

muse.

eyes on
us

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letter from **the editors**

Dear readers,

Although this letter is reaching you under vastly different circumstances than we originally intended, we are so glad that we have the opportunity to release The Muse. This issue is definitely our favorite of this year because we feel it was the most collaborative and the most representative of our readers. Even though this year didn't end the way we expected it to, we hope that you will appreciate a look into our lives right before all of this happened, as well as all of the incredible memories we created at Dreyfoos this year. From Spirit Week to the spring play, we've certainly enjoyed covering every moment of it. Thank you so much for sticking with us throughout this time and we hope that you'll get a physical copy of The Muse in your hands in the fall!

With love,

Kate and Becca



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staff editorial:

LEGALIZE IT

(sort of)

Writing an editorial is difficult enough without the burden of knowing that Snoop Dogg might disapprove of our position.

To be clear, we don't completely disagree with Mr. Dogg. Possession and distribution of marijuana should be decriminalized, both for recreational and medical purposes. But that statement needs a disclaimer: When it comes to people under the age of 21, recreational cannabis must remain illegal.

To those of our readers who just let out a foul word or two, let us explain. Although pot may not be as dangerous as alcohol and tobacco, that doesn't mean it's safe. A 2017 meta-analysis of over 10,000 studies from the National Academies of Sciences, Engineering, and Medicine—the most comprehensive report on marijuana use to date—concluded that, although cannabis consumption is not linked to any liabilities that directly cause death, strong evidence suggests that frequent marijuana use increases risk of developing schizophrenia and psychosis and can lead to respiratory problems if smoked. On other potential risks of marijuana use, the National Academies found there wasn't sufficient evidence to come to any strong conclusions.

Still, research suggests that marijuana use may be particularly dangerous for teenagers.

When cannabis use becomes excessive, individuals are classified with marijuana use disorder, which, in some cases, takes the form

of addiction. Based on data from a peer-reviewed study published in JAMA Psychiatry, about 30 percent of marijuana users have some degree of marijuana use disorder.

That's not the worst part. Using information from the National Survey on Drug Use and Health, researchers from the University of Minnesota found that those who begin using marijuana before the age of 18 are four to seven times more likely to develop a marijuana use disorder than adult users. That's concerning, especially given the link between regular cannabis use during adolescence and

Teenagers are four to seven times more likely to develop a marijuana use disorder than adult cannabis users.

poorer cognitive function, including declines in verbal memory, processing speed, and attention span. That correlation, established concretely in a review paper from the University of Wisconsin, doesn't necessarily mean marijuana causes these effects (perhaps teenage cannabis users are more likely to exhibit these traits in the first place), but the link should give us pause.

Besides, drug use isn't exactly known as a winning formula for social or academic success. The more time that students spend intoxicated, the more time they're unable to focus on education or productivity.

None of this talk about the hazards of marijuana is to say that cannabis can't positively impact public health. One of the strongest arguments for legalizing medical marijuana is that doing so could give us a powerful new weapon to fight the nation's opioid epidemic, which, according to the WHO, killed nearly 64,000 Americans in 2016 alone.

Although opioids have proven effective in treating acute—temporary—pain, no studies have found evidence that opioids effectively treat long-term, chronic pain. As evidenced by our nationwide health crisis, opioid painkillers are highly susceptible to cause addiction and deadly overdoses.

Based on the aforementioned analysis by the National Academies of Science, Engineering, and Medicine, there is substantial reason to believe that, unlike opioids, marijuana-based compounds can be used to treat chronic pain. Meanwhile, marijuana is significantly less addictive than opioids and doesn't come with any risk of fatal overdose. Taking the place of opioids, medical marijuana could grant effective treatment to the 100 million American adults who currently suffer from long-term pain.

If you wanted more reason to hate opioids,

the CDC reports that those who are addicted to prescribed opioids are 40 times more likely than the general population to become addicted to heroin. While the link between opioid painkillers and heroin use is clear, the connection between marijuana use and abuse of harder drugs is less so.

While marijuana users are twice as likely to be addicted to heroin than the rest of the US population, researchers remain skeptical about the image of cannabis as a “gateway drug,” suggesting that people use marijuana, alcohol, and tobacco products before moving on to more dangerous drugs because of their high accessibility, not because of any inherent properties that would drive individuals to pursue riskier highs.

Available research seems to contradict the gateway hypothesis: A study published in *The American Journal of Drug and Alcohol Abuse* found that a teenager's motivations for using marijuana are far more predictive of hard drug use than marijuana

marijuana for adults? Part of the answer has to do with the fact that legalizing cannabis could make marijuana safer without significantly increasing its use.

Although tetrahydrocannabinol (THC) is approved by the FDA in medications used to minimize nausea in chemotherapy patients and stimulate appetite, the National Institute on Drug Abuse indicates that THC could be responsible for some of weed's worst effects, including increased risk of psychosis, addiction, and cognitive impairment.

Despite the potential detriments of THC, which is responsible for the high that marijuana users experience, the cannabinoid has been on the rise. A study from the University of Mississippi found that the average THC content in confiscated marijuana more than tripled

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in favor of this view

Results from runoff poll of Muse editors

problems associated with the use of pure CBD.” CBD even offers some significant health benefits. The FDA has approved a CBD-based liquid medication called Epidiolex® to treat two forms of severe childhood epilepsy, and there's also research to suggest that CBD could combat anxiety, insomnia, and several other health issues.

How do we return THC content to lower levels? Because recreational marijuana is still illegal in most states (and technically illegal at the federal level), weed users are forced to get their products from unregulated sources.

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use itself. For instance, researchers discovered that those who used marijuana to alleviate boredom were 43 percent more likely to use cocaine and 51 percent more likely to try a hallucinogen other than LSD; however, those who used marijuana “to experiment” actually had a slightly lower risk of using other illicit drugs, seeming to minimize the possibility that marijuana pushes users into more dangerous substances.

So, if marijuana might be useful for medical reasons, but could be harmful in other situations, why legalize recreational

from the early 1990s to 2014.

As a result of the THC surge, cannabidiol (CBD), another active compound found in marijuana, is becoming less prevalent in most cannabis samples. Unlike THC, CBD doesn't create a high. But, according to the World Health Organization, it also doesn't encourage dependence, nor is there evidence of “public health related

contributor: Jarom Gordon
graphic by Alana Cavanagh

BLURRING BOUNDARIES

fighting the taboo around our crucial classroom discussions

by Melodie Barrau

For years, an increasingly polarized political climate has created a taboo around political speech in the classroom. It's

not hard to understand why schools avoid conversations on controversial issues when such discussions could easily offend others. It would be wrong to ignore that politics, which were once about sharing our opinions on the policy, have now become about who can hurl more insults toward the other side. However, some states have taken drastic action to prevent political discussions in class.

The Washington Post reports that, in Arizona, legislation was recently passed to "prevent teachers from bringing anything political into the classroom" in an attempt to stop all-partisan conversations. But, perhaps the most

important effect of this legislation is that it also significantly reduced Arizona teachers' ability to "prepare students for political engagement in a nonpartisan way." The impact of our unwillingness to talk about politics is not to be understated: We've reached a point where our own apprehension has stopped us from engaging in constructive conversation about the world around us.

These class discussions can play a critical role in allowing students to have their voices heard. Vocal senior Charlotte Ostrov explained that "class discussions are important because it's very empowering for students to make themselves heard to their peers and teachers."

Educational environments and professionals should *facilitate* situations where students feel comfortable expressing their thoughts on political issues, rather than restricting their speech.

—learning about the importance of politics—

Not only can classroom political discussions play a role in empowering students to discuss their own opinions, but they can also be a part of a curriculum. Current events, such as Donald Trump's impeachment trial, can be important civic discussions and can have a lasting impact on students. At Chalmette High School in Louisiana, history teacher Chris Dier is adding a new definition to his American history lessons.

Dier, an American history teacher, used the largely polarizing issue of Donald Trump's impeachment as a means for discussing the civic process in the United States. In his lesson, he incorporated presidents like Andrew Johnson, who was formerly impeached, and Richard Nixon, who resigned before he could be impeached, to demonstrate the constitutional process of impeachment. In an interview with *The New York Times*, Dier reveals why he chose to include such a controversial topic in his lesson plan: he says the reason behind discussing the impeachment inquiry is to engage and inform

students about civil proceedings, during a time when most people don't have a basic understanding of civics.

An increased push for civic engagement is also happening in Florida.

Governor Ron Desantis recently introduced a new educational initiative with an emphasis on civics, claiming the new policy is "for elevating civic knowledge, civic skills and civic disposition for middle and

high school students." The plan also allocated three million dollars toward expanding access to speech and debate programs and creating a nationwide competition that incorporates civics, speech, and debate. Initiatives like this one dispel the idea that students and teachers can't talk about current events. The fact is that for students to truly have a grasp on civic engagement, they need to discuss topics in which they may differ with others. An essential part of being a well-rounded citizen is understanding and accepting that others may not agree with you.

redefining discourse

Recognizing the benefits of political conversations in the classroom does not dispel the fact that these discussions can get heated. Our political beliefs can be indicative of who we are at our cores, and when our morals clash with those of other people, it's easy for a situation to escalate. So, where do we draw the line?

Foreign language teacher Thomas Ruth said that he generally tries to "strive for

fairness and non-criticism of dissenting opinions" when talking about political issues in the classroom. To combat the taboo around political discussions is to understand

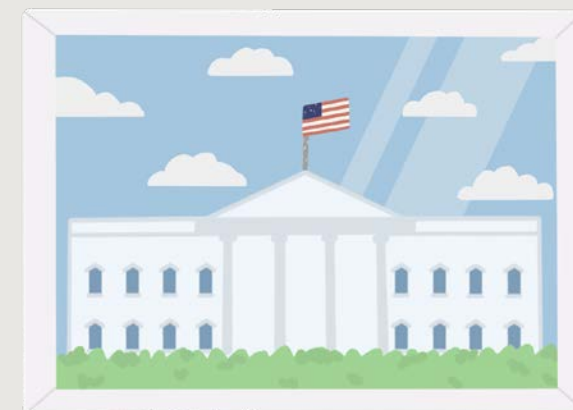
that it's okay for others to disagree with you. One of the best parts of living in the United States is that we are entitled to have an opinion, and we don't have to fear that others will try to silence us for it. By no means can we condone

opinions that are based on hatred, like homophobia, racism, and sexism. Ostrov put it best when she said that "all opinions are welcome in the classroom as long as they are expressed respectfully." At the base of every political discussion that we have in the classroom there must be a sense of mutual respect and fairness amongst all that are participating; dissenting opinions are not something to be feared but rather understood and appreciated.

