

COUGAR PRINTS

Character | Scholarship | Leadership | Service

Word Power

by Alyssa Danlag, Class of 2018

"Don't use foul or abusive language. Let everything you say be good and helpful, so that your words will be an encouragement to those who hear them."
Ephesians 4:29 (NLT)

One instance in which I first discovered the power of words was three years ago when my best friend and I first started high school. High school was a huge change in routine for us. We had more homework, longer classes, returned home much later, and there were "scary" upperclassmen who seemed so big.

After graduating from junior high, one of my best friends decided to attend a different academy. She called me after her first week of school to tell me that she was having a hard time making new friends and that one of her classes was very hard. I told her that it would get better soon.

After several weeks of trying to get used to the atmosphere, the people, the classes, and the workload, she found herself still stressing over the same things. When she called me again, she told me that she was earning awful grades in one class, and that if she didn't get an A on her next test, she would not be able to earn an A in the class. Also, she still worried about making friends. I told her not to worry about it because she is one of the most hardworking people that I knew, and, if she is herself and opens up to more people, she would make new friends.

She called me the next week and told me that my advice had motivated her to get through the rest of the week, make new friends, and work even harder in every class. Hearing this shocked me because only one simple statement had so much more of an impact that I could have imagined.

Our words have the ability to either inspire or demoralize. Simple statements that we say at just the right time can be life-changing to those around us.



Order on the Court

by Caitlyn Ng, Class of 2017

Justin Sapigao is a senior at GAA where he has attended since Kindergarten. He is an NHS member and the captain of the boys' varsity volleyball team.

What peaked your interest in volleyball? What made you decide that you wanted to continue playing?

The first time I played volleyball was during recess in the seventh grade. Volleyball season for the guys was just about to start up, and some of my friends told me that I should try out. After making the team that year, I just fell in love with the game. In my eighth grade season, our team went undefeated, but, sadly, we lost the championship game. That season left me devastated and unsatisfied, and that is when I decided that I was going to keep playing until I won a championship.

What is your role on the volleyball team?

My role on the volleyball team is to be a leader. As the captain or leader, I remind players where they should be or how they can improve or fix something. I also help newer players learn the game. My favorite part of being on a sports team is seeing the team, including myself, grow together as a team. I love



Generations Reconnect

by Natalie Gregg, Class of 2018

Is not wisdom found among the aged? Does not long life bring understanding?

Job 12:12

In April, I had the great privilege to return to the Ellee Residential Care Home with fellow members of the National Honor Society to visit the friends we made during our visit in December of 2016.

Last time, we celebrated Christmas with the residents. This time, we decided to celebrate Easter with the ladies by giving them flower pots filled with chocolates and fluffy pom-pom bunnies made by NHS member Taylor Nicolas.



Taylor noted that it was "so nice to see smiles on faces of both the students and the residents as we spent time together."

While talking with the residents, we decorated cookies for our friends and also sang songs of praise. It made me happy to share some joy with the ladies. I already want to go back and visit!

seeing the improvement in others, and I love helping them get there.

What is the hardest part of leading?

The hardest part of leading is being a leader for the team when we are down and losing. It is especially hard for me because I am competitive and strive to win every game. First, I have to get myself in the right mindset and then work to get the other five members on the court all on the same page.



How has this experience on the volleyball team prepared you for other life experiences?

Not everything in volleyball goes the way I want it to, and that is the same with life. In volleyball, we have to make things work no matter how they go, and we have to get back up no matter how many times the other team knocks us down. Life throws things at me all the time, but I know now that I just have to get back up and keep doing what I need to do to achieve my goals.

What is your favorite volleyball team memory?

My favorite memory was probably when I got spiked in the face so hard that I fell and the ball bounced back to the other side. We scored off of that bounce when the other team did not notice because they had already started celebrating.

How do you balance school and your volleyball schedule? Will you continue sports outside of high school?

