mustread:

news | 1 - 4



SANAMA joins Diocesan Prayer March, Holy Mass Against Corruption

opinion | 5 - 8



Storms do not Discriminate

feature | 10 - 13



Where the first chord began: How Cup of Joe rose to stardom

sci - tech | 14 - 15



How Project Drops of Change Defines Real Treasure

sports | 16 - 18



Lizardo Dominates Kyorugi, Poomsae in Thailand Meet

thelouisian

The Official Publication of Saint Louis University Basic Education School
Senior High • Baguio City | Vol. 03 No. 01 | July - January



ROAD TRIP. *SLU BEdS students explore the DOST-SEI NuLab: STEM in Motion bus on August 2025.*
Photo By: Martin, M.

DOST's NuLab VISITS SLU BEdS

CABANILLA, H.

The Department of Science and Technology - Science Education Institute's (DOST-SEI) NuLab: STEM in Motion bus visited the Gerard Decaestecker building of Saint Louis University Basic Education School (SLU BEdS) last August 6 to 9, 2025, to provide students with an immersive and hands-on learning experience.

The bus housed laptop displays placed on each table, all connected to a central television used for discussions and experiment demonstrations. Topics under the Science, Technology, Engineering, and Mathematics (STEM) strand such as modules on Artificial Intelligence (AI), the Internet of Things (IoT), Geology, and Mathematics-based lessons were featured.

In its interior, the bus is an eco-friendly mobile laboratory featuring a Euro 5-compliant engine, solar panels, and upgraded battery systems using micro-hybrid technology.

From its earliest to most recent visits, NuLab has reached several locations nationwide, including Bayugan City; Cagayan de Oro; the University of Santo Tomas (UST) College of Science; CARAGA areas such as Surigao City, Hinatuan, Bayugan, and Butuan; Baguio City; Regional Office VIII in Tacloban; Capiz; Regional Office X in Oroquieta, Misamis Occidental; and Regional Office I in Laoag City.

For many participants, the experience was both enjoyable and educational. One Louisian shared that it was their first time participating in such an activity and that they learned a great deal about coding and conducting electricity-based experiments.

As NuLab concluded its mission to inspire students to pursue STEM, DOST-SEI has expressed plans to expand further into the Visayas and Mindanao to cater to brighter and more promising scholars.



Louisian Math Wizards Triumphs in Thailand International Math Olympiad



TUGADE, H.

The Saint Louis University Basic Education School – Senior High (SLU BEdS–SH) Louisians once again demonstrated their academic excellence as they showcased outstanding mathematical talent in the Thailand International Math Olympiad (TIMO) held on October 19, 2025. Guided by their adviser, Ms. Maricris Mendoza, the participants proudly brought home multiple awards.

Seven students emerged as gold medalists, namely: Dominico Homer G. Guerrero (12 ABM B), Paul Railey B. Carillo (12 STEM A), Dionel Jude Aquino (12 STEM B), Christianne Celestine P. Navarro (12 STEM B), Prince Humphrey B. Alican (12 STEM G), Chris Lorenz C. Bautista (12 STEM I), and Jester Ivery V. Tombaga (12 STEM L).

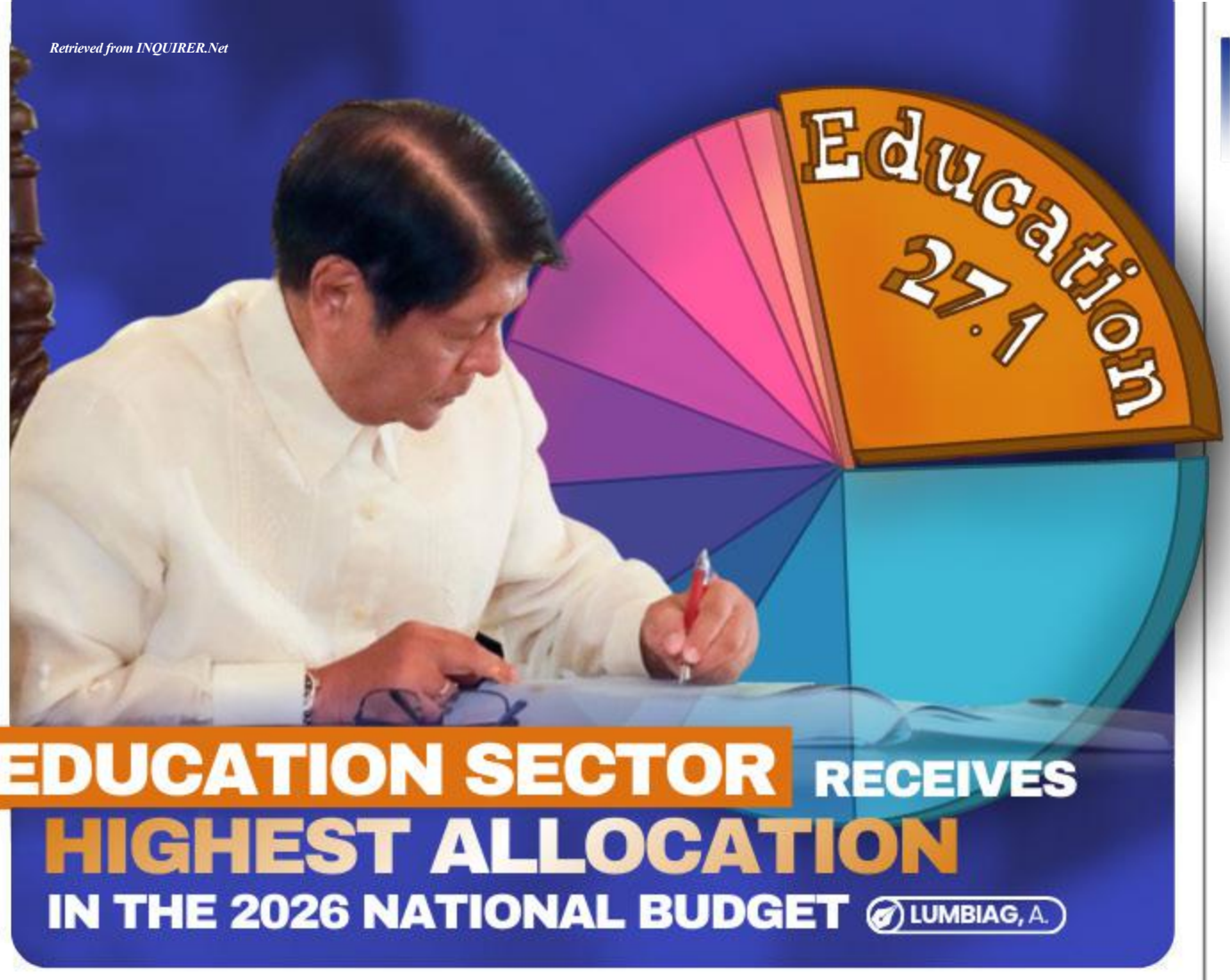
Meanwhile, two students earned silver medals: Elijah Rei S. Idanan (12 STEM A) and Clyde Sebastian Viray (12 STEM D).

Additionally, five students proudly received bronze medals, including Chestrina Bellian S. Tan (12 STEM A), Kenneth M. De Guzman (12 STEM A), Raia Mikaela I. Pagalanan (12 STEM I), John Carlo A. Cagaoan (11 STEM F), and Nico F. Valdez (11 STEM F).

For gold medalist Dionel Jude Aquino, the international tilt served as both a challenge and a meaningful learning experience, "This helped me become more familiar with different problem types and boosted my confidence during the Olympiad," he shared.

The students' participation and achievements reflect SLU BEdS-SH's continued support for academic excellence and international exposure. The school's involvement in competitions such as TIMO aligns with its advocacy for Sustainable Development Goal 4: Quality Education, which promotes inclusive and equitable learning opportunities for students.





The Philippine Education sector received a Php 1.3 trillion budget, amounting to the highest allocation among the three other branches of Health Protection, Food Security, and Social Services — effectively dividing the Php 6.793 trillion National Budget for fiscal year 2026 under the General Appropriations Act (GAA), officially signed by President Ferdinand "Bongbong" Marcos Jr. on January 5.

numericalbreakdown:

What are the top concerns DepEd will use the 1.3 trillion allocated budget for?

6.5%

Of the budget **(85.3 BIL) will be used to address classroom backlogging**

3.2%

Of the budget **(42.4 BIL) will be used to reduce teachers' administrative workload and improve student support services**

Themed "Agenda for Prosperity: Nurturing Future-Ready Generations to achieve full potential of the nation," the national budget places strong emphasis on the education sector as a key driver of national development.

Following the structural crisis of the Philippine educational sector in 2025 marked by severe learning poverty, with proficiency levels dropping to 0.40% that of Grade 12 students, and widespread shortages of teachers classrooms, and materials, combined with high student malnutrition, the funding aims to support higher education, school feeding programs and classroom construction, and address the long-standing gaps in the Philippines' learning competencies.

Alongside education, the health sector was allotted ₱448 billion to enhance healthcare services and support public health protection. The agriculture sector was given ₱297 billion to ensure food security and improve the livelihoods of farmers and fisherfolk. Meanwhile, social services received ₱270 billion to improve the overall quality of life of Filipinos, while local government units (LGUs) were allocated at least ₱15.3 billion for development projects.

The 2026 budget also addressed concerns about fund mismanagement following the flood-control anomalies that surfaced in late 2025. During budget deliberations, President Marcos exercised his veto power to remove items under Unprogrammed Appropriations amounting to nearly ₱92.5 billion, including proposed insurance funds for government assets and government-owned or controlled corporations (GOCCs).

President Marcos assured the public that the 2026 national budget is designed to promote accountability, responsibility, and transparency across all government sectors, strengthening public trust in the administration.

SLU BEdS-SH Highlights Mental Health Month with talk on Rest and Self-Care

LUMBIAG, A.

Senior High School Students of Saint Louis University - Basic Education School (SLU BEdS) learned practical self-care and stress management strategies during a Mental Health Month talk led by the Center for Counselling and Wellness (CCW) held on October 2, 2025, at the Charles Pieters Covered Court.

Marking October's Mental Health Month, themed "Ako naman muna: Choosing Care in Every Small Step," the Grade 11 and 12 students attended a simple yet engaging program, to enlighten the senior high students about proper rest and encourage them to take a break for themselves through hectic weeks.

Guest speaker, Ms. Justine S. Latawan, a top-notch psychometrician and Center Assistant of SLU Tagled took the students back to her own high school life, highlighting her memories as a senior high school student to being a college freshman, including her struggles, all-nighters, and 'crash-outs' throughout, to illustrate the common academic pressures senior high school students face.

Her talk entitled "Reclaiming Space: Small Steps towards Intentional Rest" delved on caring for oneself and one's mental health where students actively participated in the interactive discussion by sharing their personal experiences and expressing their emotions as they related to one another.

Ms. Latawan defined 'rest' as a vital part of mental health, "In a world that demands so much from you, take up some of that space for yourself," pointing out that despite the hectic schedules and workloads, it is a valid and acceptable choice to take a break, and let the mind and body relax for a moment.

The program reinforced the importance of mental health through encouraging the students to practice self-care in small yet meaningful steps.


MIND OVER MATTER. Ms. Justine S. Latawan delivering a talk to SLU BEdS students during Mental Health Month on October 2, 2025.
Photo by: MORENO, C

SSC Spearheads UN Day, IP Month with Cultural Program

EVANGELISTA, S.

