do not practice serious creativity and instead, leave it up to others to do so. They can be compared to that one classmate who doesn't actually contribute ideas for the group work, but simply points out which presentation idea seems least cliché and most likely to capture the audience's attention. Although they may seem irrelevant compared to the Doers, their role in promoting creativity is just as significant. Thanks to their trained eye for creativity, Watchers have acquired the uncanny ability to spot unique creativity and budding talent and know how to provide insightful feedback. They can be found watching others from inside the Box. Some may be comfortably watching from deep inside the box, while others may be sitting by the windowsill of the box, longing to be a part of the world outside their own carefully constructed world. This being said, if Watchers chose to begin actively living with creativity, they could eventually go on to become Doers. However, in order to accomplish this, they would need the help of another kind of thinker: the Preachers.

3. The Preachers. Creativity Preachers have one simple message they wish to impart: be creative. They instill hope in people that they may one day learn to develop the talent of creative thinking. They may spark one's curiosity of the boundless possibilities of what may be achieved through creative thinking. More often than not, Preachers are simply Doers who have taken it upon themselves to share their own creative agenda. Although not many may even respond to their call for creativity, they remain unyielding in their efforts to produce creative minds. They reside at the outskirts of the Box, calling people who are inside the box to come out and explore the uncharted lands of creativity. Once Preachers have successfully persuaded people to step outside the box, they pass on these people to another kind of thinkers: the Teachers.

4. Creativity Teacher. The Teachers are devoted to assisting others in discovering their hidden talent and potential. They take beginners under their wing and guide them to eventually become Doers. If not for the guidance of the Teachers, potential creative thinkers wouldn't find themselves lost on the path to creativity. School teachers and university professors normally fit this role, but Creativity Teachers can also be found in everyday people. A classmate who teaches her peers to explore their hidden passions through encouragement and example can be considered a Creativity Teacher. In terms of the Box, the Teachers reside at the exit, so they are able to immediately assist the people who have begun their journey of leaving the box and into the world that lies beyond everything they've ever known.

Among the four different kinds of thinkers, there is no absolute right kind of thinker. Each kind of thinker has their own strengths and weaknesses, their own redeeming qualities and pitfalls. A Doer may seem ingenious, but she may also face criticism for her radical ways. A Preacher may seem inspiring, but she may be perceived as someone who feels superior to everyone else and wishes to impose her own beliefs onto others. It is ultimately up to you to decide which kind of thinker you are and whether you wish to accept it or change it. Whichever you choose, remember to embrace your inner creativity and express it in any way that you can. You never know – sometimes, all it takes is a little change of perspective to unlock a deeper sense of thinking and truly maximize your potential as a creative thinker.





"No
school."

– Mrs. Carreon



"What
makes me
smile?"

Editing your
smiles."

– Aya Cabauatan



"Being
with my
friends and
family makes me
smile.

And Harry Styles."

– Marianna
Macatulad



"It's
simple.

For me, it's
the smile
of my son."

– Gate 5 Guard



"What
makes
me smile?"

Knowing that
she'll be there to
lift me up."

– Aisha Lacson

WHAT MAKES



YOU SMILE?



"YOU
make me
smile."

– Pau Fermin



"Friends,
traveling, food ,
National Bookstore,
cute animals,
and stuff toys"

– Kaia Berena



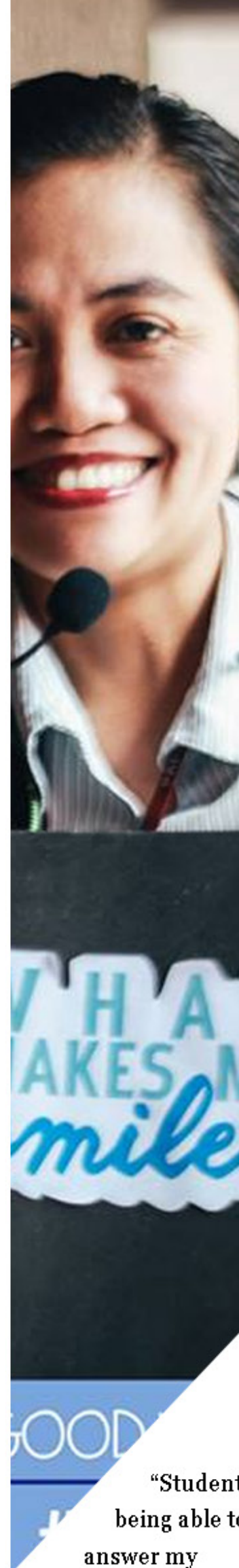
"Kids.
You.
All of you
and the fact that
God loves me...
I can't control
my smile."