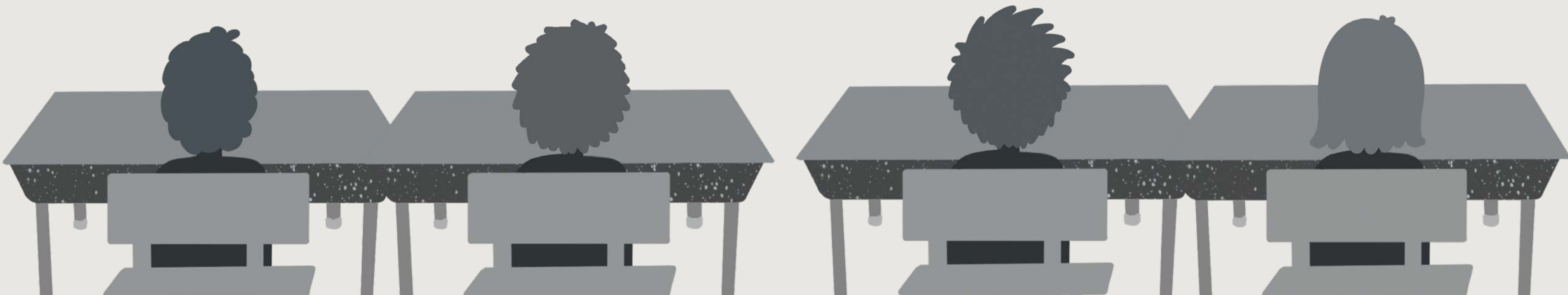
Perhaps on a larger scale, political conversations in the classroom also require a fundamental change in perception. Political theatre on social media platforms such as Twitter has given all of us the idea that being political is the same thing as being partisan. Partisanship refers to the idea that

your actions are taken to advance a political party's agenda, but to be political is simply to have opinions on government and public policy. Our negative ideas about politics stem from watching politicians bash each other to advance their own agendas, but that's not what it means to be political. Being political is doing your own research, looking into both sides, and developing opinions that you can support.

Redefining what it means to be political may be a small change, but it's one that will have widespread impacts. If we choose to understand and appreciate others, to be fair in our opinions and our discussions, to give a voice to every single person, and to dismiss the taboo that has existed for so long, we'll create a more respectful society and classroom, where our students can learn to engage in politics in a safe environment. I challenge everyone to redefine traditional ideas of politics and to consider the impacts that a more respectful and accepting mindset can have on the way we all see the world.



graphics by Alana Cavanagh
and Allison Robbert



technical issues

america's schools need modernity



by Mark Shteyman

graphic by Kate McNamara

When I use any of the computers at school, I always have complaints. Not only does Coolmathgames lag constantly, but oftentimes the computers have log in issues and generally run very slow. One could imagine how frustrating this is, but the question that bothers me is, *Why do these issues occur in the first place?* The answer is outdated technology. For example, the school laptop I used to type up this story, the Dell Latitude E5440, was designed and released eight years ago. From the softwares that arts students use to the computer that I am typing this on, technology has deeply permeated the education system. However, to maintain what little edge we have on world markets, we must expand our use of updated technology in schools.

The American school system and the facilities it uses are horribly outdated, a fact that has contributed to the trend of educational stagnation the U.S. has experienced for decades. Literacy rates in the U.S. have stagnated since 1971, and there have been no advances in math scores since

1990, according to the National Assessment of Educational Progress. The only way to fix our educational stasis is through technological modernization of our schools.

A study published by Arkansas Tech University concluded that technology causes students to be more engaged in class as they become more interested by the relevance of technology in their lives. This causes them to retain more information, resulting in higher test scores and greater overall achievement.

Another important factor to consider in the debate over modern educational technology is the pervasiveness of technology in all of our lives. If students desire future success, they will be required to have a substantial level of technological skill. The best way to help students build these essential abilities is to have them grow up with technology by introducing it at an early age. This way, we can ensure that all of our students become naturally acquainted with the knowledge necessary to operate technology efficiently and effectively.

Many claim that technology in our schools will distract students from their learning. However, this line of thinking is a

bit insulting to students. Matthew Numer, assistant professor in the School of Health and Human Performance at Dalhousie University, agrees. "Our students are capable of making their own choices, and if they choose to check Snapchat instead of listening to your lecture, then that's their loss," Mr. Numer argues. "Besides, it's my responsibility as an educator to ensure that my lecture is compelling. If my students aren't paying attention, if they're distracted, that's on me." This level of freedom of choice is a cornerstone of American education, and using technology will improve not only the quality of learning, but also the amount of freedom our students have in the classroom. This way, we can make students want to learn instead of being forced to perform well in school, ultimately making for a better educational system.

The only way to improve our educational situation is to modernize our technology. With it, we can finally stop the educational stagnation that has plagued our society for so long and launch ourselves into a new, technologically advanced age of prosperity.

Enlighten.

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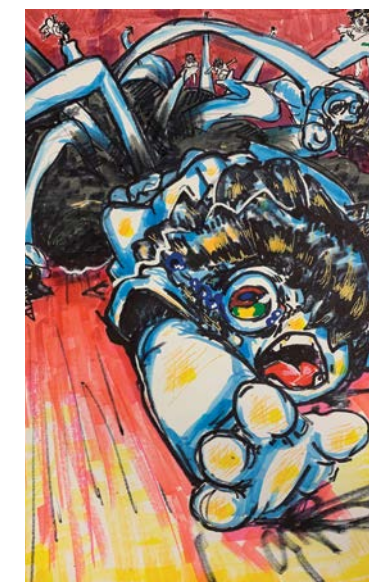
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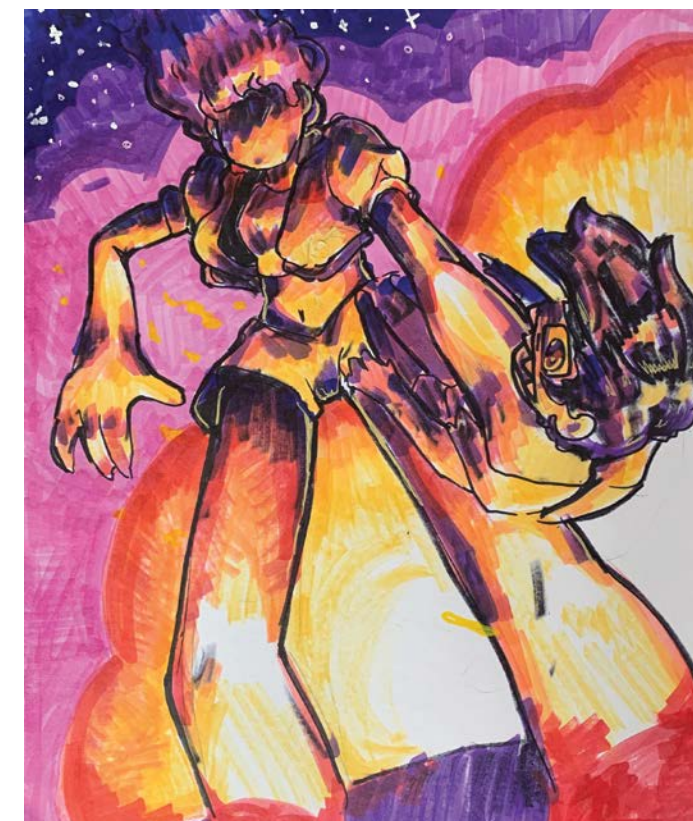
returning to normalcy

visual senior blake weis learns to cope with loss



by Annabella Saccaro

art by Blake Weis



Just hours before he rang in the new year, visual senior Blake Weis and his family stood barefoot on their neighborhood street, watching the only home he had ever known be consumed by flames. Amid the rubble lay most of Weis' art—now only scorched pages, broken sketchbooks, and ashes. One of those sketchbooks was Weis' favorite, a portfolio he handcrafted and describes as representative of his "best year in high school."

The house fire left all of his sketchbooks unsalvageable, components of his art portfolio he

had been planning on submitting to various art schools. Since the incident, Weis has moved to Palm City. He lost art supplies, family treasures, and memories.

"There are some pieces you remember, that you love specifically because they meant so much to you, that you know are gone and you're never going to have [again]," Weis said. "Also, sketchbooks that show you growing up as an artist—I also miss those."

The fire broke out in Weis' bedroom, burning it down. He claimed that the most "stinging" part of this process was losing important artifacts in this space,

such as a handmade quilt and a stuffed animal he had since birth, pieces that he had "specifically saved and taken care of."

"When you see your room burning down, you sort of feel like everything that's your space, your one area where you know that you're safe, is gone," Weis said. "It gets kind of scary because you're like, 'Will I ever find a safe space?' No matter where I go now, I know that I'm going to still feel like I don't have that privacy and that safety."

Helping his family recover was Weis' top priority, causing him to miss the first week of school after winter break. However, Weis said he didn't tell people about the fire until he got back to school because he "didn't want to make a big deal out of it."

"It was weird because my thoughts weren't really at school," Weis said. "When that sort of [thing] happens, your thoughts are on two things: 'What now?' and 'What's happening?' It's panic: It's like, 'Alright I need to be here for my family,' but also it's like, 'What's going to happen now?' I wasn't really thinking, 'I should get back to school.' It's a sort of different thought process entirely."

The incident on Dec. 31 happened only days before Weis' art school applications and portfolios were due. While some schools were more forgiving given his circumstances, Weis said that there have been many "opportunities he has had to pass up," and he had to significantly cut down on the colleges he was planning on applying to.

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burnt out

recent mental health programs emphasize student stress, but teacher well-being is left out of the conversation

by Miles Wang and Nimit Chandan

After eight hours of dealing with hundreds of students, teacher conferences, and advanced algebraic concepts, math teacher Craig Adams takes a 30-minute commute to Jupiter on Thursdays. There, he works five hours as an adjunct professor for Florida Atlantic University, and by the time he gets home, he feels like he has “missed out on time seeing my wife and my kid on that one day so I have extra cash for us to do extra things throughout.”