Saint Louis University Basic Education School Senior High (SLU BEdS - SH) students, together with the school staff, celebrated United Nations (UN) Day and Indigenous Peoples' (IP) Month through a cultural program held spearheaded by the Social Science Club (SSC) on October 17, 2025, at the campus open court

Anchored on the 2025 IP month theme, "Ating Pandayin ang Kinabukasan, Gabay ang Katutubong Karunungan at Karapatan," a series of activities designed and performed primarily by students reflects cultural richness and diversity among the SLU BEdS - SH community.

SLU BEds Principal, Mr. Alejandro P. Pablico opened the event, emphasizing the importance of celebrating such events in promoting cultural diversity during his welcoming remarks.

Grade 11 Cluster A students took center stage as they presented cultural dance and song performance representing various Indigenous Peoples groups in the Philippines, with eight sections competing as part of their requirement in the Understanding Society, Culture, and Politics (UCSP) subject.

Franz Carpio, performance leader of 11 STEM B, said, "Through practicing for our performance, we were able to develop our sense of teamwork and bonding as a class," adding that the event allowed him, as a member of an ethnic group, to see diverse cultures appreciated by his peers.

Student-led activities including a fashion show organized by Grade 12 Humanities and Social Sciences (HUMSS) classes featuring UN member countries, and Laro ng Lahi conducted at the senior high campus lobby and the junior high covered court, which drew active participation from both students and teachers.

The program concluded with the announcement of the winners of the UCSP performances, where 11 STEM B emerged as champions, followed by 11 STEM C in second place, while 11 ABM A and 11 STEM E tied for third place.

Mr. Jeffrey Sison, Social Science Department Faculty, noted that the program gave students the opportunity to apply classroom lessons through active participation in cultural activities and expressed gratitude to students and parents for their contributions.


ENTREPRENEURS IN ACTION. Grade 11 Cluster B students preparing their products during Entrepreneurship Day at the campus open court, October 17, 2025.
Photo by: MUYOT, M.

SLU BEdS Grade 11 Students Showcase Innovation, Excellence in Entrepreneurship Day

PRADEZ, A.

Grade 11 Cluster B students of Saint Louis University Basic Education School – Senior High (SLU BEdS–SH) showcased their creativity and business skills during Entrepreneurship Day through student-led business booths held on October 17, 2025, at the campus open court, featuring a wide range of innovative and unique products.

According to entrepreneurship teacher Ms. Maria Bernadita Rivera, when asked about their preparation, "We actually started as early as the first day of the entrepreneurship subject. Everything that we do from the first grading up to this event is interconnected."

Outstanding businesses were recognized during an awarding ceremony on November 7, where Studio Brew (11 STEM J) emerged as first place in the Most Competitive Business category, followed by Matchewy Bliss (11 STEM J) and Spudaddy (11 STEM K).

The Most Socially Engaged Campaign award was given to Gigil Sarap, Timplado, and The Angkabogabowls (11 STEM G). Rice and Shine (11 HUMSS A) claimed first place for Most Creative Booth, while Mix & Munch (11 STEM I) and Matchewy Bliss (11 STEM J) tied for second place, and Beelicious (11 STEM H) and Paru Paru Tea (11 HUMSS A) both placed third.

In the Most Innovative Product category, Krave Korner (11 STEM I) was awarded first place, followed by Paru Paru Tea (11 HUMSS A) and Inferno Bites (11 HUMSS B). Krave Korner also topped the Most Sustainable Packaging category, while Eat Bowlaga (11 HUMSS A) placed second and Inferno Bites (11 HUMSS B) placed third.
The event highlighted Louisians' innovation, teamwork, and perseverance as they completed their Performance-Based Exam.

bythenumbers

TOP 3 top grosser award

1st — Php 12,218 — STUDIO BREW 11 STEM J
2nd — Php 11,907 — MATCHEWY BLISS 11 STEM J
3rd — Php 11,500 — SPUDADDY 11 STEM K

The Louisian | THE OFFICIAL STUDENT PUBLICATION OF **SAINT LOUIS UNIVERSITY BEdS - SH**
VOL. **III** NO. **I** | **JULY-JANUARY,** 2025-2026



VOICE OF THE YOUTH. Members of the Sanggunian ng mga Nagkakaisang Mag-aaral (SANAMA) holding placards with anti-corruption slogans during a diocesan-led prayer march on October 7, 2025.

Photo by: **GANIGAN, F.**

SANAMA joins Diocesan Prayer March, Holy Mass Against Corruption

NARCISO, J. & DALIT, R.

The Saint Louis University Basic Education School - Senior High (SLU BEdS - SH) Sanggunian ng mga Nagkakaisang Mag-aaral (SANAMA), along with thousands of students from various universities and schools, joined Catholic priests, nuns, and other members of the Metro Baguio faithful in flooding the streets during the Diocese-led prayer march and Mass against corruption on October 7, 2025.

The march, led by Baguio Bishop Most Rev. Rafael T. Cruz, D.D., commenced at the Baguio Cultural and Convention Center, and concluded at the Our Lady of the Atonement Cathedral with a holy mass.

In his homily, Bishop Cruz expressed joy and hope at the sight of the crowd, saying, "Ang daming tao. Matutuwa sa inyo ang Diyos nito." He encouraged the faithful to "pray for the sinners", adding, "Sana magsisi sila. Sana itong mga ito—ang mga corrupt officials— ay maliwanagan ng Diyos ang kanilang isip." His message echoed a strong call for repentance, moral integrity, and compassion toward those who have strayed from righteousness.

The peaceful demonstration drew a sea of white-clad participants holding rosaries, banners, and placards calling for the prosecution of corrupt officials and the upholding of honesty and moral leadership in the government.

Meanwhile, Louisians on campus observed Wear White Tuesday by wearing white accents to show solidarity with the cause and fight against corruption, calling for integrity and accountability in national leadership.

Both movements were held in response to recent allegations of corruption, mismanagement, and irregularities involving government-funded flood management projects, including reports of "ghost" projects, substandard construction, and the alleged concentration of contracts among contractors involving billions of pesos in public funds.

Vocation Animation Week: CICM Calls Louisans to 'Rekindle the Fire' of Missionary Zeal

TARGADO, L.

Missionaries and seminarians from the Congregation of the Immaculate Heart of Mary (CICM) conducted a program at Saint Louis University Basic Education School (SLU BEdS) during the university-wide Vocation Animation Week on October 6–10, 2025, providing insights and vocational guidance to young aspirants interested in consecrated life and missionary work.

As a CICM educational institution, the university prioritizes responding to the practical needs of those most in need, while contributing to students' spiritual formation by presenting the path of consecrated life.

Matt Salvador C. Noel, a third-year seminarian, described the event as a means to encourage young aspirants to pursue a consecrated life. He highlighted the importance of responding to a divine call and serving as a role model to inspire more missionaries from the Maryhurst Seminary.

Seminarians also emphasized the importance of a strong spiritual foundation, noting that a sufficient prayer life brings clarity and guidance in discerning one's calling and making life decisions.

The program addressed common misconceptions about missionary life, defining a true missionary as someone who integrates God into every aspect of their life—regardless of career path and serves others beyond the confines of the priesthood.

During room-to-room interactions, Rosan Eloisa Difuntorum, a 12 STEM student, shared how the personal approach clarified her understanding. "Na-linawanan kami sa mga misconceptions on becoming a seminarian, such as iyong ginagawa nila in their daily lives na mostly similar lang din pala sa atin," Difuntorum said, noting that the personal stories shared in the classroom made the vocation feel more grounded and relatable.

Vocation Animation Week aimed to introduce graduating students to the option of answering God's call, dedicating their lives to serving others, and pursuing global and community outreach—addressing both physical and spiritual needs.



UNITED BY FAITH. On the 22nd day of October 2025, two SLU BEdS student altar servers were carrying the statue of the Blessed Virgin Mary as preparation for the 'Living Rosary' celebration.

Photo by: **BIALA, F.**

SLU BEdS Community Commemorated Holy Rosary Month through Living Rosary Celebration

ABERIN, K.

In honor of the month dedicated to the Blessed Virgin Mary, the Saint Louis University Basic Education School (SLU BEdS) community gathered in faith and unity to commemorate the Celebration of the Holy Rosary Month, themed "With Mary, We Say YES to God: A Glorious Celebration of Living Rosary," on October 22, 2025. The celebration served as a reminder of the community's deep-rooted devotion and its commitment to strengthening spiritual life through prayer.

The event was held at SLU BEdS open court, where school club and organization representatives prayed while seated in a rosary-shaped chair arrangement. This symbolic setup showcased both creativity and devotion. The arrangement represented each participant as a bead in the rosary, emphasizing each individual's active participation. Together, they formed a united prayer, bringing the community closer in a shared act of faith, reflection, and unity.

The event began with an opening prayer, followed by a talk from Mr. Alejandro P. Pablico, SLU BEdS principal, who highlighted the importance of the Holy Rosary as a symbol of devotion to the Blessed Virgin Mary, emphasizing that praying the Rosary serves as a way to honor Mary and reflect on the life of Jesus.

During the program, Mr. Pablico also reminded everyone of the phrase, "A family that prays together, stays happily together." His message emphasized the value of prayer in strengthening family bonds and fostering unity through faith. The event aimed to inspire the community to continue practicing devotion to the Holy Rosary throughout the month of October.

The celebration concluded with a message of gratitude to all attendees and a reminder to everyone that prayer lies at the heart of Louisian identity. Event organizers noted that activities such as the Living Rosary serve to promote shared values and strengthen communal engagement through faith-based practices.

‘Himig ng Pasko’ Lights Up SLU BEdS Navy Base Campus

CABANILLA, H.

Pioneered by the Sanggunian ng mga Nagkakaisang Mag-aaral/United Student Council (SANAMA/USC), Saint Louis University Basic Education School (SLU BEdS) High School Department officially ushered in the Christmas season through its campus lighting ceremony, “Himig ng Pasko,” held on December 16, 2025.

The event featured performances from the Society of Performing Arts (SPA), SLU Marching Band, and Koro Luwisyano, including dance and song numbers, a ballet presentation, and a reenactment of the Nativity, all guided by their advisers: Mrs. Arlene Dacanay, Mrs. Marivic Macadaeg, and Mr. Byron Marino respectively.

Students filled the campus with anticipation as the countdown to the lighting ceremony began, led by Mr. Alejandro P. Pablico, SLU BEdS principal. At zero, the school grounds lit up with Christmas lights, a fountain display, and a brief fireworks show to officially kick off the holiday festivities.

Special guest performers Edcel Magtalas and CJ added to the excitement with OPM song covers and performances of their original compositions, “Storya” and “Hanap.”

Assistant Principal for Discipline Sir Roy Asignacion opened the program by emphasizing gratitude and announcing that the campus lighting ceremony would be held annually, celebrating the many blessings of the Basic Education School community each December.

ABM student, Thea Lagrama, shared that the event was heartwarming and meaningful, as it brought joy and unity to the school community. She added that such events are important because they allow students to relax, connect with one another, and feel the true spirit of Christmas.

Students also enjoyed free refreshments, including ice cream, chocolate drinks, and bread, while wearing light-up headbands and holding colorful balloons that added to the festive atmosphere. The event concluded with a warm rendition of Ben&Ben’s “Bibingka,” performed by Magtalas, closing the night with holiday cheer.