– Ms. Kliatchko



"Knowing
I've got friends
and family who
get me and support
me no matter what."

– Bella Reyes



"Students
being able to
answer my
questions.

And my dogs."

– Mrs. Cacapit

OUTSIDE, INSIDE, AND BETWEEN THE BOX

By Regina del Rosario • Art by Rapha Felipe

The box. We are told to either break free from it, stay within it, or embrace it. With a combination of convincing creativity clichés and auspicious adults who constantly tell us to “think outside the box,” we are well aware that it is a realm we have to step out of. The box, in truth, is a concept created to make us believe that we are bound to a certain norm. However, this concept that we, with the rest of society, have created is one that is ambiguous, and this is due to the differences we hold in views of normalcy. Ironically, since the box is indefinite, the supposed intent of the phrase “thinking outside the box” is to challenge one’s thoughts and capabilities.

Being unorthodox is about letting ideas run and seeing things in a new light. Although the outside of the box seems like a favorable place to start, understanding the purpose of the box is the first step to boundless creativity. Many make the mistake of jumping into creative conclusions and innovative ideas, ushering them in a state of unconventionality—

without being accustomed to the boundaries of the norm in the first place. Orthodox thinking is our realm of reality. It puts into perspective the fact of the matter, so instead of constantly trying to step out of the box, we should accept it and understand it before venturing outside. If not, there is the risk of getting tangled up with a multitude of boxes outside our comfort zones.

Just as stepping out of the box has its perks, it also has its consequences. The box outside of the box is harmless, but once we’ve been trapped, escaping becomes a difficult feat. Once we’ve gotten used to theoretical thinking, there’s a growing tendency to overcomplicate simple ideas and thoughts become overly complex and difficult to comprehend. No matter how powerful and worthwhile ideas can be, if they can’t be successfully communicated to others, they are of insubstantial use.

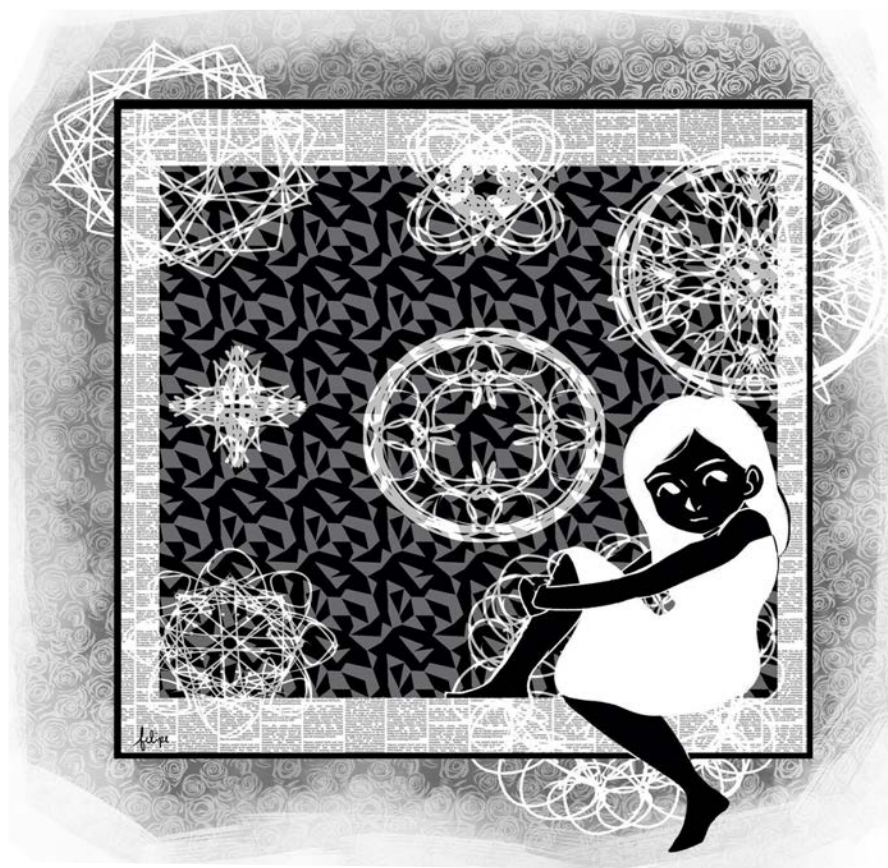
The box, being an abstract realm of thought, has infinite possibilities, in contrast with reality, which is limited and finite. Although stepping out of the norm is often innocuous, it is when one loses touch with reality that causes them to develop unrealistic, impractical, and often impossible, expectations. Having a mindset that is not at par with reality is dangerous because we become blind to circumstances and ignore all logic and sensibility. Conversely, in order to keep in touch with reality when straying from our boxes, there must be a constant reflection when conceptualizing in order to know if our plans fit reality. On the