This narrative of high-stress, long work days is a common thread for teachers across the county. Recent mental health programs have placed an emphasis on student stress and workload, but as much as student workload and mental health need attention, there is another individual in the classroom that gets overlooked: the teacher. Amid conversations about mental health and well-being at schools, teacher well-being has remained out of the spotlight.

“Students have this visual in their head that their teacher is this little robot: ‘Wow, they’re here during Period 2 and they teach me whatever they’re teaching me and then they disappear into the closet in the back of the room,’” Mr. Adams said. “I do think students see us as almost non-human beings.”

addressing the elephant in the classroom

Concerns with work-life balance are prevalent among teachers. In a 2017 survey conducted by the Badass Teachers Association, 61 percent of the teachers reported that they were “always” or “often” faced with high-stress situations over a 30-day period.

At Dreyfoos, 59 percent of surveyed teachers said that they face high-stress situations “always” or “often” in a typical week. A major factor as to why this is overlooked is the student perception of teachers in the classroom.

“I think generally, teachers are viewed the way people would view a server or somebody who works in a restaurant,” history teacher Kathleen O’Hara said. “I know a lot of students have an attitude like we’re here to serve them, and completely shut us out when they go home, like they don’t think about me once we’re not there.”

Some teachers face symptoms that go beyond the typical consequences of stress on the job. Psychology teacher Danielle Edwards faced her first signs of mental health issues late in her life.

“For my entire life I had never experienced any symptomatology like that until after my son was born,” Ms. Edwards said. “I had postpartum depression, and I don’t think you get to keep calling it postpartum depression nine years later, but here we are.”

Each teacher faces different circumstances and obstacles, and their mental health is affected in different ways. Ms. Edwards feels like coming to work is “like an escape” from the variety of situations that she faces outside of the classroom.

“There were significant family stressors that are ongoing. Family, financial, jobs, and all different kinds of stressors that kind of hit the fan during that time period, so I’m sure that didn’t help,” Ms. Edwards said. “Since my brain had been put into that kind of disrupted rhythm, the maladaptive thoughts kind of keep it in that same rhythm.”

When teachers are stressed, unhealthy, and burnt out, their abilities to teach and support their students are affected. This, in turn, negatively impacts student performance.

59%

of surveyed teachers reported they face high-stress situations “always” or “often” in a typical week.

I do think students see us as almost non-human beings.

A Gallup survey of over 78,000 students across 160 schools showed that high teacher engagement correlates with higher levels of student engagement and improved academic achievement.

“If you’re not getting energy from a teacher, you’re not going to feel like turning on,” vocal junior Lacie Michaelis said. “It’s like you can tell that they’re not happy, and it’s not engaging to their students so nobody’s gonna pay attention to something like that.”

And while 68 percent of surveyed teachers feel that their ability to teach and provide support for students has, at some point, been negatively affected by stress or burnout, others feel they fail to prioritize their personal lives as a result of a focus on school.

One teacher anonymously reported that “I can only speak for myself, but my ability to teach and provide support for students’ has NOT been negatively impacted by stress and burnout; it’s what is causing my stress and burnout. My personal life is negatively impacted. I have less time for my family, friends, and myself because I feel a professional and moral responsibility for students. I do this with what I believe to be minimal complaining because it is ultimately my choice how much time I put in. Not putting in the time and giving my authentic best would cause me more stress and anxiety.”

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photos by Adam Goldstick and Sophia Roberts

uprooted

campus immigrants face different cultural realities

“When you’re pulled out of your home country, it’s almost like you’re losing that other half of you, especially without your parents, your siblings, [and] your friends,” vocal senior Sasha Alhinho said. Across our campus, every individual who has immigrated has their own story and different ways that they faced cultural changes.



“My family and I immigrated a year and a half ago,” strings sophomore Alhondra Marin said. “My dad moved here first for a job interview, and then once things got worse in Venezuela, he asked me to fly here by myself. In a matter of days, I had to leave my school, friends, and family behind and move in with him.”

Marin wasn’t planning to leave her life behind, but due to an increasingly dangerous and violent dictatorship in Venezuela, she was forced to emigrate from her home of 15 years.

“It wasn’t really a decision,” Marin said. “It was more something that we had to do for security reasons, and we’re still getting used to it.”

Marin struggled with adjusting to a new lifestyle and language, similar to other immigrants. She didn’t have much preparation coming to the U.S. when it came to language, so she had to learn

everything when she arrived.

“I kept comparing it to my life in Venezuela and wishing I could go back every day until I realized I wasn’t going to go back anytime soon,” Marin said. “I started truly adapting to it and making new friends and learning about them, [and] the way they talk about their behaviors, trends, and culture.”

Marin was able to adapt to different cultures by being around people with whom she shared Latin culture. It allowed her to be around something familiar while being in a place that was so unknown.

“Being at school, even though I might have people I have a lot in common with—it’s really never going to be the same as being with someone who is from the same place as me,” Marin said. “There’s this connection that I can’t explain that allows you to relate to that person on a different level, and it’s pretty much like our minds work the same way.”

Marin still feels connected to her Venezuelan heritage and culture.

“I’m always going to feel in touch with my original culture,” Marin said. “I FaceTime my friends and family there every time I can. I speak Spanish at home and watch whatever TV show or music is trending there. That way, it’s like I still live there. I always make sure to check on them and make sure they are all good, and it’s just always going to be a part of who I am no matter what.”

“I came here in 2003. I was 13. At the beginning, it was pretty tough,” digital media teacher Brian Delgado said. “I would say it took me two years to learn English, but it has to do with how much you really want it.”

Mr. Delgado came to the U.S. in pursuit of a better education and seeking safety because of terrorism issues in his home country of Peru but the process took 10 years. Once Mr. Delgado arrived, he struggled with the group-focused culture of Peru compared with the self-focused nature of American culture.

“Peruvian culture is much more family-based traditional belief. I think that’s the same with a lot of Latinos,” Mr. Delgado said. “It’s much more like you feel like you’re moving up with everybody.”

Celebrating his culture and meeting people who share his background reminds Delgado of where he comes from.

“Of course, when you meet someone that’s a Latino there’s a specific connection, speaking not only the same language, but you understand each other,” Mr. Delgado said. “I do have family here and we do gatherings. We eat our food and we celebrate specific holidays that are just a Peruvian holiday, like Independence Day.”



Alhinho moved from Cape Verde, a small group of islands off the coast of Africa, to the U.S. four years ago for better educational and living opportunities. She describes Cape Verde as “very beautiful,” but also “very poor.”

“Once the time came, before I started high school, my mom was like, ‘I’m going to send you to America to have that opportunity for college,’” Alhinho said. “So, I came and I lived with my grandma for two and a half years. My parents came, but they had to wait for the visa and the green card. It’s a huge process. They had to wait 15 years.”

Born in Boston, Alhinho was able to travel with less difficulty. However, she faced struggles in school, having to adapt to a new language and culture.

“I would never read [out loud],” Alhinho said. “I was really insecure. I had a really bad

accent, and it was hard to understand me. It was very hard for me to make friends because I didn’t know a lick of English, and [when] I came here they just threw me in school, but over the years, I realized that’s what made me a little different from everyone else, and I really like it now.”

Alhinho learned to embrace her differences and used it to find community and today she never forgets to appreciate her roots and what truly “made her.”

“You have to remember what builds your character. Then, you have to stay grounded and love your culture because if you don’t love the culture, you’re not going to be able to completely love yourself,” Alhinho said. “Culture is important. It really gives you a specific individuality that you can say, ‘That’s mine. That’s me.’”

by Veronica Longoria

graphics by Amanda Cohen and Katherine Oung



the plant-based movement

by Sam Cohen

increasing popularity of veganism drives students to be more conscious about their diets

Digital media sophomore Christopher Bedecs watched as his screen showed cattle being sent to slaughter with a bulldozer. By the time he finished the documentary “Cowspiracy: The Sustainability Secret,” he had already made the decision. He was going vegan and knew he could “never go back” to eating animals.

Now more than ever, students like Bedecs are becoming more aware of the consequences of animal agriculture and are turning toward veganism.

Cambridge Dictionary defines veganism as the practice of refraining from the consumption or use of any animal products. Specifically, the vegan diet cuts out all meat, eggs, dairy products, and any other animal-derived ingredients. It includes fruits, vegetables, grains, nuts, and legumes, such as beans or lentils. Veganism may span beyond diet, too, with some vegans avoiding non-food animal products or byproducts altogether.

Communications sophomore Penelope Ryan became a vegan three years ago when she was in seventh grade. She notes that

veganism is covered “a lot more in the media” now and that there is more widespread information about the “multiple benefits.” The unfair treatment of animals within agricultural industries motivated her conversion to a plant-based diet.

“Even with just one more person going vegan or making little changes to their diet, it goes a long way in not contributing to animal farming and cruelty,” Ryan said.

According to The Conversation, livestock farming contributes to 18 percent of human-produced greenhouse gas emissions worldwide. In addition to the environmental concern, People for the Ethical Treatment of Animals (PETA) reported that over 200 million animals are killed per day, along with tens of billions of fish and shellfish that are slaughtered annually.

“When I started doing research and seeing all the terrible treatment of animals, that convinced me [to go vegan],” media specialist Sarah Garcia said. “But then, I was also watching documentaries like ‘What The Health’ that talk about the environmental impact and health of it.”

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local vegan options

BurgerFi: Beyond Burger



This burger available at BurgerFi is a plant-based burger made of peas and is either served on a vegan bun or wrapped in lettuce.

Christopher's Kitchen: Mac & Cheese



This dairy-free mac and cheese features quinoa pasta, creamy cashew cheese, and brazil nut parmesan.

Field of Greens: Protein Shakes



Field of Greens is a vegan-friendly restaurant that serves a variety of protein shakes composed of vegan proteins, such as vegan chocolate and vanilla, along with almond milk.

Christopher's Kitchen: Avocado Toast



Christopher's Kitchen, an all-vegan restaurant, serves an avocado toast made on multigrain bread with fresh avocado, tomatoes, microgreens, and seasoning.