LIGHT UP THE HOLIDAY. *Performers from the Society of Performing Arts (SPA) presenting a dance number during the campus lighting ceremony on December 16, 2025*

Photo by: **MUYOT, M.**

SLU BEdS Shines in 17th Lantern Parade

NARCISO, J.

Baguio City, Philippines—Saint Louis University - Basic Education School (SLU BEdS) clinched several distinctions during the 17th Lantern Parade held on December 1, 2025. With the theme “Illuminating Cultures: A Radiant Celebration of Global Traditions,” BEdS presented Vietnam’s Hoi An Lantern Festival, showcasing lanterns and movements that highlighted the festival’s distinct colors and cultural symbolism through street and field performances.

BEdS secured Second Runner-Up Overall, Third Place in “Best Street Performance,” and the “Eco-Lantern Innovation Award” for their creative use of recycled and sustainable lantern materials. Teacher-coordinator Mr. Sandy Selga provided consistent guidance throughout the preparation period, helping ensure a well-organized and confident presentation during the parade.

The School of Engineering and Architecture (SEA) dominated the competition, emerging as the Overall Champion. SEA also swept several special awards, including “Best in Street Performance,” “Best in Field Performance,” and “Best Rhythmic Accompaniment.” The School of Medicine (SOM) claimed the First Runner-Up Overall itle and won “Best Mother Lantern.” Other awardees included the School of Accountancy, Management, Computing, and Information Studies (SAMCIS) for “Best in Illumination,” the School of Teacher Education and Liberal Arts (STELA) as “Most Colorful Group,” and the School of Nursing, Allied Health, and Biological Sciences (SONAHBS) as “Most Disciplined Group.”

Competing entries from SLU schools represented festivals from countries across the globe, showcasing a wide array of cultures and traditions through one grandeur spectacle.

“For me, these events captured the true essence of Christmas, which is gathering as one and sharing hope,” said performer Justin Rain Diaz, adding that the parade deepened his appreciation for cultural diversity.

The Lantern Parade is widely regarded as one of the most awaited activities that ushers in the Christmas season in Baguio City. Residents, students, and tourists gather annually to witness the lantern displays and performances that kicks-off of the city’s month-long holiday festivities.

> ***Hoi An lantern festival, held on the 14th day of the lunar month, is a distinct feature of Hoi An’s time for reflection and good fortune.***

RADIANT TRADITION. *SLU BEdS participants performing an inspired performance by Vietnam’s Hội An Lantern Festival.*

Photos by: **MORENO, C.**

the louisian
editorial ***board***
2025-2026

EDITOR-IN-CHIEF
Mica Lourein T. Martin

NEWS DEPARTMENT HEAD
Janelle Raine B. Narciso

NEWS DEPARTMENT MEMBERS
Keirsten Hayce P. Aberin
Maria Samantha K. Evangelista
Athena Mei D. Pradez
Azmyth Blair L. Lumbiag

EDITORIAL DEPARTMENT HEAD
Hannah Naville G. Cabanilla

EDITORIAL DEPARTMENT MEMBERS
Francene Laura L. Balmeo
Xian Bramley C. Bengwayan
Yanah Angelique P. Baddua
Danielle Mae E. Caccam

FEATURE DEPARTMENT HEAD
Yrysh Jyrah L. Daulayan

FEATURE DEPARTMENT MEMBERS
Yvaine Yswari M. Adnol
Althea Mae S. Roxas
Franzel Louise A. Zabala
Sophia Isabelle A. Dumo

SCI-TECH DEPARTMENT MEMBERS
Graziella Deanne Cabrera
Princess Erych C. Ocampo
Lovely Joy V. Targado

SPORTS DEPARTMENT HEAD
Rajah Kshatriya C. Dalit

SPORTS DEPARTMENT MEMBERS
Nicole Grace B. Awisan
Rio Lhyn Q. Melu
Hannah Joy S. Tugade
Anthony Jace Aspiras
Ada Ellese A. Castillo

PHOTOJOURNALISM DEPARTMENT HEAD
Celestene Therese F. Moreno

PHOTOJOURNALISM DEPARTMENT MEMBERS
Dominique P. Velasco
Aurora Consuelo J. Soriano
Franzcheska Janryl V. Biala
Jay Russel A. Repollo
Cj Angelo A. Yparraguirre
Princess Lorraine V. Kang
Aaden Jacob D. Abrigo
Coleen Joy C. Bayona
Marcus Draco S. Muyot

EDITORIAL CARTOONIST DEPARTMENT HEAD
Chynnah Elise O. Manlapaz

EDITORIAL CARTOONIST DEPARTMENT MEMBERS
Mary Abygale L. Aro
Geraldine Francheska A. Lapena
Venice Shekayna Ordoño
Andromeda Theryss S. Mangaser
Princess Ann Luis B. Sia

LAYOUT DEPARTMENT HEAD
Jewel Mae A. Brub

LAYOUT DEPARTMENT MEMBERS
Sean Izhan V. Ico
Justine Faye J. Burgos
Adrianne Brett M. Laron
Jameel Jon V. Rifareal
Rylan Erwin P. Andoy

COPYREADING AND HEADLINING
Bianca Elaine H. Moris
Crissa Mae B. Umengan

SCHOOL PAPER ADVISERS
Lorelynn O. Castillo
Ma. Niza A. Rodillas

SCHOOL PRINCIPAL
Alejandro P. Pablico

ASSISTANT SCHOOL PRINCIPALS
Roy C. Asignacion
Lorna E. Lucas



They said there are plenty of fish in the sea, but surprisingly, this is but half the truth. There are also fish living on land—wearing uniforms, carrying books, and hoping that somehow every step they take in wet socks contributes to their future. Class suspensions are a way we adapt to strong rainfall, mostly caused by typhoons—but do class suspensions truly aim to keep students safe? Or does it only protect a specific group of learners based solely on age? The implementation of class suspensions is flawed and criticized as unfair because safety risks are never determined by age or grade level.

If being drenched in rain makes elementary students sick, why should older students be any different? It is understood that younger students need stricter safety regulations because harsh weather conditions are not something they typically encounter, but what about older students? Are they expected to be immune to fever and flu? Are they expected to constantly buy vitamins and supplements to compensate for their exposure to environments that actively make them sick?

There is no debate that most students perceive class suspensions as a day of rest or vacation. Older students pleading for suspensions are often criticized as finicky or even lazy. However, for people to dismiss their concerns as mere excuses completely ignores the reason they initially requested a class suspension. Roads and pavements can be dangerously slippery due to rainwater, making it an absolute struggle for students who rely on public transportation to get to school and return home. After all, when have they ever seen elementary students commute during intense rainfall while desperately trying to keep their laptops dry?

As of now, under the national policy of the Philippines, class suspensions are based solely on the storm signals issued by the Philippine Atmospheric, Geophysical, and Astronomical Services Administration. According to Executive Order No. 66 of 2012, Signal No. 1 suspends only preschool; Signal No. 2 includes elementary and high school students; and only Signal No. 3 indicates that all levels are suspended, including college. In theory, this planning of class suspensions is organized. However, in practice, it can be seen that it comes to a point where it becomes unfair. Even if private schools and universities may be given the discretion to decide on their own, announcements often come too late, when it is already raining.

Executive Order No. 66 of 2012 may have been effective years ago, but it is now obsolete and outdated. Severe rainfall and even flooding now occur with or without the storm signals, and yet, even then, suspension protocols still remain rigidly tied to them. There are several cases in which adjustments have been made, and public advisories of class suspensions are issued after students have already arrived at school. It is then that one wonders if it has even served its purpose when they are to go home, and the downpour they had tried so hard to avoid now falls upon the learners.

Authorities must improve their suspension policies to effectively protect all their students during extreme weather conditions. As storms come and go, safety risks are never determined by age. Therefore, suspensions must not choose their students.

The End of the Line

MARTIN, M.

You run, and fall, and run again. It is a perilous trail, as if coursing through beds of roses with edge-sharp thorns: this is a student's greatest peril and greatest success.

The pursuit of advancement toward one's succeeding educational attainment signifies a student's hard work. It is nothing but a wild goose chase that grows longer and more treacherous as requirements pile one after another. It is a trek – a dare to climb mountains of tasks and never-ending information while catching up with the flash limit they are given. Coming to terms with the worst-case scenario, the circus of catching up to the new academic calendar only contributes to the already haphazard management of the system.

When the Department of Education (DepEd) planned to restore the academic calendar from June to March — starting with the school year 2025-2026 — it had to make significant changes to the curriculum. However, the bottom line is that this is an aftereffect of the COVID-19 pandemic, when schools had to make substantial adjustments between online learning and the August-May calendar. Now, COVID is over, and on the surface, we are essentially back to 'normal'. So much so that, to further imply that we have returned to the routine, we had to go back and adjust to the old curricula once more.

One would think that adjusting to these schedules would be easy work. Some may hardly realize that schools are trying to reshape their academic calendars; however, the reality is that adjusting calendars and piling the school year's content into a hodgepodge timetable has also produced an inefficient and disorganized school year. Lessons and lectures are squeezed into weeks, while requirements are also pushed in between, just so teachers can submit their grade tallies on time. Overwhelming activities crowd our 24 hours, and the close proximity of one to another is closer than couples on Lovers' Lane.

Must we continue to chase the end of the line when the path ahead grows narrower, our eyes heavy and our backs sore?

Perhaps, pushing to the end may also be beneficial for most. Like every coin, there are two sides. The adjustment to the academic calendar would also shift the year-end break to the summer. For students in the lowlands, it would prove most advantageous. They would not have to bear the scorch of summer if classes ended in March. It is the heavy reason why DepEd and stakeholders wished to revert the calendar. Finishing school during the summer made more sense either way, as many would not want to have their vacation during the rainy season.

Ultimately, at the end of the line, the chase will never stop. The greatest peril will become the greatest achievement of a student who does not fail to gain more meaning.



The Philippines: A Sinking Ship

BENGWAYAN, X.

A nation slowly sinking, its cities submerged by floods that should have been prevented by a government sworn to protect its people. Instead of unity in action, the country is divided by rising waters yet bound together by greed and corruption. Crumbling infrastructure buckles under every downpour, exposing the failure of leadership. This is the drowning Philippines - where the powerful escape accountability, while the poor are left to bear the consequences.

The people of this country normalize flooding as part of the seasonal change, but what is not supposed to be normal is the lack of change when the flooding occurs. Malacañang released preliminary findings confirming that ₱545.64 billion has been allocated to 9,855 flood control projects between July 2022 and May 2025; yet, many communities and cities still suffer from a lack of infrastructure to control the rising water.

A comparison between Malacañang's review of provinces with the highest number of flood control projects and the National Adaptation Plan of the Philippines 2023–2030 reveals a troubling pattern. Provinces such as Bulacan, Pangasinan, and Nueva Ecija remain among the most flood-prone areas, showing little to no improvement despite repeated flood control initiatives and substantial budget allocations.

The country is consumed by anger against those in power and their persistent misuse of it. There are approximately 170 plumbing stations completed nationwide, with 157 located in Metro Manila, leaving only 13 in other flood-prone provinces. Even after numerous floods and numerous complaints from the people, nothing is being done to help the communities within the flood-prone provinces.

Millions of Pesos have been allocated for flood control projects to help communities in the Philippines. At this point, it's not only about the money being poured into these projects; it's the governance of these projects. The way the money seems to disappear, the way it turns into expensive contracts, and the way it turns into "ghost projects" and kickbacks.