other hand, in order to know when we are straying from our boxes, we need to be able to discern our own limits, as all of us have different boundaries. Keeping wary when stepping out of our comfort zones, or having someone watch over our shoulder, is vital in order to perceive when we are going beyond our limits.

All of us have different capabilities, some more or less than others, which offer us different sets of boxes, and therefore, the perception of unconventionality will never be uniform. A person with physical disabilities would find that stretching one’s abilities would be to walk without crutches or a wheelchair, while a dyslexic would find learning to read a book something that doesn’t come easy. All of us possess different boundaries—the ones that were made for us, and the ones we create. Because of this, thinking out of the box is purely situational, and it is up to you to assess whether you are going beyond your limits or not.

Despite what others have to say, being unconventional and stepping out of the box is all about being ourselves. Venturing out of the box is an experience of discovery and being who we are—whether that means being overly geeky, nerdy, euphoric, speculative, or reckless. Thinking out of the box should come naturally and must not be done as a result of peer pressure. When stepping out of the norm, we ought to acknowledge the importance of finding balance between idealism and reality because the last thing we would want to happen is to find ourselves stuck in the box outside the box. It is imperative to assess ourselves and recognize our capabilities and limits.

Whether we like it or not, we have all been subconsciously fitted inside the box society builds around us. However, we are in possession and in control of the boxes we create, and these are ones based on our beliefs. Challenging ourselves is healthy by thinking deeper once in awhile, as long as we know when to filter ideas when we’ve become senseless. So, we shouldn’t be afraid to push our boundaries, test our limits, lose our certainty, and explore different circumstances—all without sight of our borders. We should never be resistant to our own beliefs and society’s rationale, for these are the principles that ground us. However, like all things, stability doesn’t come easily. Although we are not ubiquitous, nor are we pervasive, we cannot be both outside and inside the box at the same time. Rather, our task is to escape the box, while still keeping sight of it.



THE BOX: AN OPEN LETTER

By Therese Litonjua • Art by Tammy dela Fuente

To the game-changers, catalysts, and legacies in the making:

You are in a rut, stuck in a box, closed off. It is dark and cold, lonely and bleak. Papers are due and unwritten until the midnight before, group mates are nowhere to be found, the bookstore has run out of paper. Your pencil case is missing correction tape, simply because you've made too many mistakes. You feel as if you've reached the point of being a burnout, and that school, extracurriculars and your so-called social life are too much to keep up with.

Your patience is waning, your composure at an astounding zero percent.

You can cop out of it, slide out of it, duck out of it, wriggle out of it, dance out of it—however you haven't a clue what exactly drains the life out of you, what makes you unproductive. What confines you from pursuing what you want to do.

That thing, esteemed reader, is the box.

The box, in your case, is not so much the brown paper crate that holds your belongings and personal artifacts. Rather, it is the mental repository that holds your innermost confidences, goals and motivations, as well as your most valuable thoughts like it is its business. More often than not, it can close you off, but it can also be something you set free from. In some instances, it serves as a guide. In others, a red herring to confuse you even more.

And dealing with it, ultimately, is beyond tricky.

But here is some advice:

First things first, slow down. Life is fleeting and short, yes, but time will stick around for you. With projects, group works, term exams, performance tasks, long tests, and speeches, it takes little effort to get caught up with everything. Once you get buried in your mess of Post-it notes, rubrics, periodic tables and index cards, it's hard to get out of the gaping hole, the box. Once you start taking everything day-by-day, you start noticing little details, little ways to make your work more creative or your paper easier to compose. You start realizing why you need to do something, which allows you to make something meaningful instead of mindlessly cramming. This little change allows you to take baby steps towards your goals and makes you think over things.