Meraki Juice and Kitchen: Acai Bowls



At Meraki Juice and Kitchen, customers can customize their acai bowls to include any fruit or vegan toppings.

photo by Adam Goldstick
graphics by Ava Kehde

uncovering the dirt behind cosmetics

students regularly use makeup products with unknown bacteria and hidden chemicals

by Sasha Smith

For her third or fourth birthday, communications freshman Yelaine Aguilar got a Barbie makeup set. She had been excited to start playing with the colorful gels but was instead met with a persistent rash upon application. It was a physical manifestation of the harmful ingredients and chemicals used in many of today's makeup products.

The FDA has no laws requiring the approval of certain additives or chemicals that are potentially dangerous in makeup. The Environmental Working Group (EWG) reports that Congress hasn't updated cosmetic regulations since 1938, so most cosmetic companies can sell their products without FDA approval.

"My mom didn't want me using [makeup] after she saw the reaction I had to it," Aguilar said. "She was like, 'No, you're not using makeup anymore.'"

Due to her sensitive skin, Aguilar only wears makeup labeled "Clean At Sephora," which is a seal placed on products that exclude ingredients like parabens, formaldehydes, phthalates, mineral oil, and triclosan. These harmful components have been linked to topical irritation, organ system damage, and even some cancers. Even then, she is still not protected from the potential bacteria that can grow on makeup products when improperly cleaned or used past their respective expiration dates.

"The thing about makeup and chemicals is if you don't know what products you're using, or if you don't treat your skin before you put makeup on, you're more likely to get acne and clog up your pores because your skin isn't clean," theatre junior and makeup artist Sabrea Stallings said. "That goes as far as cleaning your brushes, making sure your products aren't expired—different things like that."

Women's Health reported that the shelf life for facial makeup can range anywhere between three and 12 months. According to a survey of 178 students conducted by *The Muse*, only 26 percent of students who wear makeup check the expiration dates on their products. When a makeup product expires, its contents often separate or dry out, allowing for the growth of bacteria.

The thing about makeup and chemicals is if you don't know what products you're using ... you're more likely to get acne and clog up your pores because your skin isn't clean.

According to the Journal of Applied Microbiology, which published a study on cosmetic bacteria in December 2019, blending sponges tested for some of the highest levels of harmful microbes and bacteria like *E. coli* and *Staphylococcus*. These can lead to nausea, blisters, and abdominal pain if they turn into infections. Because of this, Stallings cleans her makeup products with Dove soap and diluted alcohol before using them on clients.

"As a makeup artist, [...] I don't want anyone's [complaints] to be, 'Oh, this girl gave me a rash or her brushes were dirty,'" Stallings said.

Digital media senior Kristina Ronan began doing makeup in the seventh grade but started handling it professionally her sophomore year. In her experience, she recommends that products should be cleaned "at least every two weeks."

"I do try and pay attention to some of the expiration dates," Ronan said. "I like to make

sure that [expired makeup] gets thrown away and renewed. Sponges especially need to be thrown away after three months—mold gets in those so easily. I try and clean my brushes weekly because I don't want to put bacteria all over my face."

To find cleaner makeup products, Ronan uses the app Think Dirty, which allows users to scan photos of their products to receive a hazard score. This score is based on individual ingredients in cosmetics and informs users of the potential risks associated with each product. It checks for petrochemicals, siloxanes, sulfates, fragrances, and non-biodegradable ingredients.

"I think people need to pay attention to certain brands and what ingredients are going into [their products]," Ronan said. "Most known brands don't put bad ingredients in their makeup just because they know people will call them out for it. But if you get makeup off some weird online brands, those have parabens in them, and parabens are not good for your skin."

Besides using Think Dirty to avoid harmful ingredients, Ronan maintains a consistent skincare routine to prevent the buildup of bacteria and the other dangers of dirty makeup.

"If you're ever wearing makeup, you have to take it off at the end of the night. I don't care how tired you are. Do not leave it on your skin because [there are] oils and bacteria and dirt that's been on your face," Ronan said. "I think the start of it all is a good skincare routine that works for you."

PROPYLENE GLYCOL

-skin irritant, National Library of Medicine
-enhances skin penetration and decreases skin viscosity, International Journal of Toxicology

CI 77266

-possible human carcinogen
-possible human respiratory toxicant
-violates government restrictions, banned or found unsafe for use cosmetics

photo illustrations by Sophia Roberts

Potentially harmful ingredients to look out for (according to Medical News Today):

- Lead - harmful heavy metal, may impair organ function
- Phthalates - creates hormone imbalance
- Parabens - preservatives in makeup that may stimulate cancer cell growth
- Formaldehyde - may cause allergic reactions, eye irritation
- Carbon black - found in mascaras and may be carcinogenic

PHENOXYETHANOL

-skin, eyes, or lung irritation
-non-reproductive organ system toxicity, EWG

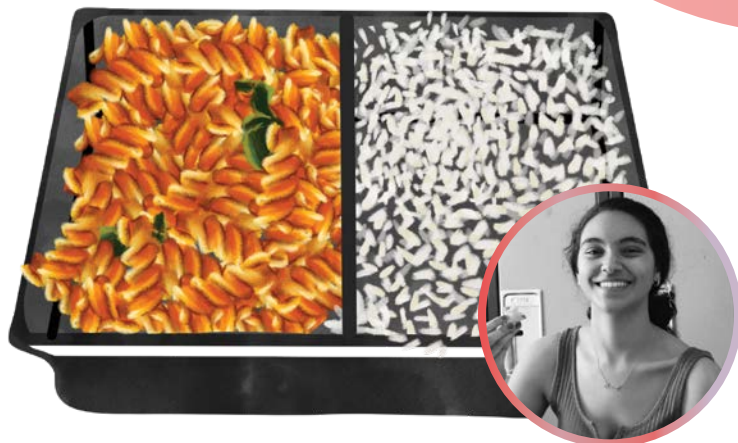
FRAGRANCE (PARFUM)

- Known human immune system toxicant and allergen
- human respiratory irritant, EWG
- releases volatile organic compounds, Environmental Impact Assessment Review (2011)

what's in your lunchbox?

by Kaja Andric and Michael Pincus

Coffee Crisps from Canada. Pesek Zman from Israel. Bajadera from Bosnia. Orangina from Italy. Alfajores from Argentina. One bite starts a trip around the world, from 11:19 a.m. to 12:06 p.m. By simply opening a student's lunchbox, their culture is able to shine through.



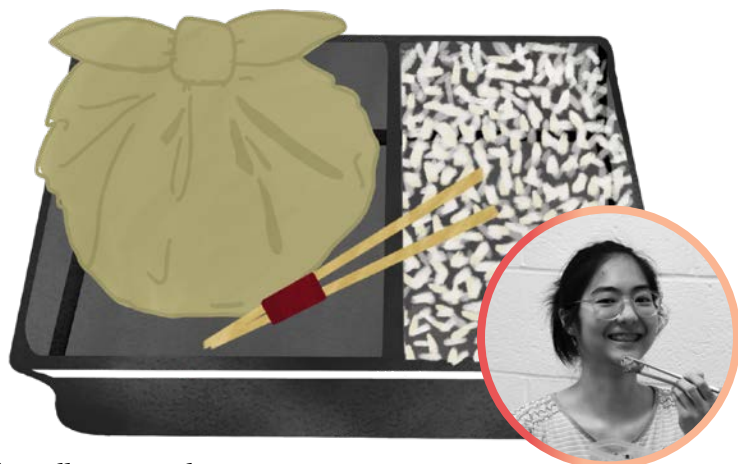
"Rice, chana—which is a chickpea dish—usually different types of sabji—which means vegetables in Hindi—or if I'm at my dad's house, then he loves to make butter chicken. He is known for that, so I love his butter chicken."

communications junior
Sonali Vijay, India



"There's usually Brazilian food in [my lunchbox], so rice and beans and pão de queijo—it's like cheese bread—and stuff like that. And then there are fruits."

digital media sophomore
Gabriella Possobon, Brazil



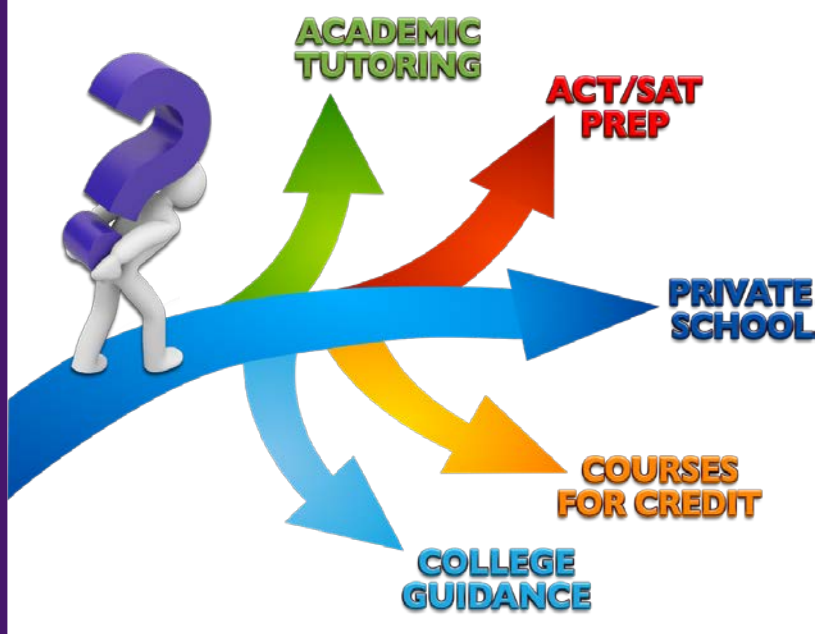
"Today, I had some rice and a little chicken vegetable fry thing. I get a lot of compliments about how it looks because I'm wrapping the cloth [around it] and I have little chopsticks."

piano junior
Izumi Yasuda, Japan

photo illustrations by Anna Jones
graphics by Alana Cavanagh



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FAST FASHION

students purchase clothes while unaware of the global effects behind the threads

by Sheevam Patel

photo illustrations by Adam Goldstick

Forty-four-year-old Norma Ulloa spends 11 hours a day making six dollars an hour in a factory in Los Angeles, according to the Los Angeles Times. She pins tags on shirts for shipment to retailers. Gospel for Asia, an international organization, explains that Bithi, a 15-year-old Bangladeshi girl, spends her childhood sewing 60 pockets an hour for a garment factory that makes designer clothes. These two women are just pawns in a global game of fast fashion.