If ghost projects, budget misuse, and poor governance are allowed to persist unchecked, corruption will not just wound this nation; it will consume it entirely. Every unpunished act chips away at the very pillars of trust and justice, leaving citizens to stand on crumbling ground. Silence and inaction only tighten the grip of corruption; protest and accountability are no longer options but necessities for the country's survival.

The hope of this country lies with students, professionals, and citizens in demanding accountability, transparency, and decency from our leaders. Flooding is only natural with the climate, but good governance should easily find solutions to this. The disaster here is corruption among our leaders; they should be held accountable, or the people will continue to drown

Words Shall Reach the Mind

DAULAYAN, Y.

A sound lingers longer than a turtle finding its way home. Where does it come from? From nowhere and everywhere.

It is the sound of wondering, of thinking, of trying to connect meaning to words. It is the quiet work of comprehension, the moment when reading turns into understanding. Yet for 24.8 million Filipinos, this sound never quite reaches its destination. The words are there, but the meaning does not arrive.

Is there a pathway that remains unbuilt between the eyes and the mind? What is a nation if it can read, but cannot understand?

The lips and tongue move with every word, but there are no lingering movements in the mind. The mind is not entirely blank; it just cannot connect. No conclusion is met. The vision behind the words on paper remains blurry. When this news was released, there was a search bar atop a TikTok post about it. The suggested search read: "illiterate meaning." Would you believe me if I told you that this is far more dangerous than total illiteracy?

A person who cannot read at all knows their limits. They ask for help, rely on others, and approach written information with caution. Society recognizes its need for support. But a functionally illiterate person can read words and sentences, yet cannot fully understand the meaning. This creates a false sense of confidence. They may believe they acknowledge instructions, news, contracts, or laws, when in reality, they do not. Medical instructions can help people heal quickly, yet many treatments fail. Why? Not because of medicine, but because of misunderstanding. A fatal mistake was made from the start. The patient does not return to ask questions. During consultation, there are only short responses, nods instead of clarity.

'Vote wisely,' a phrase that never fades in Philippine elections. But only when the bigger picture is seen, and only when these words can walk through ears and settle in the minds of Filipinos, does its concept truly make sense. When workers can read words but struggle to understand instructions, schedules, safety rules, or written feedback, their performance suffers, often without them knowing why, without asking why. Such is the reality, thus, why? Stable jobs may seem simple, but even simple tasks require comprehension.

I once walked into a Grade 3 classroom. It was hot. It was packed with children on the verge of discovering who they might become and what purpose they have on earth as they grow up. Six eyebrows look up at one book. Their teachers were overworked and undertrained. The subject Mother tongue sparks debate and clashes with English and Filipino. These children should have armor, swords, and shields built within them, ready to face a complicated world. Instead, they are pushed forward to the edge, unprepared. That two-year academic gap widened everything.

I once bought an incomplete set of my favorite manga. How could I understand the next volume without reading what came before? Yet students are being told, 'Enter. Just enter. We need to pass.' Work promotions without mastery become the norm. 'I just really need to pass this subject, let AI analyze it.'

Even leaders avoid responsibility. Rules are enforced unevenly, and programs fail to reach their goals. Laws do exist, but implementation fails to follow through. Education is present, but it is not loud enough to truly educate. People become easier to deceive through their fingertips. Democracy weakens when critical minds don't turn to it. Inequality widens as those who understand move forward, while others are left behind.

As helpless as it might sound, solutions exist. We must design the armor early. Prioritize early-grade reading and comprehension, especially in Grades 1 to 3. Use short, daily, targeted reading sessions for struggling learners. Focus on meaning, not just sounding out words. Teachers must be retrained, not just to teach fluency, but comprehension. They need simple, practical strategies for mixed-ability classrooms, support for teaching in the mother tongue, Filipino, and English, and relief from excessive paperwork so they can focus on actual teaching. Communities must be involved. After-school and weekend reading programs matter. Non-government organizations can bring books, tutors, and safe reading spaces. Parents play a role, even in simple reading activities. Barangay halls, libraries, and churches can become literacy hubs.

This is not only an education problem – it is a national one. This is a shared responsibility. The responsibility lies with the elderly, adults, government, schools, parents, and communities. What we need is not blame, but urgency; not excuses, but action. Now imagine, what is a nation that cannot understand what it reads? It cannot fully decide its future.

The Louisian | THE OFFICIAL STUDENT PUBLICATION OF SAINT LOUIS UNIVERSITY BEdS – SH
VOL III NO. I | JULY-JANUARY, 2025-2026

Blurry Vision Built on Shaky Foundation

BADDUA, Y.

So long as students are treated less like learners and more as test subjects in an ever-changing system, will the saying "education is the key to success" be forever a truth that will only be taken with a grain of salt?

The Department of Education's newly revised Senior High School (SHS) curriculum promises flexibility, fewer core subjects, and more work immersion hours. However, behind this reform's good intentions lie serious flaws that reveal the system's lack of readiness. Rather than improving the quality of education, this new curriculum risks deepening inequality and adding confusion to an already burdened system.

One of the biggest problems is that many schools remain unprepared and lack sufficient resources. A report by SunStar claimed that several pilot schools did not receive the necessary preparation before implementation, leaving teachers uncertain about how to effectively teach the new subjects. Imagine stepping into a classroom, responsible for shaping young minds, but without the proper resources to do so. The proposed reform could lead to many educators losing their jobs, particularly those whose areas of expertise are no longer included in the revised curriculum.

Another issue is that students are left with little to no choice, making them uncertain about which subjects to take. Instead of being placed in strands that best fit their skills and interests, they are cornered in a tight spot where selecting subjects on a whim may not align with their long-term plans. Rather than addressing more pressing concerns, such as classroom shortages, overworked but underpaid teachers, and mismanaged education funds, officials chose to prioritize this curriculum change without considering its real impact on students and educators.

Moreover, the Rappler report on the pilot SHS program noted that the Philippines still faces a classroom shortage of over 165,000 nationwide, which would take 20 years to resolve. The Second Congressional Commission on Education (EDCOM 2) stated that "the process of building new classrooms is slow, insufficient, and unsustainable." This claim further proves that schools are not yet ready for another major reform.

They say Filipinos are functionally illiterate, and the Philippine government officials look down on the public as if they were not responsible for the poor state of education. Low comprehension levels are not the learners' fault but the result of impulsive and poorly planned decisions made by those in power. Instead of moving forward toward genuine progress, we are taking steps backward toward the same mistakes. If the government truly wants quality education, it must first equip teachers and schools, not merely revise lesson plans.

Years after implementing K-12, many SHS graduates still struggle to find decent jobs or succeed in college. An article by Manila Bulletin stated that even the new curriculum's emphasis on electives and work immersion may not guarantee employability if industries disregard SHS credentials. Therefore, a rushed and underfunded revision cannot realistically fix a system that previously failed to deliver on its promises.

Given these realities, the new SHS curriculum feels like another experiment that overlooks the root causes of poor educational quality, inadequate resources, insufficient teacher support, and unclear direction. The government should take responsibility for the ongoing issues, despite years of implementing poor reforms disguised as "better solutions." Until these issues are addressed, any new curriculum will only add to the burden of teachers and students without solving the problems that truly matter.

letter to the editor

Dear Editors of The Louisian,

There is a wasteland of political newsletters. Journalism today exists in a space where information is often bent and pushed to serve interests that aren't exactly it. It's not only stories nowadays that are reframed until they are easier to digest and safer to publish, but the catalysts themselves.

This is just a reminder to stay alert. As campus journalists, the pressure to play it safe is real, but accuracy, verification, and integrity should never be compromised. Excellence in journalism isn't about clout or comfort — it's about staying grounded, doing the work, and keeping it OG.

May The Louisian continue to be a space where facts are checked, voices are heard, and truth isn't adjusted to fit an agenda. Stay safe and sharp, and in the name of truth and justice, please don't lose the plot.

The power of the people is stronger than people in power!

An Usurper of Throne

CABANILLA, H.



The atmosphere is tense, and the sounds of swordclash are taunting. Had you once stepped into an area where battlecries drowned battlecries, armies marched, and blood was shed for them to reclaim the throne? This was the reality of Baguio vendors – whose holiday greetings and fireworks seemed to be rallies and bombshells exploding one after another, dropping hopes dead like flies in the wake of a war in the form of the market's redevelopment.

SM Prime Holdings Inc. and Robinsons Land Corporation's promise of modernization in a Public-Private Partnership (PPP) proposal to the city government appeared as a honey arrangement. Valued at Php 4.6 billion, it promised a multi-level retail complex, equipped with parking and upgraded facilities, to provide a tourism and economic boost under a 50-year lease. It was a win-win; no upfront cost to the city, all while refurbishing a room from a twin to a duplex suite.

However, this covenant between kings ultimately proved unfavorable for the common folk. Vendors and progressive groups mobilized against what they saw as a form of mallification in disguise. Alternatives emerged, and tacticians demonstrated more ways to usurp the supposed sweet benefits of the PPP bid for private companies. Solutions such as government-funded upgrades via loans were far preferable to a 50-year corporate debt. Hundreds of protests and Christmas Day rallies later, over 20,000 signatures hinted at a decisive victory for the people.

It has been more or less 120 days since conglomerate sirens shook the grounds of bustling trade in the name of the Baguio Public Market, and at most six years since unsolicited proposals made their way to the mayor's office. We had won, albeit only a fraction of the fight.

What comes after? The withdrawal of the proposal is not the conclusion. The Baguio Public Market still needs redevelopment, but not at the cost of displacement or corporate dominance. If anything, any market modification may very well center on the welfare of the masses. The test begins at the soldier's training ground, and it aims to ensure that the process protects the vendors who have long considered the market their home.

Baguio will continue to move forward without faltering. The city's pace will not wait for those still trying to adjust. Seasoned vendors may know the inner workings of the market better than anyone, but modernization necessitates new approaches to managing trade. Instead, this win should very well be seen as a firm grip on the sword, a reinforcement of an important truth: people are power.

Simply put, despite being seemingly ordinary, citizens can step in when they feel excluded from conversations that spell out their security. Though often perceived as powerless, they are, nonetheless, powerful. In a sense, they are usurpers of the throne.



Along the Drag Path of Progress, We Forgot How to Think

CACCAM, D.

Education has always been about thinking, questioning, and discovering. Yet in an age where answers are only a prompt away, students risk losing the very skills schools are meant to teach–to think. Behind every assignment completed by AI is a student who might never discover what they are truly capable of. AI can still be a helpful learning tool when used responsibly. The key is striking a balance between utilizing AI and cultivating independent thinking. Schools, teachers, and students must collaborate to ensure that AI supports education rather than taking over.

UNESCO and the Philippine government worked together to complete an AI Readiness Assessment Report. This report was created to help the Philippines understand its readiness to utilize artificial intelligence (AI) responsibly and ethically. This is directly relevant to students because many are already using AI for essays, summaries, and homework. If students rely on AI without guidance, it raises questions about academic honesty, critical thinking, and learning ethics.

The convenience of AI makes it tempting for almost every task. Pressure to get good grades or meet deadlines pushes students toward shortcuts, and many don't realize how dependent they have become until they struggle without it. Currently, many students regularly utilize AI to summarize readings, write essays, solve math problems, and even complete homework without attempting to do so themselves. Even teachers sometimes use AI to plan lessons or grade assignments, making it a natural part of the learning process. Although AI offers convenience, some students are starting to rely on it for even the simplest tasks, raising concerns that reliance could replace real learning.