Second, stay happy, positive, afloat. With your planner filled from space to space, stuck with post-its upon post-its, it's hard to care of yourself. Drink some water, listen to some music, do something that uplifts you in any way. Once you learn to add yourself to your priorities, you become more efficient, more ready to face the task at hand. Conversely, if you attempt to complete a task feeling overworked, drained and in a slump, chances are, your task will reflect you- and it will be a sweeping mess.

Third, embrace failure. This is painted off as negative and rejecting, but can actually pave a way towards excellence. Use every failure as a learning experience, as another step to better grounding and more exposure. More often than not, successes are born after failure upon failure. Your downfall later on serves as your stepping stone, and every person successful is likely to tell you they've gone through it too.

You are an encompassing of dreams and hope; credence and proclivity; devotion and certitude. You are made from the soot of the stars; the fragments of the galaxies. You are the deepest of greens and phtalos, and most brilliant of golds and silvers. You are each the promise of the rising sun, the secret of the dusk. You hold the world at your fingertips; your only extremity the periphery of the heavens. You are you, and where you are right now is where you need to be.

And you need to be proud of yourself.

Signing off,
Someone like you.



THE BOX: A RESPONSE

By Niña Diño

To the one who believes in me,

It's been awhile since I've come across someone like me. I've always thought that I was alone, that I was the only one whose head was buried underneath a mountain of papers, trying desperately to escape her stuffy box. But as it seems, I am not. There actually is a box that may hinder one from reaching her highest potential, be it internal confliction or maybe even something that was given at birth, like age, gender, or race. I've accepted that this box will present itself to me at any time; it may be when I'm ready, it may be when I'm not. And I'll have to deal with it, set myself free from it either way.

I'm still curious and a bit lost; I'm still learning, which is why a few questions lingered in my mind after reading your letter. How exactly do I get up when I stumble? I find it hard to embrace failure, even though I know that it's a stepping stone to success, simply because it hurts to fail. It hurts to know that my attempts to reach higher didn't work out, and to realize that something I want is now gone from my grasp. But I guess it's all just mindset, right? Maybe if I continue telling myself to look at the bright side, it will be enough motivation to get back up and stay up.

It's not just my personal conflict that I'm struggling with, though. How do I deal with the reactions of others once I finally go out of the box? Worst case scenario, what do I do when someone tries to send me back inside the box? After all my hard work, after multiple efforts to show my confidence and reach my goals, I'm terrified that others won't understand my intent and will instead hold me back. I fear seeing disappointment in their eyes; perhaps they think I'm too ambitious. As I realize these things, I have the notion that those who make me hesitate are the box. If their opinions matter so much to me that I just cower in fear every time I think of doing something extraordinary, then maybe it's my own internal struggle that I have to fix.

I've always looked at the world as something to be scared of, as a box that could trap and confine me, but I really think that it's time for me to change. I don't want to be stuck in a box full of my own doubts forever—I want to go out and stand up for the things I believe truly matter. I guess it's all about being open. Being open to new things, being open to other alternatives, I think that's a good way to start. I'll never be able to go out of the box if I'm too afraid to start fresh once in a while.

Resilience is another value that I need to work on. I need to learn to accept defeat because it's never going to truly disappear. That's the thing about going out of the box; it's going to be a cycle of successes and failures. But it's now time for me to stop counting the number of times I lose, because I can do so much more and be so much happier without the constant disappointment in myself for doing things wrong. I'm going to stop hiding and punishing myself for making mistakes; instead, I'm going to promise myself that from now on, I won't be defeated by failure. I'm going to win against it.

Lastly, I strive to be happy—to be able to see the silver lining in every situation. There are so many things to look forward to and so much time left for me to reach my goals, which is why it can eventually be effortless to be happy. If I'm sad, if I'm mad, if I'm pissed at the world for all of the things that it's doing wrong, then I'll always be stuck in a box. But once I take a look around me and just simply see how much good there is, then I think it'll really be easy to smile. After all, there will always be a bright side.

In the future, I hope to see the entire world as it is, marvelous and full of great things. I hope to be able to smile and stand firm even after failure. And one day, I hope to go out of the box, to set myself free from all of my doubts, and truly live an extraordinary life. I now know that it isn't impossible. Once I take things slow, open my eyes to the beauty that surrounds me, and smile despite my struggles, I can do it. I can go out of the box. If I believe in myself and trust in my own capabilities, then I'll be able to do anything, nothing short of greatness.