In order to balance school and sports, I usually have to start my homework right after practice,



otherwise I would not get enough sleep. I also have to make sure that I plan ahead, that way I can spread out the tasks I need to get done over time instead of missing practice or a game to finish something. I will continue to play sports outside of high school.

What advice would you give to people who are thinking of joining sports or becoming a team captain?

I would tell people who want to join a team to come and try out and even if they do not make the team, they should keep working on their skill set and get a better understanding of the game. Some advice that I would give to someone wanting to become a team captain is to be confident because besides knowing the game and having a good skill set, if you have no confidence in what you do, neither will your team. A team captain should also have a passion to win and they should develop good relationships with all of the team members and with the coaches.



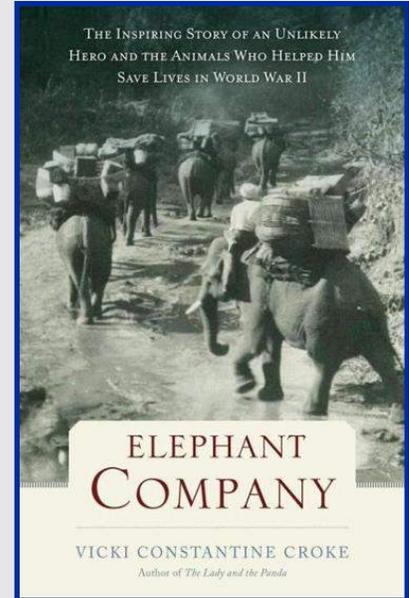
Making History Personal

by Elisabeth Bergman, Class of 2009

Elisabeth Bergman graduated from California State University: Northridge in 2016 with a Bachelor of Arts degree in History. She is currently working as a website designer.

Sign up for Bible Camp! Come to Spring Banquet! Volleyball Tryouts Today! As academy students bustle from lockers to classrooms, most only see these fliers as a blur. Once in college, the fliers are still there, but the content changes. The scope is now larger and many of topics are completely new. Now there are invites to the Geography Department mixer, offers of shared housing, notices of textbooks for sale, club advertisements, and sometimes a flier for international travel.

I was approaching graduation from CSUN with a major in history, and I had never been out of the country. This was a notable mark against my record, because the dedicated history student needs more than experience gained only from textbooks. The cost of an international trip, however, can be exorbitant, and the planning of all the details is daunting.



Book Recommendation

by Jennifer Carvajal, Class of 2018

"Sometimes it's not necessary to know what elephants or people are thinking, as long as one honors what they are feeling."

Elephant Company (2014), by Vicki Constantine Croke, is the inspiring story of an unlikely hero and the animals who helped him save lives during World War II. The "unlikely hero" is Lt. Col. James Howard Williams, better known as "Elephant Bill." After growing deeply attached to a camel named Frying Pan while serving in World War I, Bill decided to pursue his love for animals by working as a *wallah* for the Bombay Burma Trading Company in Burma (present-day Myanmar). He cared for his four elephants by examining them for injuries multiple times a day, ensuring that they were adequately fed, and supervising their labor. Bill discovered that the elephants were severely scarred, and he found out that the scars were the result of mistreatment endured during training. Upset at the cruelty, Elephant Bill opened his own school for elephants in which he rewarded success rather than punishing failure. His methods were successful, and more elephants were sent to his school.

When the Japanese invaded in 1942, Bill and his elephants defend the nation. The brave animals stepped up in a truly heroic fashion by assisting in the building of bridges and the evacuating of countless refugees over treacherous mountain terrain.

When I first read the title of this book, I actually expected a focus on war and the inhumanity that accompanies it. I pictured elephants on a battlefield viciously charging enemy soldiers. It was a pleasant surprise to read about the gentle way the elephants served their country. Most of this uplifting book is filled with heart-warming stories about Bill and his beloved elephants before the war.



Ageless Friendship

by Lisa Carvajal Vigil, Class of 1979

"The glory of young men is their strength, And the honor of old men is their gray hair."
Proverbs 20:29

Brett Harris, a Christian author, wrote that "the beauty of collaboration between older and younger generations is that we combine strength with wisdom--a surefire way to accomplish more for the glory of God."