However, using AI as a shortcut means letting it do the work for you instead of learning from the process. Heavy dependence on AI can lead to poor study habits, as students may skip reading or practicing problems. It also risks academic integrity, as AI-generated work might be submitted without a genuine understanding. Over time, students may forget the value of effort, and even small skills, like using an em dash correctly, can be questioned. This overreliance, or even the suspicion of it, can affect credibility and have long-term consequences on critical thinking and problem-solving skills. Although AI provides instant solutions, students may focus on the answer rather than the process. They might memorize results without truly understanding the underlying concepts. This "shortcut learning" reduces comprehension and limits the ability to apply knowledge in new situations. Ultimately, students may pass tests but fail to learn the skills they need for college, future careers, and real-life situations.

The issue concerns how students are using AI, but it does not call for a complete ban on it. Educational institutions can no longer ignore AI and hope students won't use it. It is already part of students' daily lives, and avoiding it will not solve the problem. Instead, educators and administrators should find ways to adapt teaching methods that include AI responsibly. Ignoring AI could cause students to miss out on learning how to use it effectively. Schools have the chance to guide students toward using AI as a helpful tool rather than a shortcut. AI can be helpful when used as a tool to learn or check understanding. For example, it can explain concepts, suggest ideas, or guide problem-solving. The primary difference lies in whether students utilize AI to learn or to avoid learning. Responsible use requires students to engage with AI, rather than simply copying its output.

Teaching students about AI literacy is now essential. They need to understand not only how AI works but also the ethical issues involved in its use. Lessons on responsible use can prevent students from abusing AI or becoming overly dependent on it. Teachers play a crucial role in guiding students on how to effectively utilize AI. They can provide guidance on when AI is helpful and when students should rely on their own skills. For example, AI can assist with research, but students should still practice writing and problem-solving independently. AI relies on information humans have already made, built through effort and discovery. We should not undermine independent thinking, as this would devalue the work of those who came before us, whose knowledge our generation is being fed.

UNESCO's report reminds us that while AI is powerful, it can create challenges if misused. Many students rely on AI for tasks they could accomplish independently, and ignoring this risk could weaken their critical thinking and problem-solving skills. Schools and teachers should guide students on using AI responsibly, while students must consider whether they are using it as a tool for assistance or a shortcut. Reflection and responsible use ensure AI supports learning rather than replacing effort. Together, educators and students can strike a balance between the use of AI and independent thinking.

No Name, No Blame?

Ocampo, P.

In the digital era, anonymity has been considered a protection of privacy and an instrument for free expression. By acting as a mask for people on digital platforms, anonymity enables them to express their thoughts without the risk of personal identification. However, when anonymity removes accountability, it can enable harmful behavior toward others. Behind concealed identities, individuals feel empowered to make statements that they would never utter openly, turning anonymity into a shield for their acts of misconduct.

This issue becomes especially prevalent on anonymous gossip pages, which are often dismissed as youthful mischief or online "drama." In reality, they can become sources of real damage. These assumptions are deeply flawed, as anonymous gossip has evolved into a pervasive digital menace that extends beyond the school premises and into professional communities. A single anonymous post about a student's grades, appearance, or social standing can be shared through group chats within minutes, reaching classmates, teachers, and even parents, which can harm the student's reputation. What takes the form of entertainment for observers often becomes emotional devastation, reputational harm, and an atmosphere of intimidation for the individuals being gossiped about. The harm does not fade with age; it simply takes on a different form.

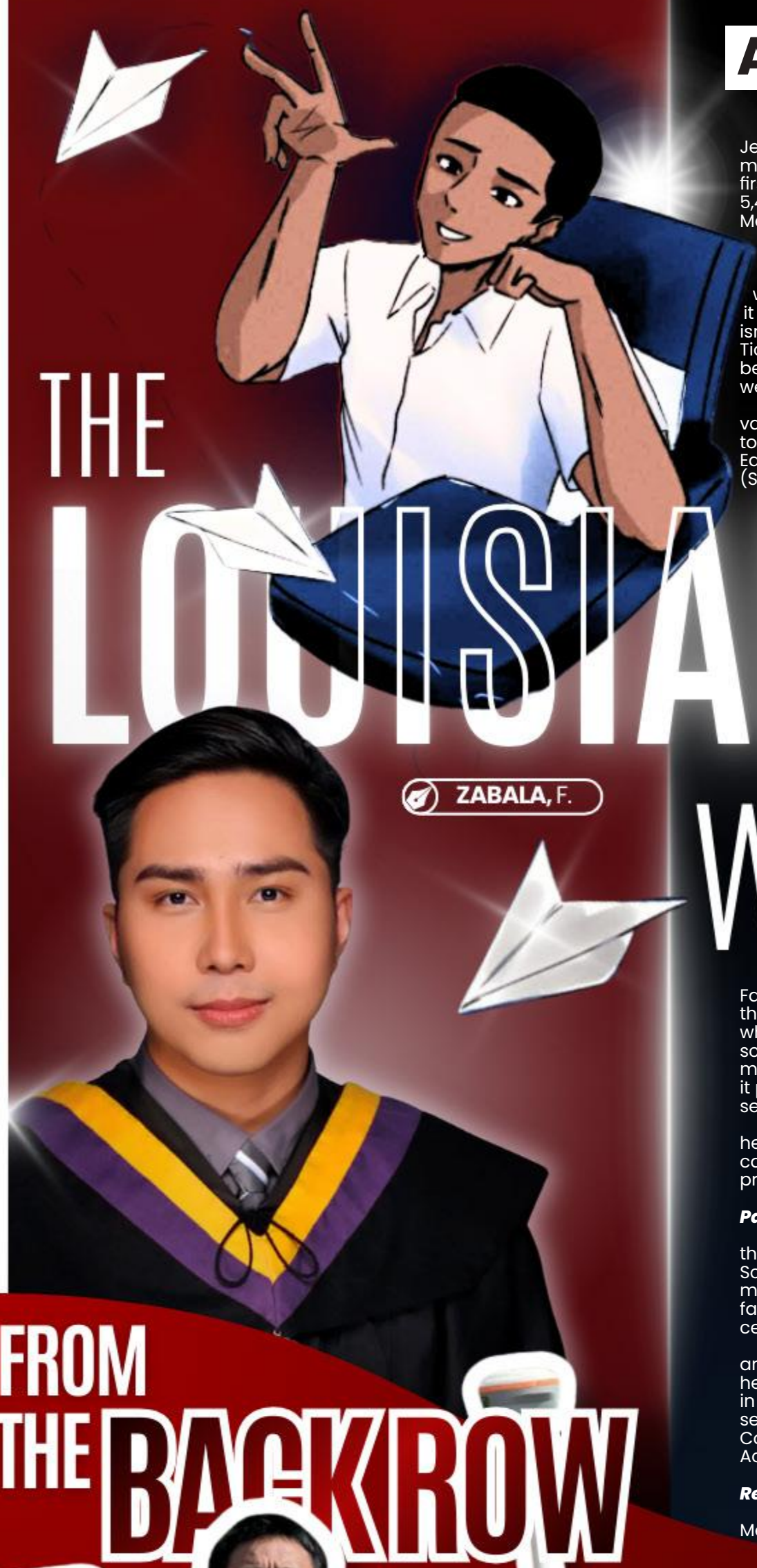
In work environments, anonymous gossip pages undermine trust and professionalism. A lifetime of career building can be compromised by a single posting, yet victims often have little recourse. Gossip creates social divisions by assigning distinct roles to instigators, targets, and observers within a social space. Unlike schools, workplaces may lack clear policies to address anonymous digital harassment, leaving individuals to suffer in silence while toxic behavior does not get reprimanded.

Supporters argue that such platforms only encourage free speech or expose wrongdoing. They are the ones who follow these pages "for fun," share these posts to their group chats, or defend them by saying these pages give students a voice. The followers believe that if a post is not about them, they should not be concerned. However, genuine whistleblowing relies on factual evidence and accountability. Freedom of speech is granted, yet this does not give permission for an individual to harm another through this.

Anonymous gossip pages merely turn the suffering of others into entertainment by fostering speculation and cruelty, masquerading as transparency.

Anonymous gossip pages are neither harmless nor temporary; they remain a prevalent issue in today's modern society, intensified with the continuous growth of digital technology. They represent the failure to uphold digital responsibility in both youth and adult spaces. Anonymity per se is not the underlying problem; the real threat lies in the reckless use of digital spaces. Behind every screen lies a choice for users to use their voices to build or break others. Do not use the cover of anonymity to silence the voices that were meant to be heard.

The Louisian | THE OFFICIAL STUDENT PUBLICATION OF **SAINT LOUIS UNIVERSITY BEdS – SH**
VOL. **III** NO. **I** | **JULY–JANUARY**, 2025–2026



THE LOUISIAN WAY

ZABALA, F.

Amid the familiar corridors of the SLU Navy Base campus, a student racing against endless deadlines was slowly paving his way to become the nation's top one.

That student was Sam Jeffrey B. Tiongco, now a registered medical technologist who ranked first among 3,982 passers out of 5,401 examinees in the August 2023 Medical Technologists Licensure Exam (MTLE), garnering an impressive score of 93.30%.

"Topping the board exam was an incredible blessing, but it also taught me that success isn't about being above others," Tiongco shared. "It's about becoming better than who you were yesterday."

Anchored in the Louisian values, his journey traces back to Saint Louis University - Basic Education School - Senior High (SLU BEdS-SHS), where he learned to walk a path rooted in growth and purpose. "SLU-SHS didn't just prepare me for college or for my career; it prepared me for life."

Where It All Started

"Back in senior high school, I wanted to be a biologist because I was deeply fascinated by the human body, a passion nurtured under the guidance of Sir Roy Asignacion and Ma'am Fatima Rivera," he said, recalling the mentors of SLU BEdS-SHS who sparked his passion for science. Tiongco later pursued medical technology, realizing that it perfectly intertwined science, service, and purpose.

"It taught me that healthcare isn't just a career; it's a calling and a human right that I'm proud to uphold every day."

Passion Meets Purpose

Currently, Tiongco is a third-year medical student at SLU School of Medicine, a registered medical technologist, a part-time faculty member, and a review center lecturer.

His passion for leadership and service is one of the things he grew to love since his time in SLU BEdS-SHS, where he also served as the SANAMA Executive Council President during the Academic Year 2017-2018.

Redefining Success

After topping the Medical Technologists Licensure Examination, Tiongco now sees success differently, he once believed one's worth came from medals, titles, and recognition.

The Root of It All

"Whenever I'm asked in interviews or conversations about where my motivation and discipline come from, I always credit my upbringing in SLU-SHS as one of the biggest influences in my life. 'Lab High alumni are built differently,' and I truly believe that we are," he said.

"That kind of holistic culture pushed me to grow beyond the classroom," he reflected. "I learned how to manage my time, take responsibility, and still make space for the people and activities I cared about."

Adamant

If he were to describe Saint Louis University - Senior High School in one word, it would be adamant.

"As an alumnus, I see adamant not only as a tribute to our batch name but also as a reflection of how this school molded us: unyielding in our convictions, steadfast in our pursuit of growth, and unwavering in our compassion for others. SLU-SHS taught us to stand strong yet remain kind, to stay grounded even as we aim higher, and to shine with integrity no matter how rough the journey becomes," Tiongco shared.