I am an encompassing of dreams and hope. I am made from the soot of the stars; the fragments of the galaxies. I am the most brilliant of golds and silvers, and the promise of the rising sun. I am me. And I can't wait for the day I live out of the box.

Because I finally know that I can do it.

Signing off,
Someone who's ready.

WORD WAR

YES

Is there really such a thing as originality nowadays?

NO

Anne Zamora

Celine Zamora

Is there truly such thing as originality? Arguably, yes, originality is entirely possible. Through all the various explanations and debates stating that it is simply another word for “stolen ideas,” I believe that there is a difference between “stolen ideas” and the ideas of a sole person.

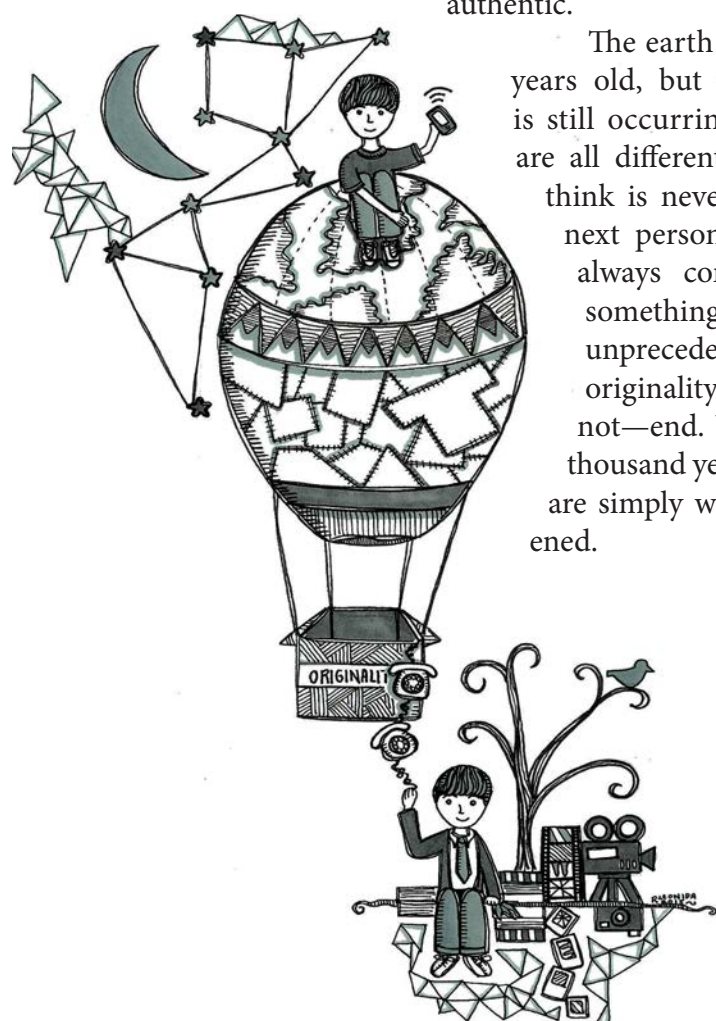
Think about it. If there were truly no originality, then the world wouldn't be able to evolve. Inventions that shaped the world were unorthodox: telephones, light bulbs, television, et cetera, because nobody else had introduced them. For instance, even if there were people who thought of phones with just a screen, Steve Job's introduction of the brand Apple revolutionized the world of technology, since only he had discovered a way to produce these touchscreen phones. The idea of how to make touchscreens work was the defining factor behind why Steve Job's invention was considered innovative.

If not for originality, nobody would have thought about creating new things, and society's progress would stay dormant until the idea of inventing objects was introduced. Furthermore, think about how there is actually a law that protects an individual's original ideas, which is why schools teach us to not plagiarize. The construction and passing of the Intellectual Property Law proves how crucial the protection of one's ideas is, which prevents another to claim what is not theirs. The rule against infringement of copyright ensures that a person is celebrated for being the initial owner of whatever he/she created.

There is, of course, a difference between originality and improvement. For one thing, fashion is always a development of previous styles, but the very idea of sewing cloth together to make a shirt is what is original. Therefore, in my opinion, anyone can improve someone else's concept, but the process of being unique is a rather rare occurrence that does not happen to just anybody at any given time.