Clothing that falls under the fast fashion umbrella is inexpensively and rapidly produced by mass market retailers in response to the latest trends. Students often end up being large followers of these practices, as peer pressure to dress fashionably and a lack of funds guide them toward the industry.

“[As consumers], we’re trained to follow the trends, and that’s how [companies] keep us [buying] into their practices,” digital media senior Lia Mauney said. “They continue to garner profits because they can come out with hundreds of new styles every week.”

Questionable manufacturing processes have brought the industry under scrutiny. In September 2019, the World Bank reported that the fashion industry accounts for 10 percent of yearly global carbon emissions, which are “expected to increase 50 percent by 2030.” In another 2019 report, the United Nations-backed Intergovernmental Panel on Climate Change explained that, “As climate change caused by burning fossil fuels drives temperatures higher, the ocean warms, causing it to expand. This expansion, in turn, causes sea levels to rise.”

Unfortunately, environmental impacts aren’t the end of the story. According to the Clean Clothes Campaign, industry workers can be expected to endure “14 to 16 hours a day,” sometimes working until “2 or 3 a.m. to meet the fashion brand’s deadline.” In a 2011 report by the War on

Want Charity, “Three quarters of the women workers spoken to had been verbally abused at work and half had been beaten.” Additionally, the charity also found that “factory helpers were paid £60 a month, less than half of the living wage.”

“I watched this documentary that talked a lot about [fast fashion],” digital media senior Jenna Beberman said. “It [talked] about a lot of things like the fires that happen in factories because of H&M and larger retail stores ... and how it hurts outsourced and underpaid workers.”

Documentaries and media have spread awareness about these malpractices that stores such as H&M, Forever 21, Zara, and Gap are involved in. As knowledge of the industry continues to surface, students join the fight against fast fashion.

“Learning about inhumane labor practices and the environmental issues across the industry from production practices to the materials used like rayon, viscose, and inorganic cotton was really alarming to me,” Mauney said. “I’ve always

believed that any effort you can make helps.”

According to Planet Aid, “the majority of textile waste heads to our landfills where [it] releases greenhouse gases and leach toxins and dyes into the surrounding soil and water.” Thrifting is just one way to combat environmental stressors related to fashion. By purchasing quality second-hand clothes for lower prices, students are keeping an abundance of material out of our landfills.

“I buy secondhand clothes all the time,” communications sophomore Jack Smith* said. “It means so much to know that I’m having a positive impact on the environment.”

Jack’s mother, Sarah Smith*, is the owner of the thrift store Plato’s Closet Wellington, one of 470 of the franchise’s locations in North America. As owner of the store for the past 5 years, Sarah has experienced the impacts of secondhand clothing.

“The idea of recycling items instead of throwing them [away] is awesome,” Sarah Smith said. “Before I owned a store, I had never bought secondhand items.



And now, honestly, that’s all I wear. The stuff that I get—a lot of the items that we get—are still brand new with tags. You can find a lot of great items, which is why, personally, I haven’t bought from retail in a really long time.”

Negative effects of thrifting exist, too. As students and others take up thrifting, those stores have started to increase their prices. The accessibility of thrifting can be appealing to casual consumers, which comes at a harm to those who need cheap clothing to survive, compared to those that thrift solely because it’s cheap.

“There [are] only so many people [who] can put clothes into Goodwill or any other thrift store chain that you can go to,” Beberman said. “I see a lot of local people that are shopping at thrift stores, and they need these cheap clothes.”

Because of what she saw, Beberman decided to fix this problem emerging in thrifting with her own in-house solution.

“I make my own clothes, which is something that I didn’t even know I could do so cheaply

at first,” Beberman said. “It’s so easy to make a skirt, or even a shirt, or take something old like a hand-me-down and cinch it. There’s so many different ways of modifying and making things that are all brand new. People don’t even consider that we can make [our own clothes] with such little effort.”

According to the World Resources Institute, “The average consumer bought 60 percent more clothes in 2014 than in 2000, but kept each garment for half as long.” This massive increase in consumption of clothes is truly detrimental to the planet because of how much it hurts the environment.

“Regardless of who you are, you can make a change,” Jack said. “There are so many ways to get clothes without hurting the environment, and I think it’s important that we make the conscious decision for what is best for our planet.”

** Some names were changed to protect the anonymity of those who requested it*



eyes on us

**how technology, law enforcement, and administration
have shaped school safety**

by Asher Moss and George Wu

photo illustrations by Adam Goldstick



Twenty-four eyes watch at all times. Across campus, 12 people are assigned to monitor hallways, gates, and buildings. Since the Marjory Stoneman Douglas High School shooting, state, district, and school officials have enacted new security precautions. School police officers prepare for every threat that could arrive at our gates, buildings, and hallways. Fences have been fortified. Teachers lock classroom doors. Students' personal information accrues in a database.

Despite these measures, questions have arisen about what more should be done and to what degree student privacy should be prioritized. What is certain, however, is that school security requires the vigilance of every faculty member, administrator, and student.

"You guys are [our] eyes and ears; [if] you see something is not right, let us know," assistant principal Leo Barrett said. "We don't want to take any chances. We want this place to be as safe as humanly possible so you guys can focus on the arts and academics and not have to think, 'Do I need to look over my shoulder?'"

~~school police officers~~

Last summer, school police officers participated in an active shooter training at Palm Beach Central High School to gather metrics that will help them prepare in the case of a true emergency.

"God forbid that monster shows up on your campus; you have to be there and annihilate and neutralize that threat very quickly," School Police Chief Frank Kitzerow said in a WPTV interview.

Despite their intense preparation, officers hope never face an active shooter situation.

"The top priority is to prevent it from happening," Sergeant Frank Fanelli said. "It's not enough to just identify [students who may become violent], you've got to help them ... That's why all our officers are trained in Teen

Mental Health First Aid; to help identify issues before they become problems and to steer them in the right direction."

After the Marjory Stoneman Douglas shooting, Palm Beach County increased yearly property taxes by \$150 million to pay for increased school security measures, including extra personnel and physical barriers. Fences surrounding campus have already been strengthened to ensure "that the kids can't roll under [them]," according to school police officer James O'Sullivan.

Some of this funding will soon pay for a second daytime police officer and a third who will be on duty during after-school activities.

Within the next year, the district plans to install 60 additional security cameras on campus, according to Principal Susan Atherley. Officers at the Palm Beach School Security Headquarters will view and analyze this footage, allowing officers to respond to crises faster.

"With the latest technology, we are able to see what's happening essentially across the entire county," Officer Dennis Weiner said in an interview with WPTV.

~~should mr. valdez be armed?~~

While students and teachers spend their days within school walls, police aide Luis Valdez spends his time outside, monitoring the front gate.

"It's a job that requires a lot of vigilance, patience, and [the ability] to withstand rain, sun, [and] lightning," Mr. Valdez said. "I'm out here no matter what. A lot of kids don't even think about that."

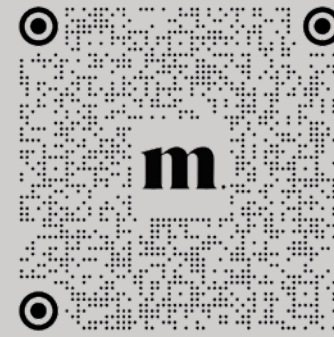
While Mr. Valdez has a handheld transceiver to relay information about visitors and deliveries, he does not carry a firearm, in accordance with School District of Palm Beach County (SDPBC) policy.

"I've been here almost five years. I've had some problems at the gate, but nothing that's life threatening ..." Mr. Valdez said. "I think the school should put armed officers at the gate ... So if somebody drives by and looks they say, 'Oh man, that's not a soft target.'"

Mr. Valdez has twenty years of military experience fighting for the Army in Iraq and Somalia.

"You'd be surprised how many times ... my wife says 'Damn ... you survived Mogadishu, Black Hawk Down. [But] what if you die at the gate? You have no way of defending yourself,'" Mr. Valdez said. "You have no idea how many times my wife says 'Find another job.' [There's] something inside of me that tears me up when I think about it, because I don't want to leave the kids ... I just got to

My wife says
'Damn ...
you survived
Mogadishu,
Black Hawk
down. [But]
what if you
die at the
gate? You
have no way
of defending
yourself' ...
Hopefully
god will
protect me.



read more about data
privacy and the FSSP at
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stay vigilant and hopefully God will protect me."

Mr. Valdez is not alone in his opposition to the SDPBC policy. According to a survey of 549 students conducted by *The Muse*, 75 percent of students believe that Mr. Valdez should also carry a firearm.

"I know that he would put his life on the line for every single one of us," visual junior Bellamy Martin said. "[A firearm] would help protect him and us in case of a real emergency."

Although the state of Florida is one of nine states that allows teachers to be armed, The SDPBC has chosen not to arm teachers. Instead, they assert that only fully-trained school police officers, such as Officer James O'Sullivan, can carry a firearm, according to *Education Week*.

"Just having someone on the campus who passed the course of 200 hours of firearm training is not enough," Sgt. Fanelli, who used to train police officers, said. "There's more to it than just pulling the trigger. There's knowing how to read people, knowing how to read the school, knowing how to make those decisions in the split second. Something a normal person can't do."

~~data privacy vs. security~~

In August 2019, the Florida Department of Education (FLDOE) rolled out the Florida Schools Safety Portal (FSSP). The program, which acts as a data repository, was created to "identify, assess, and provide intervention services for individuals whose behavior may pose a threat to themselves or others," according to a FLDOE press release.

"They just give us notifications [through this portal]," Officer O'Sullivan said. "It's always good to have information. The more we have, the more we're able to assist and protect."

As part of FSSP, the FortifyFL and Student Protect apps allow students to anonymously alert law enforcement of any suspicious activity.

"Our students are phenomenal," Officer O'Sullivan said. "If they see something that doesn't seem right, they let us know in a heartbeat."





I'm school safety, you're school safety, every student, every parent, everyone in this district is school safety.