To All Louisian Dreamers

When asked what message he would like to impart to current SHS Louisians,

"I won't sugarcoat things: the road ahead is tough. There will be long nights, doubts, and moments when you'll question if all your effort is worth it. But that's exactly what separates us Louisians: we rise above challenges with faith, humility, and perseverance. SLU-SHS didn't just teach us how to excel academically; it taught us how to endure, to serve, and to keep our values intact no matter how difficult things get," he reflected. "So, to every Louisian SHS student dreaming of success: hold on to your purpose, trust in the process, and never lose sight of the kind of person you want to become."

"Success isn't about being the best; it's about becoming your best self and doing so with compassion and integrity."

Each success story, like Tiongco's, reflects excellence, strong values, and the unwavering Louisian spirit, one that SLU BEdS-SHS lights the way for those who dare to dream and attain greatness.

FROM THE BACKROW TO THE FRONT DESK

ADNOL, Y.

Failure has a way of convincing us that it is the end. When things go wrong, our minds immediately jump to unfinished plans, failing grades, and dreams we believe are lost forever. But hope doesn't always expire at the point of failure; sometimes, it begins there.

From the notorious boy at the back of the classroom to the educator now leading the lesson, some stories serve as a reminder that second chances can bloom into a deep sense of purpose. One such story belongs to Mr. Rick Allester G. Arellano, a former STEM student who once labeled himself "pasaway," but who now stands as a licensed Geodetic Engineer and a part-time faculty member at Saint Louis University.

Back in senior high school, Rick described his younger self as someone who was always on the teachers' radar, for all the wrong reasons. "Pag 'di ko na-gets 'yung mga problem sa math, itulog na lang," (If I didn't get the math problems, I'd just sleep,) he admitted. Even during afternoon biology classes, he would find a quiet corner at the back, spread out a piece of cardboard, and take a nap. Lunch breaks were also spent playing basketball under the scorching sun instead of reviewing. "Kahit lunch break, tirik ang araw, basketball pa rin," (Even at lunch, with the sun beating down, it was still basketball,) he recalled.

However, over time, the boy who once tested his teachers' patience began to see things differently. "Once you start thinking about your future, you realize you have to take things seriously," he said. For Rick, growing up did not mean losing his personality; it meant knowing when to change and understanding why it mattered.

Years later, Rick stands on the other side of the classroom. As a professor, he often sees reflections of his younger self in the students he teaches. Having once been in their shoes, he understands their struggles more than most. "Ngayon na naging prof na ako, alam ko na kung ano 'yung mga galawan," (Now that I am a professor, I know the 'moves') he said. "Kahit sa exam, kung may nagko-kopyahan, alam ko na kasi na-experience ko na 'yon." (Even during exams, if someone is trying to copy, I know it because I've experienced it myself.) The student who once looked for shortcuts now guides others to take the longer, steadier path toward success.

For Rick, teaching has never been just about formulas and lesson plans. Beyond equations and problem sets, he believes an educator's role is to teach the value of life. "As an educator, I realized it is important to teach things not just about the subject, but about life itself," he explained. "Because you can truly share your experiences; both the mistakes and the triumphs, with them."

When asked what advice he would give to today's senior high school students, especially those still uncertain about their future, Rick said, "Be yourself lang. Kung ano talaga ang napupusuan mo na course, doon ka. Kung saan ka mag-eenjoy, doon ka. Minsan 'yung mga 'di mo inaasahan mangyari, 'yon pa pala 'yung magugustuhan mo." (Just be yourself. Go where your heart leads you. Choose the course you will enjoy. Sometimes, the things you least expect to happen are the ones you will grow to love the most.)

Rick's story stands as a testament that no path is ever too messy or uncertain to lead somewhere meaningful. Growth is not measured by perfection, but by the willingness to change. Purpose often finds those who keep going, even after their first stumble. Sometimes, the ones who seem the most "pasaway" end up carrying the most important lessons, for those who stumble hardest often learn to stand the strongest.

Stories like Rick's reflect the heart of Sustainable Development Goal 4: Quality Education. Education is not only measured by grades or diplomas but by the lives it transforms. His journey reminds us that learning reaches its truest form when it is shared, and when those who once struggled choose to lift others up alongside them.

WHERE THE FIRST CHORD BEGAN: HOW CUP OF JOE ROSE TO STARDOM

DUMO, S.

What if the tune that would one day sell out concert tickets began at a high school event?

In the City of Baguio, where the sound of vehicles blends harmoniously with everyday chatter, a group of students found themselves producing rhythm in the halls of an honor-bearing school in the mountains—Saint Louis University Senior High. Within the Navy Base Campus echoed the first guitar chord, vocal note, and melodious beat of what would later become one of the Philippines' rising OPM bands.

The Prelude

Formed in 2018, Cup of Joe was initially a high school sextet composed of the following members: Gian Bernardino (vocalist), Raphaell "Rapha" Ridao (vocalist), Gabriel Fernandez (lead guitarist), Xen Gareza (keyboardist), CJ Fernandez (rhythm guitarist), and Raphael "Sevi" Severino (bassist). It was officially formed when Gian and Rapha recruited other fellow schoolmates after being invited to perform for the school's Buwan ng Wika celebration.

While they would later be associated with the breeze of Baguio City, it is widely recognized that the members trace their roots to provinces such as Pangasinan, Isabela, and Abra. Yet by sweet chance, despite coming from different northern provinces, they encountered each other during their senior high journey and would later go on to create a name for themselves.

Interestingly, it was only one member who came up with the name that marks the band's identity in the coming years. While having a defined list of names with "Dos," "The Lobby," and "Seatbelts On!" being considered as contenders. After a faculty member urged for their name to introduce them for the event, they knew they had to decide on a name hastily. "Cup of Joe" was the product of Gabriel's spontaneity. For the members, the name was at first just a product of one's spontaneity until they gradually realize how it deeply reflects the laid-back and conversational vibe that their songs exude.

The Rise

Before the door to stardom opened, almost all of their performances were covers for school events or intimate gatherings until they started producing their own melodies with "Nag-iisang Muli" as their debut single. It was originally a song to celebrate their high their school graduation; however, it also became became the unexpected turn in the melody of their life after they uploaded this song to Facebook and Spotify.

The song gained popularity and won the Best Regional Song in MOR Awards in 2019. After this, they signed with Viva Records less than a year after the band was formed.

The Journey

Tracing their rise from a high school band to charting musicians, Cup of Joe also released single tracks such as "Sinderela" and "Alas Dose." Alongside "Nag-iisang Muli," these songs carried the same energy first heard during their school performances at the Navy Base Campus.

As the band journeyed beyond the classroom, there are 2020 releases like "Sagada" and "Hayaan." By 2021, songs like "Ikaw Pa Rin Ang Pipiliin Ko" and "Bukod-Tangi" signaled a clearer artistic direction, followed by "Mananatili" and "Estranghero" in the year 2022, as their audience expanded just like the way their artistic vision did.

This progression culminated in their first Extended Play (EP), Patutunguhan, in 2023. One of the songs from that EP, "Tingin," featuring Janine , was a huge shift in tempo for their musical journey, as it first placed in the Billboard Philippines Chart in 2023.

The band also released the hit single "Misteryoso" in 2024, followed by the widely used audio on social media platforms and for yearners, "Multo," in the same year, which paved the way for the creation of their debut album, Silakbo, and was followed by the single "Sandali," which seals the band's title as a rising band in the OPM scene for now. It just shows how far the band has travelled—from the school corridorsto prestigious concert venues.

Long before the sold-out shows, the sound of Cup of Joe lingered within the halls of Baguio—formed by students still trying to figure out who they were and who they wanted to become amidst the breezy atmosphere. While their tune may now be heard by ears far beyond their second home, their origin remained rooted in their spontaneity and shared passion. From a small audience to national recognition, Cup of Joe's story is a symbol of how a musical masterpiece can be started when you begin with your first chord.



Behind the Glam and the Cam

CABRERA, G.



Under stage lights, the crown catches every eye and turns every head–its sparkle? Undeniable. But behind the lavish gown and fancy crown stands Katrina Calica, whose story is not told by glittering gel pens but carved with strength and a soul molded by years spent in the comfort of serving her school.

Beneath the fancy crown and title is a girl who goes from being fourth-year Political Science student to a performing artist at the Center of Culture and the Arts Glee Club, actively balancing passion and academics. Calica knows red carpets and photoshoots are not just what define her, but it is also her dedication to study sessions, the love for arts, and her endless pursuit of knowledge and passion. "I devote my time to the arts because it is where I feel most alive", she shares. "It doesn't just sharpen my talent as a performer, it also builds my character, discipline, and compassion as a person."

In pageantry, a crown is often seen as the symbol for perfection and beauty, but behind these stereotypical expectations, Katrina wishes that people would look beyond the glam and see her for who she always was: naturally bubbly and approachable. While the world imagines pageant queens as unreachable, Katrina hopes that people would see her as someone who learns and makes mistakes–she hopes that people would see that she is just like them. "The crown doesn't change who I am–it simply reflects the values I already live by", she shares with hopes that people would see that with or without the title.

But before she even stepped on the stage, her journey towards confidence had already begun. Her story goes back to her senior high school moments where she served as the Executive Vice President for External Affairs of SANAMA during the pandemic; a time that not only signified immense pressure but also a global pandemic that required more strength than usual. Katrina recalls their team's hard work in organizing online programs, activities and donations for her fellow students as well as the community. She shares that these experiences have taught her empathy and resilience. It left her a lesson that leadership is not just a mere title but it is compassion wrapped in initiative and service. She reflects that, "Being a Louisian means serving with both excellence and heart." To Katrina, this period helped her to be who she is today and strengthened her confidence.

Before the limelight shined on her, Katrina was the girl with a quiet light in high school who took her studies seriously but still managed to keep her social calendar active. She wasn't always "little miss center of attention" but she made those around her feel seen and included–a characteristic that made her grow into the leader she is. Yet her journey towards flashing camera lights and a shiny crown wasn't flawless. As Katrina takes a stroll down memory lane, she recalls moments of doubt during her student era. She shared that the sudden change in learning and her emotional struggles challenged her academically. She says that there are days when motivation was hard to find and her lack of social connections was a hard pill to swallow. Despite all her hardships, Katrina looked at it as stepping stones towards her path to becoming.

Now as the title weighs heavily on her shoulders, she still carries it with poise and grace, using her platform now to speak to young Louisians who associate their worth based on their physiques. "Beauty fades, but kindness never will. You are worthy not because of how you look, but because of how you make others feel and the good you bring into the world", Katrina reminds. May her words serve as a gentle reminder that beauty is just the tip of the iceberg–that beauty shines brighter when it comes from within.



Katrina truly shows what it means to be a Louisian: empathetic, strong, and compassionate. She wears her title not just for the fun of it, but as the woman whose values shine brighter than any jewel.

C-HANGING HANNELS

ROXAS, A.

"Who lives in a pineapple under the—" His fingers immediately reached for the remote and switched the channel to National Geographic. A young boy sat in front of the television, choosing science programs over cartoons, his attention fixed on every explanation. It is not often one sees a child making this choice as his form of entertainment.

Mr. Christon Jairus M. Racoma is a man driven by his passion for science. While his parents were once involved in research, he believes his interest developed through genuine fascination rather than inheritance alone. "No one forced me to [do research], but it kind of sat perfectly with me," he shared, describing how science naturally became part of his life.