In addition, a notion is still original if thought of without any basis on various sources. Even if three people in the world have the exact same idea, if none of these people were inspired by each other, then each person is still original. A situation, for example, is when different people start writing a story, and it just so happens that their plots are the same. Thinking that no one else has the very idea that they have, none can be considered a copy of each other; therefore, each remains authentic.

The earth may be over 2015 years old, but unconventionality is still occurring. Because people are all different and the way we think is never the same as the next person, generations will always come forward with something surprising and unprecedented. The cycle of originality cannot—and will not—end. Whether now or a thousand years later, new ideas are simply waiting to be awakened.



If one day you designed a modern, never before seen contraption, built it with your bare hands and applied for a patent, you'll most likely believe that you're the first. The original. The authentic. Maybe others would believe you too, but it doesn't take a cynic for the doubt to set in, for you to wonder if you were plagiarising a less-known work. It's unfortunate, but as history itself has proven, nothing can ever be formed without the influence of its predecessors or surroundings.

Fashion is the perfect example of this. Since every design is only an innovation of the past or a tweak of the present, nothing is ever drawn on a blank sheet. Remember, before the necktie came the bow tie, and before that, the cravat. It's an ever-changing process that fashion designers from every decade scramble to avoid. That's why avant-garde pieces often grace the runway - because if you can't make something new, the next best solution is to make something different. But the fundamentals remain: skirts, pants, shirts, and accessories with personalized touches. None of them are original, just modernized.

Going back to the basics - if your mind were a garden, then the rights to ownership would automatically be yours. But while you may be credited for growing and harvesting your ideas, the seeds were likely not planted by your hand. Maybe it sprouted from a passing comment, a short magazine excerpt or even a news segment dating ten years back. The point is that your subconscious won't recognize that - you won't recognize that. In a short period of time, you will pick up an idea, make something of it, and credit yourself. Literature is the epitome of this habit.

Thousands of years have passed when letters were recognized and combined to form words, and words were in turn used to form stories. Through all the people living from then to now, it is unsurprising that substantial content is so difficult to find. But while many have given up before even starting, others have chosen to find inspiration from the people around them. Usually, they pick up an old family legend and make it fiction, or they go the scenic route and record the life story of the neighborhood grandfather, for example. Although the phrasing may be the author's, in the barest sense the story does not belong to him. Even a disclaimer or a reference cannot eliminate the fact that the plot took root in the mind of another before it was grown to his liking. Authors like these may have their names printed on the covers of hundreds or even thousands of books, but the real writers can only be found behind the words themselves.

Furthermore, the influence of people on a work does not end with familial relations but professional ones. In the world of literature, these are the editors of publishing houses who are paid not only to read but to improve. Some have done their work so well that numerous authors have even dedicated paragraphs of their forward to their editors, simply thanking them for the changes they have made. In fact, masterpieces were created after only a few well-placed insights and encouragements. You cannot forget the classic American novel “To Kill a Mockingbird” and how it never would have existed if Harper Lee's editors didn't review “Go Set a Watchman” first and then ask her for a more detailed description of Scout's childhood. Through this, it can be inferred that once you take the advice of another, your work is no longer touched by your hands alone, no longer completely yours, and no longer truly veritable.

Of course, the very existence of authenticity will be debated and pondered on for years to come. This, however, does not affect the fact that as time passes, nothing can be left unscathed by the influences of one's history or surroundings. As such, originality remains the only concept desired by all but rebuffed by most. An idea will therefore remain elusive, definition-wise. Can it be considered innovative? Yes. Unique? Definitely. But again, while everyone races to the front of the competition, no one is really the first. No one is really the winner. No one is the pioneer.

THE FIRST CHIMERAS

By Marikit Salvador • Art by Tasha Tanjutco

As centuries slip away and ink themselves into History books, generations of idealists are bred. The most harrowing difficulty these go-getters must defy is the familial expectation. Often, the dreams that these people harbor are contradictory to the plans set by their families. Unfortunately, there are elders who impose on their children to follow a certain career path. The duties laid out for them cause them to discard their original aspirations.—many have exchanged their dreams for their parents' approval. Although ultimately, parents only seek for the wellness of their children, and these instances can prove to be fruitful. However, the fact remains that forcing a specialty risks the child's future happiness. In order to withstand the hindrances of expectations, the longing for unorthodox futures is not enough to brave the drawbacks of suppositions—these achievers must learn how to heavily equip themselves with morals. Fraying the uncharted waters of familial expectations requires principle, backbone, and vulnerability.