According to a survey by *The Muse*, only three percent of students have alerted law enforcement of such activity using the FortifyFL app. Fifty-two percent of students said they would alert law enforcement using the app if they saw any suspicious activity. Another 42 percent of students said they have never heard of the app, despite its mention at school-wide assemblies.

Beyond reports from FortifyFL, the FSSP stores video footage, grade reports, student disciplinary records, teacher memos, and social media accounts. All of this data is accessible to a “threat assessment team” of administrators, school police officers, and guidance counselors, a FLDOE

press release reports.

Thirty-three advocacy groups, including the American Civil Liberties Union (ACLU) and the Southern Poverty Law Center (SPLC), expressed concern to Governor Ron DeSantis over the FSSP’s “massive surveillance effort.” Similarly, 63 percent of students surveyed said they were against the FSSP’s use of their data.

“I feel like, for public accounts, it’s okay because it’s [students’] option that they want to be out in the public, but for private [information], [it’s] not [okay] because they chose not to have their information revealed,” Correa said.

The FSSP may also be unreliable in predicting who is likely to become a school shooter. The FBI has warned that a “checklist of danger signs pointing to the next adolescent who will bring lethal

violence to a school ... does not exist.”

Finding such a checklist or any other effective way to reduce school shootings is challenging because there is a lack of research in this area. After the Sandy Hook shooting, the National Institute of Justice began a grant program allocating tens of millions of dollars to projects that sought to understand school gun violence and how to stop it. Most of this research has yet to be completed, according to NBC News.

teachers protecting students

Police aide Valdez and Officer O’Sullivan are not the only people protecting campus. Teachers continue to perform their daily duties as hall monitors, ensuring unauthorized visitors are not walking the halls during class.

“Let’s say somebody wanted to come in and hurt ... students. If [no hall monitors are] here, they can [enter the school] and nobody knows about it,” communications teacher Brittany Rigdon said, “and then you’ve got a classroom full of students that could be victimized.”

Some teachers believe the hall monitor policy was stronger immediately following the Marjory Stoneman Douglas shooting. That policy required teachers to lock doors on the outside of buildings.

“It [was] a pain because you had to get up every time somebody [wanted to walk] in,” media specialist Sarah Garcia said. “But I think that if we went back to [locking doors on the outside of buildings], it would be better, because then if you didn’t want somebody in the building, like an intruder, you could prevent them from going in.”

Dr. Atherley hopes to install a

buzzer on every building, like the ones in front of Building 2 and student services. This centralized security system involving audio and cameras would eliminate the need for hall monitors, though Dr. Atherley admits the school is “years away from that” because of funding challenges.

SDPBC policy of requiring teachers to lock their doors has been in full effect since 2018. Seventy-five percent attest that their teachers lock their doors the majority of the time. However, some students find this policy inconvenient.

“I think [not locking doors] is better ... education-wise because you don’t have to go up and open the door every five seconds,” digital media senior Nicole Dicola said. “But I do understand ... in certain buildings, in areas closer to the outside, the doors should be locked.”

Others feel that walking over to the door each time somebody returns to the classroom is a necessary sacrifice.

“Safety is more important than convenience,” piano freshman Nicholas Correa said. “Because at the end of the day, if something bad [were] to happen ... I don’t think convenience would save us.”

code red drills

Florida requires schools to perform eight code red lockdown drills each year, along with two code yellows. Dreyfoos has also conducted multiple unannounced code red drills this year—where no one clarifies whether a drill or a real crisis is occurring. Dr. Atherley says such unannounced drills are important because they ensure students take the drills seriously.

Dicola believes these drills have their

drawbacks. In her freshman year at William T. Dwyer High School, an active shooter came on campus, and she felt students would’ve been better prepared if they knew this crisis was not a drill.

“Some kids in the classroom next to me banged on the wall to make it sound like gunshots because they thought it was a funny drill,” Dicola said. “It was terrifying, and for two years after that, I got terrified of thunder, I got terrified of fireworks ... I genuinely had to go see a therapist because I did not feel safe in public places.”

Unannounced drills can send students into panic. During one such drill at Lake Brantley High School in Altamonte Springs, Florida, USA Today reported that students vomited, fainted, and trampled classmates as they ran, with some sending tearful goodbye texts to their parents.

“I think that in certain circumstances for people who have been through [active shooter situations and] have Post Traumatic Stress Disorder, if you don’t warn them that it’s a drill, they could start freaking out,” Dicola said.

school culture improves security

While students at other schools are confined to the cafeteria and courtyard during lunch, students here are permitted to eat almost anywhere. But that freedom could pose a risk.

“There’s often times at lunch ... that I wonder if we should make changes,” Dr. Atherley said. “[And] that all students should be ... [required to sit in] the cafeteria ... where I can see [them] ... I have to

make a decision. Do I keep you happy, [and how can] I keep you safe?”

When surveyed by *The Muse*, 98 percent of students said they would be unhappy if this freedom was taken away. Two years ago students were barred from eating inside buildings without permission from a teacher. In spite of safety concerns, it appears that in large part the freedom for students to eat around campus will continue.

Dr. Atherley sees school safety as a whole as being built on her trust of the student body to help keep school safe.

“I have not seen a fight [here, and] that says something about ... your behavior and [the] culture and climate of this school,” Dr. Atherley said. “You’re so respectful to each other, you honor each other’s arts.”

For all the changes in personnel, fencing, and data, students and faculty will ultimately be the ones to keep themselves safe and their campus secure.

“When people ask me ‘What is school safety?’” Chief Kitzerow said, “[I say], ‘I’m school safety, you’re school safety, every student, every parent, everyone in this district is school safety.’”

63% of students surveyed do not approve of the state of Florida taking videos of them, monitoring their social media accounts, and collecting other personal data to predict whether they are likely to pose a security risk in the future.



“It does not matter how slowly you go as long as you do not stop.”

-Confucius



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pursuing your purpose

challenges that come with artistic careers cause students to reconsider their futures

by Sophia Roud and Shreya Srinivasan

“When you stop being an artist and start being a commodity, you exist for the pleasure of other people and stop existing for the pleasure of yourself.”

—VISUAL SENIOR PRISCILLA LAMBERT

Dance sophomore Emma Jaffe has danced for almost 13 years, and she still has two years of high school left before she graduates — but these two years of practice and performance may be her last.

“You’ve put so much time and effort into dance, and your parents have paid so much money, [only for you] to completely stop dancing,” Jaffe said, with a pause. “It’s hard to grasp the concept of completely throwing away something that you’ve done for so long.”

The more she dances, the more Jaffe realizes that the likelihood of making a living for herself as a dancer is slim. In the wake of movements such as #oscarssowhite and #timesup, among others aimed to increase awareness about the mistreatment of minorities in Hollywood, students have begun to learn more about the obstacles young artists experience in their respective industries. Many students have discovered the challenges that are commonly associated with artistic careers, like a lack of financial stability, industries dominated by people of a certain gender or ethnicity, or the difficulties of finding success in an increasingly competitive job market.

In a survey of 545 students conducted by *The Muse*, 61 percent of students reported that they are not planning to or

are unsure if they want to pursue artistic careers after high school. The obstacles that come with carving a career in the art world have led students to question whether going into an artistic profession is worth it.

when artistry ends in high school

Artist-in-residence Penny Koleos spent her first years as a costume designer stitching for 10 hours a day in a room with no windows, only pausing to take a 20-minute lunch break before continuing to sew. She said that some students underestimate the amount of time and work they will need to put into their career before they begin to make a personal impact on their fields of choice.

“They feel that if they get four years here, four years of college, then [they] should be walking into a resident design job somewhere at 22,” Ms. Koleos said. “[They’re] not realizing, ‘No no no, you’re going to have to sweep some floors and sew a lot of buttons and do grunt work for a while before you move up.’”

Some students, like visual senior Priscilla Lambert, have

realized that they would not be happy in careers related to their majors because of restrictions that come with turning a creative passion into a source of income.

“If I try and pursue a career in the arts where I’m creating art every day for the rest of my life, I might be stuck in a job where I’m not happy,” Lambert said. “In the art business, [I could be] creating \$3 cards that sure, people [would] see a whole bunch, but that won’t make that big of an impact.”

Job prospects in the art community have been less than ideal, with the US Bureau of Labor Statistics estimating a 3 percent growth in art and design jobs from 2018 to 2028, slower than the average job growth. Theatre sophomore Sunaina Singh said that theatre is sometimes “so subjective” that despite being talented, one might not be able to “make it.”

“Most of the people who go into theatre are very desensitized to the fact that they won’t have a stable career, and they understand the difficulties of it,” Singh said. “In order to embrace that career, a lot of people have to understand that [success] is a very tough place to get to.”

taking the leap

Sixty-eight percent of surveyed students who don’t plan on pursuing an artistic career agreed that financial insecurity was one of the reasons why they decided to go into a more traditional career.

Despite the adversity, some students cannot see themselves pursuing something other than art later on in life. Strings senior Finn Amygdalitsis suggested that making your art into a career and going to art school is not only helpful for future jobs but also expands on your experiences from high school.

“You don’t learn everything here,” said Amygdalitsis, who is thinking of pursuing performance costume in college. “One of the things that makes us attractive for certain jobs is our own experiences, and one of [those] is going to an art school. Finding your own job is a completely other world, [which] you only get from immersing yourself there.”

Marcie Gorman, Producing Artistic Director and CEO of MNM Theater Company, suggested that students should earn multiple college degrees to have something to fall back on in hard times. She also highlighted that they should not give up on their passions, because opportunity can arise at any moment.

“There’s always a little bit of luck in everything you do. You have to believe in yourself, believe that you are the best there is,” Mrs. Gorman said. “Know what it is you’re good at, and keep at it. You never know who you’re sitting next to. You never know who you’re standing in front of. You never know who’s sitting in the audience. Just keep at it and wait for that lucky break.”

Continued on page 44



graphics by Amanda Cohen

‘radium girls’ lights up the stage

theatre department brings history to life

by Jade Lichtenstein

Instead of fading to black, Meyer Hall’s house lights illuminate the theatre in neon green and shine through the center stage watch dial for the theatre department’s spring play, “Radium Girls.”

Based on true events, the play tells the story of women working in a radium factory who painted watch dials in the 1920s for American soldiers. Factory owners told the women they had to put the paintbrush tips in their mouths to finely coat the clocks, but they ingested the toxic chemical as a result.