I have seen God's glory through the Kindergartners and their relationship with their new friends who live at Scholl Canyon Estates.

Scholl Canyon is a retirement home located next to the Southern California Conference in Glendale. Most of the residents are over 75. The Kindergartners are 5 and 6 years old. The age gap may be wide, but the friendships they have created are real.

Kindergartners visit their friends monthly for singing, playing games, reading books, crafting, and other activities.



But one flier caught my eye. The university's History and Jewish Studies Departments were co-sponsoring a summer trip to Poland and Vienna. This trip addressed all of my worries: scholarships were available to those who could not pay the full price, a minimum of fifteen other students on the trip guaranteed that no one would be the odd person out, and there were two experienced professors who had traveled to these locations many times who could ensure I would not be wandering with a dazed eyes trying to find the right bus. I was ecstatic for the opportunity and could not wait.

In one of our pre-trip meetings, my history professor said something that surprised me. Some in the group were concerned about how we would be treated as Americans because our nation's reputation is a little tarnished. The professor told us that we would be immediately identified as Americans, even from a distance--not because of our accents, our clothes, or our behavior, but by how ethnically diverse we were. Ninety-five percent of Poles are Caucasian, and over 90% of them are



Catholic. Our group, on the other hand, included Hispanics, Pacific-Asians, Israelis, Armenians, as well as Caucasians, and we represented a diversity of religious backgrounds as well. I had never thought of this before. I had always lived in Los Angeles, surrounded by a vast diversity of cultures and ethnicities. It was both comforting and and distressing: being known for diversity is a good thing, but there was also no chance we could travel without being identified as tourists.

When we arrived in Warsaw, the city felt new and surprisingly sterile. Although I knew the city had been razed by the Germans during World War II and had even seen pictures of the devastation, I had not internalized this history lesson. The entire metropolis of Warsaw had been absolutely destroyed--no homes, no skyscrapers, no streets. The devastation reached down to the

very foundations and then some.

After we arrived at our hotel, we decided to walk around a bit. As we began to explore, we noticed memorials commemorating WWII devastation on virtually every block. Once such memorial marked the location of the execution of 102 Poles by the Nazis in 1944. This was not a rare occurrence, and was not limited to WWII. Poland had also been under USSR occupation until around 1990, and many Poles were killed by the Soviets as well. As we walked the streets, we also began to realize that despite a long and tragic history of havoc and ruin, the residents of Warsaw had not given up. They were still rebuilding their city and their lives.

One of the most amazing experiences we had in Poland was being present for the very personal family journey of one of our group members. She had Jewish family living in Poland during the war. We joined her in searching for the village where her family lived. When we finally found the a tiny village of Chodel, we followed the account she had from an uncle who had described the location of the synagogue and family home. After searching the village, we



found the location, but there was nothing left of either the synagogue or home. In their place was a new and modern two-story house. Her grandparents had twelve children, and only three of them survived the war because they escaped to New York before Poland was invaded. All the rest disappeared.

When you study history from textbooks you learn statistics: six million Polish citizens were killed in World War II, most of whom were civilians. The emotional reality lies in the personal stories of those who lived through it and those who did not. Add a personal dimension to history lessons by speaking to the people around you about the events taught in class. They may have direct experience, a different perspective, and a wealth of wisdom to share from life lessons.

*"Remember the days of old, consider the years of many generations. Ask your father, and he will show you; your elders, and they will tell you."
Deuteronomy 32:7*

Friendship (continued)

Dorothy Reid Woertz, who looks forward to visiting her young friends, said, "It's always so nice to see them." Mrs. Sheri Hansen, GAA's band teacher and mother of Elijah, accompanied the class on recent visit. She said, "I love to see how easy it is for the children to mix with the older people."



Kindergarteners Natalie Hernández and Elijah Hansen like visiting Scholl Canyon so that they can "make new friends." Alyssa Gómez especially likes the singing, and Giana Quinones especially had fun with her older friends during April's Easter Egg hunt.