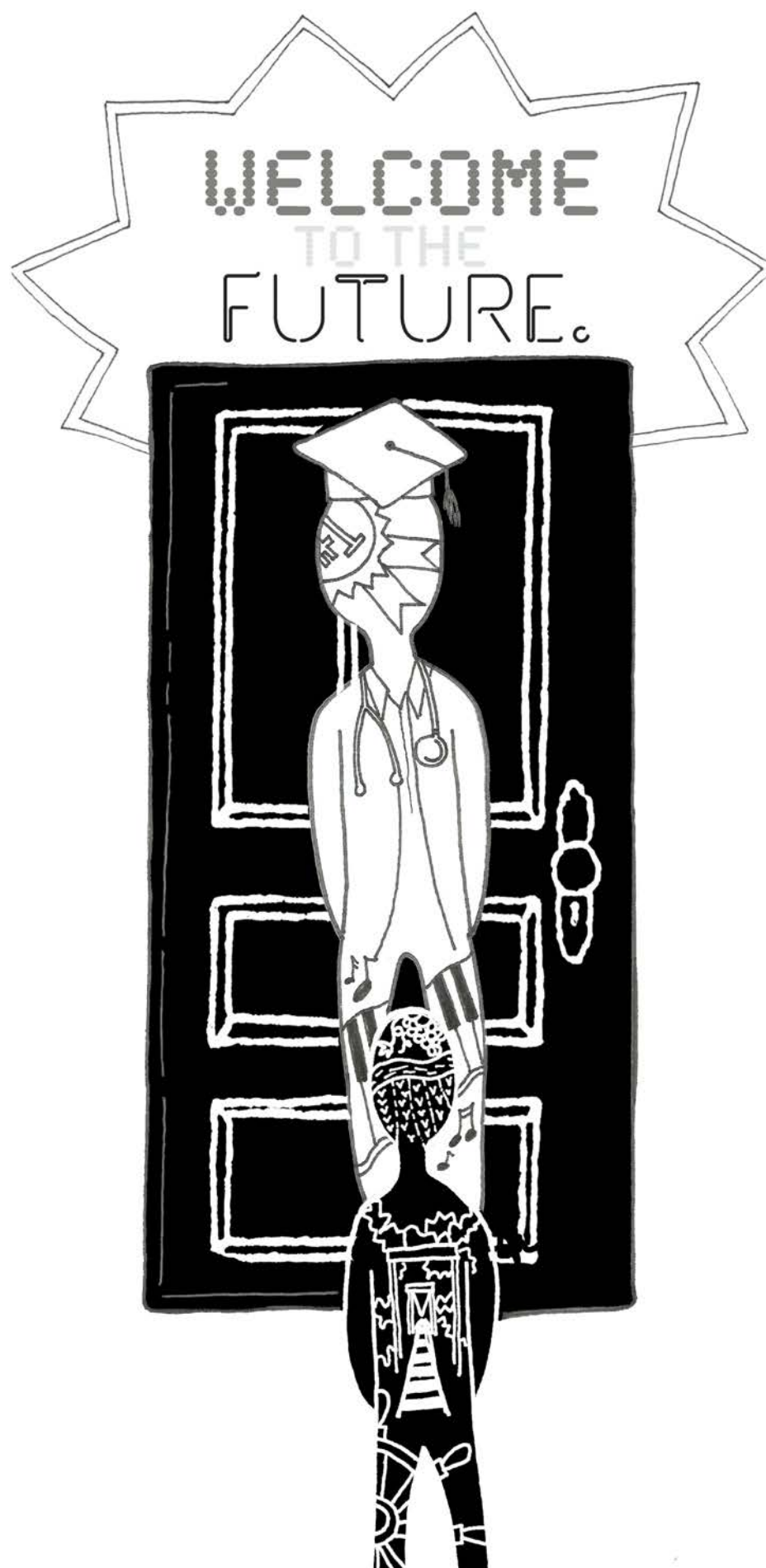
If a miner's daughter does not understand the rhythm of wheelbarrows, but revels in the cadence of otoscopes, it is imperative for her to have an underpinning. Defending the lifestyle she imagines for herself needs principle. In the daughter's case, there have likely been points in her upbringing in which she encountered or heard about scalpels. These occurrences lead to her fascination for medicine, known as the spines of her passion; they serve as reminders during the pitfalls. They remind her of the heart in her wishes, its continuous pulse: faint, slow, easily affected by the turn of events. They remind her that despite the low feeble beat—it is steady. It does not stop unless she decides it to. This is a different kind of a Science: it is the anatomy of an unorthodox heart.