Although the radioactive element illuminated the trenches of World War I, it broke down the bones of the women who handled it and led to life-threatening conditions.

Grace Fryer, the main character, started to experience shattering in her back and jaw decay, and she shared her story with other women in the same position. Grace, played by theatre senior Abigail Garcia, battled the U.S. Radium Corporation in court to sue for the coverup of the effects of radium and to gain compensation.

behind the scenes

Stage manager and theatre sophomore Trey Mazza described “Radium Girls” as a “very technically heavy show.” The glow in the dark setup and restrictive time period required even more research and collaboration than usual.

Props crew head and theatre junior Isabella Betz built several props from scratch, including a ’20s mailbag. The props crew avoided plastic bags and sliced bread during domestic scenes because they weren’t used during the early twentieth century.

The show used black lights and LED tape to facilitate the glow aspect. While large lights were used, getting to make smaller props glow required creativity from the lighting and props crew.

In the first scene of the show, there is a cart with many watch dials on it. The crews collaborated and “attached tiny UV lights to it so the watch dials would glow,” Betz said. “It took about three days to build and figure out.”

One of the most important jobs of the crew was working with safety precautions. Since the factory workers had to ingest the radium paint, the crew had to find a mixture that was safe

for the actors to ingest. They used Gatorade and corn syrup to make a texture similar to paint.

preparing for the roles

Garcia conducted extensive research, including reading the “Radium Girls” novel by Kate Moore. She found that Grace Fryer’s brothers fought in the war, motivating her to work at the factory.

“I’ve played a lot of strong female characters,” Garcia said. “I’ve played women that are strong and inspiring, but none of them are to the level of Grace. She isn’t asking anyone to fight for her. She’s fighting for herself.”

When analyzing their characters, actors recognized the layers that went beyond how the audience viewed their characters. For example, theatre junior Jacob Israel played Arthur Roeder, the radium company manager, who was seen on paper as the antagonist of the show.

“He’s the protagonist of [his own] story,” Israel said. “He’s just as human as everyone else, at his heart. At his core, he’s one of the more human people in the show. I think he is a good-hearted person but makes bad choices. That’s sort of as real as it gets with people.”

Arthur initially ignored the negative impacts of radium, he decided to continue hiding the realization that it was dangerous. Israel views not speaking up as a bad choice, but a human one.

“Sometimes the decisions you end up making may seem like the best at the moment,” Israel said. “We all make mistakes. Sometimes, it’s hard to admit that you made the mistake and it’s hard to live with the guilt.”

Garcia found it “hard at first” to play Grace. Her character was complex, and interpreting her progression overtime was “difficult to figure out.”

“I never wanted her to be weak because I don’t think she ever was,” Garcia said. “I resonate a lot with Grace because I share that feeling of not knowing, but also deep down knowing that there is something to work against.”

Continued on page 44

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passing the torch

seniors leave behind a legacy of athletics

by Charlie Blackwell

When the seniors walk through the halls one final time in early May, they will be leaving behind a legacy of achievements. For some, athletic success is determined by a shiny plastic trophy. However, student athletes know that one can't achieve this success without teamwork: the bonds that will never be broken, the experiences too rich to forget, and the hours of dedication to each sport.

Three years ago, seniors experienced what many underclassmen are currently dealing with: the anxiety and anticipation of joining a high school sports team for the first time while simultaneously juggling their school work and social lives.

"In middle school, the [competitors] were all my height, grade level, and weight division," boys soccer player and piano freshman Sahil Bhandary said. "Now, I'm competing against 18-year-olds, and you have to be able to adjust to that."

Dreyfoos does not have nearly the array of coaches or resources as compared to other high schools in the district. For this reason, coaches share their responsibilities with the older, more experienced players.

"[Underclassmen] can sometimes make the mistake of thinking more within themselves," basketball team captain and band senior William Penn said. "In reality, it's about passing, getting back on defense, and having a team mindset."

From a coach's perspective, watching the development of young athletes can be exciting, and this is true for second-year basketball coach and math teacher Matthew Vaughan.

"When you grow older, you have to learn how to lead, but when you're young, you have to learn how to be led," Coach Vaughan said.

Without any assistant coaches, Coach

Vaughan relied on the team's three seniors to be team captains: digital media senior Caleb Holzhauer, strings senior Quinn Stolberg, and Penn.

"When you're winning together, you're losing together," Holzhauer said.

Despite the change of coaches, from former coach and social studies teacher Jeffrey Stohr to Vaughan, Holzhauer has seen the team consistently improve in his four years playing, including this year's freshmen.

"I'm working to improve my ball

handling, IQ toward passing, and court vision," vocal freshman Nathan Doan said. "We work on team chemistry by hanging out outside of school."

As a first-year tennis coach, science teacher Kristen Perez-Wilson needed her seniors to step up, not just on the court, but off of it as well. As a fourth-year player, digital media senior Alexis Effenberger understood her position on the team.

"By building a stronger team, we played with people outside of school," Effenberger said. "Many underclassmen are shy to play with upperclassmen, but this will only help them."

While swimming is a largely individual sport, communications senior Ali Hussain hopes to see the sportsmanship and support he's seen from the team continue in future years.

"Beginners may think that if they go really hard and sloppy that they'll go fast, but it's about gliding into the water and using your arms properly," Hussain said.

As the senior class prepares for their prospective futures beyond Dreyfoos, many like Holzhauer say they are "very excited for college, but sad to leave my friends behind."

"All of it is bittersweet. It really is like a family, and us leaving it, it chokes me up a little bit," Stolberg said. "At the end of the day, we're brothers."

All of it is bittersweet. It really is like a family, and us leaving it, it chokes me up a little bit. At the end of the day, we're brothers.



graphic by Ava Kehde

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legalize it (sort of)

With marijuana legalization, anyone wanting to acquire recreational pot could do so from licensed vendors or government shops similar to state-run liquor stores. That means that, unlike the marijuana of the black market, legal weed would be subject to safety testing and dosing and labeling standards. It would also be possible to regulate the amount of THC found in marijuana or use taxation to encourage cannabis producers to sell low-THC, high-CBD products.

And, while we’re on the subject of the black market, marijuana legalization could essentially force illegal drug dealers out of the cannabis business and cripple violent drug cartels. Because legal marijuana producers have potential access to large swaths of land, botanists, and marketing directors, they have the competitive advantage when it comes to cannabis price. Weed from unlicensed drug dealers is often grown illegally on government lands and conservation sites or in homes, meaning it’s more expensive to produce than marijuana from large-scale businesses and legal operations.

An analysis published in *The Economic Journal* concluded that, in counties close to the border that had effectively decriminalized marijuana, the rate of violent crime fell by 12.5 percent and the number of drug-law related murders was diminished by over 40 percent, showing strong evidence that violent crime in the US caused by Central and South American drug cartels could be sharply reduced by marijuana legalization.

And, as illegal methods of procuring weed are eliminated, an age restriction on buying marijuana could prevent young people from getting the drug anywhere else.

But, if we’re talking about crime and cannabis, it’s impossible not to mention that legalizing marijuana is one of the greatest steps we could take to reform our criminal justice system. A landmark study by the ACLU found that, despite the fact that white and black Americans use marijuana at the same rates, black people are about four times more likely to be arrested for marijuana possession. Not only has the war on drugs destroyed lives and torn apart families in the black community, but it has also stopped law enforcement from focusing on crimes that actually have significant effects.

According to the FBI, more people were arrested for marijuana possession in 2016 than murder, rape, aggravated assault, and battery combined. Meanwhile, although there were over 1.2 million violent crimes with victims in that year, less than half of those crimes resulted in arrests. In states with legalized marijuana, police no longer waste resources on making drug busts and instead focus more on solving weightier crimes. FBI data from Colorado and Washington show that police solved significantly more violent and property crimes after recreational marijuana legalization than they did before.

With fewer people in jail from marijuana convictions, we would also be able to invest in more productive uses of public funding. According to a paper by Jeffrey Miron, director of economic studies at the CATO Institute and director of undergraduate studies in the Department of Economics at Harvard University, legalizing marijuana would save the country about \$7.7 billion in drug enforcement costs per year and generate an additional \$6 billion

dollars with taxation similar to that of alcohol and tobacco.

With those savings, it would be possible to invest in more treatment centers for people addicted to drugs. Or, as Oregon has done, money generated from marijuana taxation could go toward funding public education. However we spend our new money, it would probably be more productive than locking up millions of people.

Although marijuana, like alcohol and cigarettes, should in no way be allowed for teenagers outside medical reasons, it’s clear that legalizing the popular plant for everyone else is our best option if we want to make marijuana safer and end a racist, ineffective drug policy that has cost American taxpayers billions of dollars. It’s high time we realize that.

returning to normalcy

“I mean now it’s harder to put stuff together because my work is gone and it’s harder to make new stuff because all [of] my materials are gone,” Weis said. “So it’s been a lot scarier, especially considering college because I didn’t know if that’s gonna happen still with all the stuff that’s been going on.”

However, because of assignments he has had to turn in on Google Classroom throughout the years, he was able to salvage enough pieces to send into some colleges.

“Thankfully, everything he had turned in since freshman year as an assignment was catalogued in our Google drives, so [I was] able to download all the work he ever turned in [to] me and got it printed and put it in a physical portfolio for him, so on portfolio day he had a lot of work to show,” digital media dean Melissa Glosmanova said.

Despite the hardships that he has been facing however, others around Weis haven’t seen much of a shift in his character which is described by Glosmanova as the “life of the classroom.”

“He’s a very eccentric person. It’s not a matter of not fitting in anywhere he can just kind of be anywhere and be himself,” digital media senior and friend of Weis Skylar Nellegar said. “I don’t think anything’s really changed [...] I think the big thing for him is to stay as he is and not let this thing really affect him and change his entire character.”

As of right now, Weis is working on his senior portfolio, an annual project for all senior visual majors to showcase their work and growth throughout their four years of high school. But because of everything that has happened, Weis says the process has been a little slowed down.

“It’s going pretty well,” Weis said of his senior portfolio. “I’m trying to experiment with what I can do, but it’s just been slowed down a little bit because I don’t have much time to produce art. I have to deal with my house as well, so it’s like I don’t have time on the weekends.”