During his years at Saint Louis University Basic Education School Senior High (SLU BEdS - SH) as part of Batch 2019, Mr. Racoma continuously pushed himself to excel academically. He admitted that meeting his own expectations was challenging, as he aimed to rise above mediocrity. Although he often fell short of reaching his desired academic rank, this taught him to shift from competing with others to fully committing himself to what he enjoyed. The rigorous workload and research-driven environment strengthened his management skills and, most importantly, contributed to his growth as an individual.

Over time, these challenges became sources of motivation rather than discouragement whenever he did not land at the top. Focusing on commitment rather than competition, he entered the University of Santo Tomas as a college student under the specialization of Bachelor of Science in Biology. There, Mr. Racoma further deepened his interest in science, dedicating himself to research topics he truly enjoyed, and he completed his course on May 30, 2023. Yet, he did not stop there and remained eager to learn.

On June 15, 2025, Mr. Racoma graduated Magna Cum Laude after completing his master's degree. Even after tossing his cap in celebration, his research studies related to microbiology continue to be published and presented nationwide. His work includes exploring plant functional diversity, investigating the microbiota of testate amoebae, and similar studies. He also continues to inspire others by speaking at numerous events and being invited by the DOST, schools, institutions, and other organizations.

Despite these achievements, Mr. Racoma shared that moments of static — uncertainty — once caused him to question his role in serving both science and society. He found reassurance through the guidance of his mentors, Ma'am Ria Robles and Sir Clint Sawangin, as well as the strong foundation provided by SLU Laboratory High School. Their influence reminded him of the value of perseverance and purpose.

"I believe science should be an open communication to everyone, regardless of those who might not want to hear it," Mr. Racoma stated. What once began as curiosity sparked by a television screen has grown into a lifelong commitment to learning and sharing knowledge. From being a viewer inspired by science, he now aspires to become one of its voices.

Science Beyond the Villain Label

The Story of Jeff Winxin Collado

DAULAYAN, Y.

"Research is not about getting it right the first time. It's about trying again. And again. And again."

How dusty can our hands be when we keep hitting the ground? Clenching your teeth, not just today, but literally every day, oh it could break. But at what cost? Until our jaws lock with a low, grinding grrk—click—gnnnh.

Perseverance has its cost, and so does quitting. One costs pain; the other costs the truth. And this truth is the one often ignored: science is not a villain. It does not seek to deceive or destroy—it seeks to understand.

This is the truth embodied in the story of Jeff Winxin Collado, whose journey in research proves that science, when pursued with integrity and persistence, is not our enemy—but our ally. This echoes in his daily choices, shaping how he stands, speaks, and moves through the world. In moments both ordinary and defining, these words are his compass, reminding him who he is and who he strives to become. Today, he is recognized as a global Filipino scholar, researcher, and science communicator. He is a graduate of Yale–NUS College in Singapore with a Bachelor of Science in Life Sciences, First Class Honours, and the highest academic distinction in the Class of 2025. His academic and research pursuits has led him to international conferences in Korea, Vietnam, and visited institutions like Harvard, MIT, etc. and would even result in a scientific publication.

But before the labs and lecture halls of Yale–NUS, before the awards and recognitions, Jeff's journey flourished much closer to home, inside the classrooms and coffee shops of Baguio City, as a senior high school student of Saint Louis University Basic Education School – Senior High (SLU BEdS - SH), Batch Arceneaux (2021).

His journey can be traced back to his elementary years to junior years; his interest deepened further in the years that followed. Jeff's story begins with a simple question during a family trip to Pangasinan: "Bakit biglang uminit?" The uncertain, bitter-sweet taste of research reached his mind to the tip of his fingers. He recalls spending sleepless nights editing drafts, running to coffee shops to work, and slowly realizing that failure was not something to be feared but the very foundation of knowledge.

"Looking back, I'd describe my SLU - SHS years with one word: empowering. I gained both hard skills and soft skills, the sword and the shield, that prepared me for everything that came after," Jeff reflects.

Through the bright colors of the world as seen from a young person's perspective, at just 17, he founded ATOM Pinoy, a nonprofit youth organization focused on science communication. What started as a small idea with no funding became a national network with more than 200 members and thousands of participants. The group organized two Philippine Science Communication Festivals, mentoring young people in telling science stories. For Jeff, it remains one of his proudest milestones.

At Yale–NUS, Jeff carried the same hunger for answers. His curiosity grew, pulling him toward mysteries that stretched his imagination and tested his resolve. While the Philippines faced the realities of the war on drugs, Jeff asked: How does the brain respond to addiction? Why do normalized habits like smoking and drinking persist, and could science one day provide better treatments?

He turned to genetics. Using zebrafish as a model, he studied brain pathways and identified the gene OPRM1, linked to nicotine and alcohol addiction. The journey was far from smooth. "So many of my experiments failed. Some collapsed completely. There were weeks where nothing worked," he admits.

But persistence paid off. His work gained international attention, and he is now preparing to publish it as the first author, a remarkable milestone for an undergraduate student. Beyond neuroscience, Jeff ventured into projects on sleep research, artificial intelligence in healthcare, robotics, and responsible AI use. His ability to bridge disciplines proved that grit opens doors to opportunities one never expects.

Success did not come without sacrifice. Jeff was not only a student but also a varsity athlete, student leader, and working student. "I'd wake up at 5:30 for training, go to class at 9, work in the lab at noon, and then head back to taekwondo training at night. My schedule was insane. I lived on campus for four years, away from my family. There were days I wondered how much longer I could keep going."

One of his lowest points came in his final year. "I really asked myself if research was for me. In an Western-dominated field, being a small, accented Filipino was hard. Some of my friends were going into business, earning big money, and I was facing a research career that pays, but not nearly as much. I almost gave up."

But in that doubt, he found clarity. "We only have one life. If you don't pursue something you love, then what is your life made for?"

Jeff does not worship politicians, but he deeply admires leaders committed to public service, Vice President Leni Robredo for her people-centered governance, and Senator Bam Aquino for championing education reforms like the Balik Scientist Act.

Above all, he draws inspiration from Filipino scientists like Dr. Reynar Reyes, who contributed to proving Einstein's theory of relativity and chose to return to the Philippines to serve. "She showed me that science is not done for its own sake, it's for the people. If experiments end in the lab, they don't lead to innovation. True science is when research reaches communities and changes lives."

Jeff believes that science is never neutral. "The questions we ask, the type of research we do, it's all political," he says. To explain, he points to the story told in the recent film Oppenheimer.

"J. Robert Oppenheimer and his team wanted to unlock the atom for energy, but politics turned it into a weapon of war. That bomb destroyed entire cities in Japan. It shows how discoveries in science can be used in ways the scientists never intended. That's why I believe research should always circle back to the people; it has to serve society, not destroy it."

This belief anchors his work: that science does not end inside a laboratory, but must reach communities where it can do good. There should be a bridge between them, one that people can cross freely.

For Jeff, SLU-SHS was more than just a school; it was a training ground. Sweat. Tears. The challenges of intramurals, the competitiveness of the academics, and living in a boarding environment that added another layer of challenges, and the supportive faculty, shaped him in ways he still carries today.

"One thing about SLU-SHS is that the staff is very supportive. Another is that it exposes you to your weaknesses. When I first came, I struggled with English because I grew up in a mother-tongue-based system. It was tough, but that's how I grew. SLU doesn't just sharpen your strengths, it unboxes your weaknesses so you can fix them."

The biggest lesson, he says, is kindness. "If anything carried me through until today, it's kindness. Give it back, and it will always go a long way."

To current Louisians, Jeff's advice is clear: "You did not go to the wrong school. Everything you're doing now is preparing you for something bigger. The type of training you get here, spiritually, socially, academically, is exactly what you need. Don't underestimate it."

He also urges students to really know themselves. "List your strengths and weaknesses. Weaknesses hurt when you admit them, but that's how you start fixing them. People often tell you to focus only on your strengths, but identifying weaknesses is just as important."

And above all, follow your heart. "Practical voices will try to push you in different directions, but if you know in your heart what feels right, trust that. That's what I've always done."

At just 22, Jeff has achieved more than many dreams of. Yet he insists he is only beginning. His true measure of success will not be awards or titles, but when his research creates concrete benefits for society.

"There's still so much to do in this world. My real success is when my research reaches people and makes a difference."



JOURNEYS THAT ECHO ONE HEART, ONE SOUL

Beyond the Ivory Tower: The Journey of Franz Willard L. Domogen

DAULAYAN, Y.



Weight. Drag it. Close your eyes and feel the weight of the numbers, statistics, and words you polished, neat and tight. A piece of paper that should never be folded nor crumpled, as it is meant to walk through the world where folks and laypeople divide. What is it that we find? The world beyond the Ivory Tower.

These are not just words for Franz Willard L. Domogen; they are a philosophy etched into action, a belief carried with purpose. They shape how he faces every challenge, steps into every classroom, and serves every community. Through this lens, he learns, leads, and leaves an impact far greater than himself. Seven years after graduating from Saint Louis University Basic Education School – Senior High (SLU BEdS - SH), Franz returned to his alma mater not as a student but as a researcher, law student practitioner, and public servant, bringing insights and inspiration to the young Louisians following in his footsteps.

A member of Adamanta, the pioneering Senior High School batch of 2018, Franz describes his years at SLU BEDS–SHS as both remarkable and memorable. "I miss the culture, the elevator traffic, having breakfast here, the food, the interactions, the gentleness, and the relationship with instructors and students," he recalls. For him, Senior High was uncharted waters: there were no upperclassmen to guide them, and the expectations of college-level instructors made every day a challenge. Yet, it was in these corridors, amidst friendly competition and collaborative learning, that his passion for research, leadership, and public service was first honed.

Franz began his academic journey in the ABM strand, even trying a year of Accountancy at SLU, but soon realized that his heart lay elsewhere. Political Science spoke to him more profoundly, a calling tied to his desire to engage with society and make tangible change. Guided by exceptional mentors and a growing sense of purpose, he shifted fields, graduated with his original batch, and eventually pursued a Juris Doctor degree at Saint Louis University.

"Research is meant to offer a solution to a human problem," Franz explains. "But it begins with uncertainty. When you start a chapter, you often feel lost, asking yourself, 'So what? What now?'"

Franz's first encounters with research in Junior High School were simple compared to the rigorous demands of Senior High. SLU - SHS required students to complete four research projects, including those for Filipino subjects, each demanding critical thinking, collaboration, and precision.

"From the very first project, I learned that research should be taken seriously. It is collaborative, immersive, and it does not tolerate misbehavior," he emphasizes.

His approach to research is grounded in purpose and accessibility. For Franz, research is not just about technical output, it is about simplifying knowledge so that it can reach everyone. He warns against intellectual gatekeeping: "Gone are the days when research was only for the scholars. It should be understandable, relevant, and engaging to laypersons. This is how knowledge creates impact. I hope that every researcher will support the cause of breaking down the ivory tower that separates intellectuals from ordinary individuals and eliminates the discrimination between these groups."

Franz also stresses that research is experiential. He recalls examining the government response during the COVID-19 pandemic, noting where decision-makers failed to rely on scientific data, and analyzing how local policies in Baguio mitigated national shortcomings. Beyond policy, research documents lived experiences, like gender-based harassment studies that contributed to legislative reforms, including the Safe Spaces Act of 2023. For him, research is a tool for bridging communities, guiding policy, and shaping solutions that matter.