The smiles found on the faces of both the residents and the Kindergarteners during each visit are so special. Christ's love is clearly present.



That's Puntastic!

collected by
Jennifer Carvajal, Class of 2018

I have been known to say "adios" and "au revoir." I like to think of myself as bye-lingual.

Question: What type of candy is never on time?

Answer: ChocoLATE.

Ancient lecturers tended to Babylon.

Question: What do you get if you cross a turtle with a giraffe?

Answer: A turtleneck.

Midwives really help people out.

Question: What do you call an impudent and deadly verbal attack?

Answer: A SASSination.

The best angle from which to approach any problem is a TRYangle.

Question: What do you call a rodent with very good aim?

Answer: AccuRAT.

You should never hit someone with a stringed instrument because violins is never the answer.

Question: Why can't a pirate make it all the way through the alphabet?

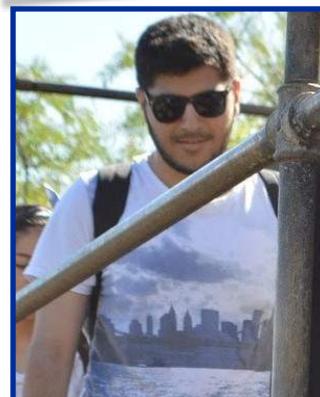
Answer: He always gets lost at C.

Sleeping comes very easily to me. I can even do it with my eyes closed.

Question: Why were the worms on Noah's ark not in the apples?

Answer: They had to go in pairs.

Seniors Explore Hawaii



Natalie Gregg's Food for Thought:

Avocado Tomato Salad

by Jennifer White

reprinted by permission from JennifersKitchen.com

Ingredients

- 2 cloves garlic, minced
- 1/4 red onion, diced small
- 2 tablespoons lime juice, scant
- 1 tablespoon olive oil – optional
- 1 tablespoon finely chopped fresh cilantro
- 1/4 cup fresh corn kernels – optional
- 1 teaspoon granulated onion
- 1/2 teaspoon dried parsley
- 1/4 teaspoon dried basil
- 2 medium avocados, peeled and diced
- 2 small to medium tomatoes, diced
- 1/2 teaspoon salt, or to taste

Instructions

Mix together all ingredients, except avocado, tomato, and salt, and toss well.

Immediately before serving, gently stir in avocado, tomato, and salt.

Serve.

Notes

Salad can be made ahead of time by leaving out the avocado and tomato and adding these immediately before serving.

This salad also can be used as a great salsa.



Save the Date

How will you decide to celebrate, commemorate, or take action for these May events?

- Healthy Vision/Hearing/Speech Month
- Heritage Month for Native Americans, Asian American-Pacific Islanders, and Jewish Americans
- 01 Global Love Day
- 01 May Day
- 02 National Teacher Day
- 03 World Press Freedom Day
- 05 Cinco de Mayo
- 07 World Laughter Day
- 08 World Red Cross Day
- 10 Bike to School Day
- 13 National Apple Pie Day
- 14 Mother's Day
- 15 National Chocolate Chip Day
- 16 Love a Tree Day
- 16 Wear Purple for Peace Day
- 18 International Museum Day
- 19 National Pizza Party Day
- 23 World Turtle Day
- 25 Eat Fruits and Veggies Day
- 29 Memorial Day
- 31 World No Tobacco Day

Dr. Patricia Bath's Vision

by Khayla Hendy, Class of 2018

Patricia Bath is an eye surgeon, professor of ophthalmology, inventor of the Laserphaco Probe for cataract treatment, and the founder of the American Institute for the Prevention of Blindness. Clearly, Dr. Bath had a strong vision of making change in the world.

She was born in 1942 in Harlem, NY to Rupert Bath, the first African-American employee of the New York subway system. With her father as her example, Patricia grew up with proof that she could do anything and become anyone she wanted, regardless of barriers others might try to set in her path.