Ever since the community learned about Weis’ situation, there has been a heavy stream of support behind him. His GoFundMe page currently has raised over \$15,200, and both students and faculty have helped him every step of the way. Ms. Wagner has helped Weis obtain new clothes, and Ms. Glasomanova gave him a brand new sketchbook for his future artwork endeavors.

“I personally have just seen everybody being very supportive and helpful,” Ms. Glasomanova said. “He has a big support community here and

everyone feels for him [and] has been there for him. It’s just a testament to the type of family that we have in this department.”

Even with everything suddenly changing around him, he is sure about one thing: Continuing to make art as it has “taught [him] to cope with [himself].” Weis even plans on pursuing it as a potential career as he knew he was going “to be happy” in the field.

“I think I’m definitely going to continue doing art,” Weis said. “No matter what I do, I love art, even if my art is kind of gone now. I still want to make more. I’m still focused on making as much as I can.”

burnt out

On campus, teachers report feeling as if there is a lack of attention and resources placed on the well-being of educators, with 67 percent of surveyed teachers saying that they feel as if there is not sufficient attention or resources for mental health in the workplace.

The conflict compounds when students ignore their teachers’ perspectives. Students themselves admit understanding why their teachers face some of these issues.

“I feel like some people see them as a boss rather than another person because it’s like, ‘Oh, they gave me a bad grade, but teachers are just as stressed as we are because they have to grade all the homework they gave us, and they have to give us homework,” band junior Samantha Nickles said. “That’s why sometimes when they get aggravated in class, it’s not because they want to yell at us. It’s just their stress because [students] suck and don’t do what we’re supposed to.”

changing the narrative

Both students and teachers agree that there are many different approaches that can be taken in order to solve the problem.

One solution could be to raise teacher pay. While teachers have many different stressors, financial burdens tend to be a common narrative. According to Indeed, the average School District of Palm Beach County, Florida Teacher yearly pay in the United States is approximately \$42,499, and the average teacher’s salary is approximately \$38,617.

The aforementioned national teacher salary is 20 percent lower than salaries of other careers requiring college degrees. This presents a heavy financial burden on teachers. Across the country, nearly one in five teachers works at least two jobs, according to a report released by the National Center for Education Statistics.

“Teachers deserve more recognition and they deserve a better pay because they’re the reason why people who are surgeons are surgeons,” Nickles said. “The people who make a lot of money make a lot of money because of their teachers, so teachers should be able to live off one job.”

More than that, teachers feel that they can make their students more aware about mental health issues that they have dealt with, both increasing awareness about teacher well-being while providing useful information that can help the students. Utilizing their own personal experiences is an effective way to teach their students and “hopefully change their perspective” on difficult subjects such as suicide, according to Ms. Edwards.

“Having been suicidal myself, having lost a family member to suicide, I feel like I can help debunk this stereotype that people who take their own lives are

selfish, or cowardly, or taking the easy way out,” Edwards said. “After Ariane had died, the content and the moment really came together to help them understand and process this information, and the anger that you inherently have with death by suicide and the confusion that you have. I think that the experiences that I have had in my life personally and otherwise can hopefully change their perception.”

the plant-based movement

Although the United States Department of Agriculture requires animals on free-range farms to have access to outdoor areas, it doesn’t specify how much time they must spend outside or how much space they should be given. PETA describes how many animals per year in organic dairy farms endure cruel treatment every day, such as debeaking and dehorning without painkillers.

“The extreme environmental stress that the meat and dairy industry places on our planet and the terrible treatment animals undergo,” Bedecs said.

A plant-based diet has the potential to slow the risk and progression of some cancers and help prevent certain autoimmune diseases, according to Everyday Health. However, starting out on an animal-free diet without proper planning can have adverse effects.

When making the switch to a plant-based diet, it may be challenging to cut out all animal products at once. Karen Kjaerulff—a registered dietician, nutritionist, and life and weight coach—explains that teenagers can start by replacing one meal per week that typically has animal products with one that is all plant-based.

“They can start by choosing whole foods and avoiding processed foods, which make up about 63 percent of the average American’s diet,” Ms. Kjaerulff said.

Slowly switching out ingredients for plant-based ones allows students to have a seamless transition to the vegan diet. Although there are multiple healthy vegan options, it is possible to go vegan in an unhealthy way.

“[Unhealthy veganism] is just like how you can be unhealthy being a meat eater,” Ms. Garcia said. “Potato chips are vegan, but that doesn’t mean you should be eating potato chips just because they’re vegan. It’s the same thing. You just have to make the right choices.”

A common misconception when going vegan is that there must be a meat substitute for each meal. In fact, the abundance of soy-based products and gluten products in these faux meats can be unhealthy. Some consumers may not be educated on the ingredients in these products because they are so focused on the fact that they are vegan.

“[Some people] eat a lot of fried foods, but they think that it’s healthy just because it’s a vegetable,” digital media sophomore Kadimel Rivera said.

There are many obstacles students face concerning the availability of vegan foods. School lunch has limited options for vegans, with only a few fruits and some meatless salads. Even seemingly vegan options, such as the peanut butter and jelly sandwich, are not vegan due to animal-derived products in the peanut butter. This can make it difficult for vegan students to maintain their diets at school.

“I always pack a lunch. On the days I forget my

lunch, I have to get fruits from the lunchroom,” Rivera said. “It definitely gets you tired that most foods aren’t vegan and that there’s a very limited choice on the foods.”

In a schoolwide survey of 158 students conducted by *The Muse*, it was found that nearly a third of students have gone vegan at one point in their lives. Many students, like Bedecs, quit because of the struggle of maintaining a vegan diet.

“It was tough, especially when the rest of my family eats meat. It was just hard to cut out milk and eggs completely,” Bedecs said. “So I decided to stick with being vegetarian, but I still try my hardest to stay away from dairy.”

As veganism becomes more and more mainstream, additional vegan options will become available in various places. As for now, keeping a vegan lifestyle involves planning accordingly for each meal, knowing the limits, and choosing what to eat in moderation.

“I think going vegan at this time is a lot easier and [more] mainstream than it was three or four years ago,” Ms. Garcia said. “It’s only going to continue to expand.”

pursuing your purpose

One thing that artistic professionals and students both agree on was the idea that if you found happiness through art, then the personal satisfaction from doing something you enjoy was worth the challenges that come with an artistic career. Artist-in-residence Robert Fehre explained that obstacles occur naturally in the art world, but they are easier to overcome if you are working your dream job.

“No matter what, always do the work for yourself. Make things that make you happy, because no matter what point you’re at in your career, you’ll have people doubting you,” said Mr. Fehre. “But [if you have] that drive, it’s harder to give up.”

not a choice but a combination

One of Jaffe’s biggest concerns about the dance industry is the fact that professional dancers are susceptible to injuries and physical strain that can jeopardize their careers. However, she’s considering becoming a podiatrist for dancers and athletes to give back to the community she has found joy in for so long.

“It’s a great way to incorporate what I’ve done for so long into the medical field, where you can work with dancers and rehabilitate and fix [their] problems so they can go back into their [career],” Jaffe said. “I feel like I’d be able to relate to them more, even if I haven’t had an injury, because I know what they’ve gone through.”

In addition, there is a wide variety of artistic occupations that are not as well known yet are in high demand and have salaries that can match those of traditional careers. Philip Labes is an actor, screenwriter, and Dreyfoos alumnus based in Los Angeles, California, who emphasizes that a career in the arts is not limited to publicized roles such as director or photographer.

“There are so many incredible jobs you’ve never even heard of, like line producer, post-production supervisor, editor, [or] sound bay technician,” Mr. Labes said. “There are ways you can be in the industry you love without necessarily doing the

career you thought you would have. As long as you can find something that is meaningful and fulfilling to you, and you can also afford to pay your rent and achieve your goals, you should [pursue that career].”

Combining one’s art with more traditional routes have shown to provide students with more than just an outlet. This year, as band senior Skylar Rose Margolin revives the Music Therapy Club, which is dedicated to performing at retirement homes and rehabilitation centers, she mixes her passion for music with the joy of helping others. Margolin aims to use music therapy as a way to “improve somebody’s life” by “being able to do something you love.”

“I think it’s cool to help people communicate who feel like they can’t ... I also like the idea of music being able to do the same thing,” Margolin said. “They don’t really have the ability to go outside of their room. So to bring something like this to them is [fulfilling].”

This blending of artistic passions into non-artistic occupations can allow students to continue doing what they love in a future career. In fact, 75.7 percent of students who are not planning to or are unsure about entering an artistic career stated that they could use the skills they learned in their art major in a future profession. While the choice is a personal one and the answer will be different for each student, Fehre emphasized that the life of a professional artist may be difficult, but is not one without reward.

“It’s not an easy life. You have to be committed. If that’s what truly makes your heart sing, then you should pursue [your art],” said Mr. Fehre. “It’s going to be hard, it’s going to be tough, and it’s going to be rough, but those are the things that build you, make your career and make you grateful for what you have.”

‘radium girls’ lights up the stage

what the actors learned

Garcia became inspired by Grace and all the work she did as a feminist. Multiple scenes stuck out to Garcia as signs that told her what Grace was going through.

“She’s just so strong,” Garcia said. “She’s at her weakest point—she’s mentally and physically in awful shape—but she still has that drive. She knew she was going to die, and she learned how to live with it.”

The last scene of the play consists of Arthur talking to his daughter Harriet about his regrets with Grace. Grace’s last words are “he’s scared of me” as Arthur walks away. The stage lights turn on. Grace and the factory workers stand on the stage in silence as the clock strikes.

Off-stage, Garcia plans to embody Grace’s demeanor into her own life, speaking up against injustice.

“I’m not going to be quiet,” Garcia said. “I need to trust my gut on things. I’m smart enough to be aware of who I actually am, opposed to how I think I am. If there is something that I see that is wrong, there’s no way in hell that I’m not going to speak out about it. I learned that from Grace.”



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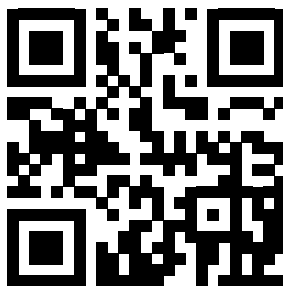


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