Furthermore, brazening out the afflictions of familial expectations entails a backbone. If a sailor's son raised in water craves for the solidness of piano keys, there must be a storm inside of him brave enough to dream. In order to bear the shipwrecks that unconventionality brings, the boy's spirit should be steadfast and unremitting. As he outlines and frameworks his desired future, he needs to keep in mind that there will be others that will persist to influence his intents. The greatest critics are cut from the same cloth and their objections will rock the boat the most. He is bound to understand that there will always be those that do not hear the music; to some, it is only noise. And throughout these forlorn events, nerve is involved. His strength of will allows him to meet tidal surges and flash floods face to face. Conviction in his aspirations grants him the most pivotal assurance: the only person in the crowd of validation that matters is himself.

Finally, grappling with the hardships of familial expectations demands for vulnerability. If a vintner's daughter wills for the savor of success ribboned in a diploma, she must be open to sorrows. Working towards her triumph calls for maturity—it is vital for her to learn how to grow in trials. The heights of vulnerability crafts new aspirations and goals as these occasions bring the heaviest of realizations. She will be able to comprehend the importance of allowing room for mistakes, the weight of failure, and the value of futile plans. Her dream is not the only matter progressing—but she, as an individual, is developing. The things she gains after the drought and the scarcity gives her the right to be crowned the title of unconventionality.

In the homeliness of mining sites, amidst the familiarity of old chimneys and childhood hiding places, a young woman shrugs on her white coat as she looks over the line of injured miners. A man suited in a harness, with graying hair and oversized goggles, hands over her stethoscope—her father is her greatest assistant. At sea, a young man lifts the fall-board of the deck's spinet. The crew imprecisely hums Rachmaninoff, mimicking

the pianist's fast and gentle hands. After his finger lifts from the final key, the captain of the ship—his father—is the first to stand and applaud despite the shaking of the boat and its sails. By the vineyard outskirts, the busiest of seven children measures the shoe sizes of her nieces; assuring them presents after her masters in Oslo. Before she leaves, she watches her mother frame certificates as her father pins her medals and graduation cap; she vows that she will bring home more. These adults, wide-eyed and ambitious, comprise the unconventional: those whose aspirations send across the most critical messages—dreams cannot be inherited, failure is success' earliest companion, and the unconventional are the first to wake to the chimera of tomorrow.



WHAT IS THE MOST OUT-OF-THE-BOX PROJECT YOUR STUDENTS HAVE DONE?

INTERVIEWER ELA BANAAG • ARTIST COCO LEE • PHOTOGRAPHER BELLA PALMA

MRS. ADAJAR



"The Rube Goldberg Machine Design was the most out-of-the-box project I've ever made my students do. It is basically a combination of several simple machines made to do one task. They also had to use the materials differently/creatively."

MRS. CARREON



"I think the most out-of-the-box project I've made any of my students do is make a Math jingle. They had to use a popular song and include Math concepts in the lyrics."

MS. VERTIDO



When I was teaching Third Year Philosophical-Anthropology, after having my students think of their own philosophy of life, I made them write a letter to themselves 10 years from now. I really plan on giving it to them in 10 years time. I did this with three batches already.

MRS. ESCASA



"I once gave students a Long Test requiring them to write a letter saying 'No' to a guy who asked them out to prom the day before. The guy also happened to be better than the one who asked them first. I enjoyed reading the letters, I even made them put it in envelopes. This was when I was still teaching Writing."

MS. FLORES



"I asked my students last year do a poetry slam. I think it's out-of-the-box because each outcome showed each student's creativity. We were also able to compile all the poems into a book which is in the process of being published."

MS. SAN



"I made my students imagine themselves coming back to Woodrose in about 30 years time to give the inspirational graduation speech. They had the freedom of making up their lives—what they'd achieve, all the trials they went through, and even who they'd marry. I even pretended to be the Executive Director and would introduce each of them. It was really fun."