She completed high school in just two years, and at 16 years of age, was accepted into the National Science Foundation's cancer research program. She attended Hunter, Howard, and Columbia Universities.

Dr. Bath's research revealed that black people are more likely to develop cataracts and other eye issues. Her Laserphaco Probe is a less painful and more precise way to treat cataracts. Dr. Bath's work inspires me to be part of making the world a better place.

Special Thanks

The generosity of an anonymous donor made the publication of this issue of Cougar Prints possible. Thank you for your support of NHS and our school family.

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Cougar Prints

Cougar Prints is sponsored by the Glendale Adventist Academy chapter of the National Honor Society. The publication is committed to sharing positive examples of character, scholarship, leadership, and service found at the school, in the community, and among the alumni. Cougar Prints is available in digital format at www.GlendaleAcademy.org.

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Whatever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

Philippians 4:8 KJV

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May Calendar

01-05 Teacher Appreciation Week

02 AP Exam Computer Science (8:00 a.m.)/Physics (12:00 p.m.)

02 Home Game Volleyball v Pilibos (Boys 4:30 p.m.)

03 AP Exam English Literature and Composition (8:00 a.m.)

05 Christian Edition Concert (6:30 p.m. in auditorium)

06 Alumni Homecoming Sabbath (GAA's 110th Anniversary)

07 May Festival

08 Spanish Challenge Exam (3:45 p.m. in Room 6)

09 AP Exam Calculus AB/BC (8:00 a.m.)

10 Student v Faculty Softball Game

11 AP Exam Statistics (12:00 p.m.)

12 Class Elections for 2017-2018

13 Band/Chorale at Vallejo Drive SDA Church (arrive by 10:00 a.m.)

15 Senior Graduation Deadline

17 9th Grade Orientation (6:30 p.m.)

19 Junior/Senior Ditch Day

20 SA Beach Vespers (leave school by 5:30 p.m.)

25 Spring Music Department Concert (7:00 p.m. in auditorium)

26 Senior Breakfast/SA Elections for 2017-2018

29 Memorial Day/No School

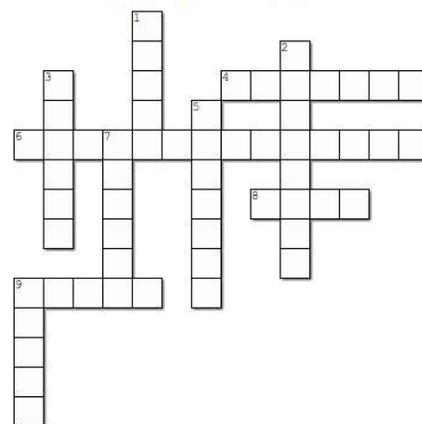


Seniors Brian Martínez and Emily Santa Ana sailing in Hawaii

Talk to Us

If you have a story that could be part of this publication, please share it with us at CougarPrints@GlendaleAcademy.org. We feature class projects, art, poetry, essays, alumni achievement, book recommendations and more. If you have supportive comments to share or if you would like to underwrite the printing of an up-coming issue, we would love to hear from you, too. Crossword answers will be in the June 2017 issue.

Complete the crossword below



Across

4. WHAT IS THE ORIGINAL NAME OF THE SCHOOL? (____ GLLENDALE ACADEMY)
6. WHO IS THE PRINCIPAL OF GAA?
8. WHERE ONLY THE _____ IS GOOD ENOUGH
9. WHO IS THE PRAYER GARDEN NAMED FOR?

Down

1. WHO IS THE ART BUILDING NAMED AFTER?
2. WHO WAS THE FIRST WOMAN PRINCIPAL? (FIRST NAME IS GWEN)
3. ON WHAT STREET WAS GAA ORIGINALLY LOCATED ON?
5. WHO IS THE AUDITORIUM NAMED AFTER? (CHARLES E. _____)
7. WHAT IS THE MASCOT OUR SCHOOL?
9. THE _____ FIELD? (THIRD TERRACE'S NAME)