Leadership has been a parallel journey to Franz's academic path. As the former Executive Secretary of SANAMA, the official student government of the school, he navigated student concerns during the border lockdown, coordinating aid for stranded students across multiple provinces. He personally contacted each student to assess their needs, connecting them with resources, and communicating with the administration to ensure support reached those who needed it most.

"Being a student leader taught me that leadership is not about authority, it is about empathy, service, and responsibility," Franz reflects. Balancing academics, personal life, and leadership responsibilities was challenging, but he credits these experiences for shaping his resilience and sense of purpose.

Franz recognizes his mother as his greatest role model, admiring her balance of strictness, excellence, and the ability to connect with people. "Life is a work in progress," he says. "There is always room to grow, to listen, and to improve." His philosophy of leading with heart while maintaining discipline is evident both in his academic pursuits and public service.

During his Senior High years, Franz embraced opportunities that tested him beyond the classroom. He recalls how his first research project challenged him to collaborate, communicate, and persevere. He learned to navigate deadlines, manage logistics, and respond to critique constructively. Even outside academics, he engaged in leadership, navigating the needs and grievances of his peers while maintaining his own responsibilities.

Franz urges students to follow their passion. "It is not enough to choose a path because you are good at it; you must also listen to what your heart seeks. You cannot continue with something you hate, you must love it, or learn to love it. That is where fulfillment and excellence come from."

He emphasizes that research and leadership go hand in hand: "Whether in academics, research, or leadership, you must engage fully. Use your voice, collaborate, be open to criticism, and always strive to lift others up. That is the true measure of impact."

For Franz, SLU-SHS was not only an academic institution, it was a foundation for skills, character, and opportunities that continue to shape his life. From humble beginnings as a student leader and ABM strand student, he has grown into a scholar, public servant, and pioneer researcher, embodying the values of curiosity, discipline, and service that SLU instilled in him.

Today, Franz Willard L. Domogen stands as a pioneer, scholar, and public servant, a living testament to the transformative power of research, leadership, and education. His story reminds students that knowledge is not only to be learned, it must be lived, shared, and applied to create meaningful change.

"Research carries weight," he says, "not just in the findings you produce, but in the impact you create. Every study, every project, every effort to understand and serve has the potential to shape society. That is the legacy we leave behind."

Fear as a Teacher: The Story of Engr. Luis Emmanuel M. Lising

DAULAYAN, Y.

Woooooo—
hooooh...
hhhhaaa... A ghost!
Oh wait—it's not.

It's what we have always met, yet never named; always present in our lives, but no one, no other than us, ever batted an eye. A nightmare? Our dreams? Wants. Wishes. Needs? They linger in the quiet, breathing where fear and hope blur, asking not to be silenced but to be seen, daring us to listen this time instead of turning away.

This is the principle that has guided Engr. Luis Emmanuel M. Lising through every major turning point of his life, from the sweat-soaked lines of the basketball court to the silent pressure of the engineering board exams. In victory and defeat alike, it has been the steady force that taught him discipline, resilience, and the courage to keep moving forward. Today, he is a Licensed Civil Engineer, Registered Master Plumber, and Materials Engineer, but his journey toward success did not begin with certainty. It began with fear, risk, and a choice to step forward anyway.

Born and raised in Baguio City, Luis is a proud graduate of Saint Louis University Basic Education School – Junior and Senior High School, Batch 2019. When asked to describe SLU BEdS in one word, his answer is immediate: "Amazing." For him, it was not just a school; it was a training ground for discipline, balance, and growth.

Long before engineering formulas and board reviews, Luis was simply a tall student standing quietly at the side of a basketball court, watching practice. He did not know how to play. He was not even particularly interested in basketball. But one day, Sir Pawid, seeing his height and potential, took a chance on him. When asked if he knew how to play, Luis said yes, despite knowing that he did not.

That single decision forced him to confront adversity early. He searched for willpower, driven by a simple but powerful thought: If I fail, the risk my coach took on me would mean nothing. From then on, every drill, every game, and every sacrifice became personal. Basketball taught him discipline, resilience, and accountability, lessons that would shape far more than his athletic career.

From Junior High School through Senior High School, basketball became a major part of his life. Training continued even during storms, weekends, and long school days that ran from 7:30 a.m. to 5:00 p.m. Family events were missed. Stress became routine. Yet he persisted. As captain of the SLU BEdS - JHS varsity basketball team, he led his teammates to remarkable achievements, including victory at the first-ever Milo 3x3 Nationals in the Philippines, where they defeated top schools from Manila. They would go on to represent the Cordillera region in multiple tournaments, including the Palarong Pambansa, often traveling from one competition to another with little rest in between.

Senior High School challenged him in different ways. Beyond basketball, Luis also represented SLU in ballroom dancing, despite having no prior experience. As a six-footer with a stiff frame, learning to dance felt almost impossible, but once again, he accepted responsibility over comfort.

Academically, Luis took the ABM strand, originally aiming to become an entrepreneur. He valued business concepts and public speaking, skills he still uses today. But as time passed, he realized that accounting did not spark his interest. Faced with choices that aligned with his strengths, Mass Communication, Business Administration, Entrepreneurship, he made an unexpected decision. He chose Civil Engineering, a field rooted in the subject he feared most: mathematics.

For Luis, fear was a signal, not a stop sign. Engineering demanded analysis, patience, and discipline. His early struggles were humbling. In one of his first pre-calculus exams, he scored 5 out of 125. Instead of quitting, he doubled his efforts, perfected his make-up quizzes, and rebuilt himself through consistency. The discipline he learned from basketball carried him through sleepless nights, failed attempts, and relentless board exam preparation.

Leadership, for Luis, was never about authority. It was about people. To unite a team, he believed in making them laugh, making them enjoy each other's company. "Hindi tayo papasok sa school kung hindi masaya ang mga kaklase," he once said. For him, teamwork meant meeting in the middle, listening, adapting, and understanding different personalities.

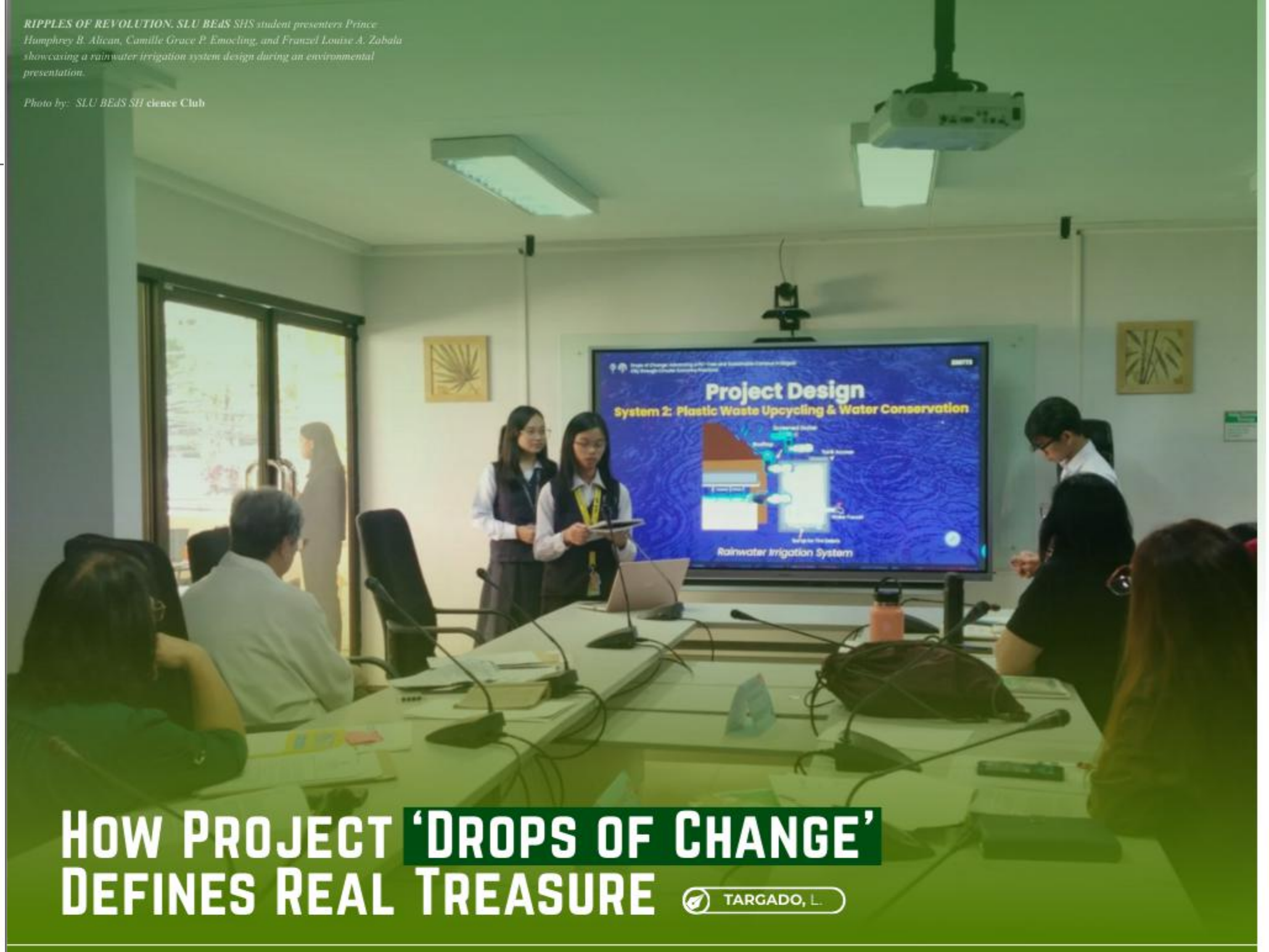
His strongest role model is his father, from whom he learned the importance of balance. If he works, he works only. If he laughs, he laughs with all his heart. If you rest, you rest like oil—rest like crazy. Without balance, between work, happiness, and family, everything suffers. This philosophy continues to guide him in his professional life.

To student-athletes, his message is grounded in realism and care. Sports can open doors, but they also have limits. Luis himself was offered opportunities to pursue basketball further, but he chose education, understanding where his chances for long-term stability were stronger. "You have to be wise with your decisions," he emphasizes. Dreams must be paired with strategy.

For those unsure of the path they are meant to take, his advice is simple yet powerful: go with what scares you. Growth, he believes, lives there. Discipline, whether you want it or not, is non-negotiable. Success is not about talent alone, it is about mental fortitude, balance, and the willingness to put in the work.

From standing uncertainly at the edge of a basketball court to standing confidently as a licensed professional, Engr. Luis Emmanuel M. Lising's story is a testament to courage and choice. Fear did not stop him, it shaped him.

And for the students who walk the halls of SLU BEdS today, his journey serves as a reminder; sometimes, the path that scares you the most is the one that leads you exactly where you are meant to be.



***RIPPLES OF REVOLUTION. SLU BEdS** SHS student presenters Prince Humphrey B. Alican, Camille Grace P. Emocling, and Franzel Louise A. Zabala showcasing a rainwater irrigation system design during an environmental presentation.*

Photo by: SLU BEdS SH **cience Club**

How Project 'Drops of Change' Defines Real Treasure

TARGADO, L.

In ecology, we suffer from a dangerous 'end-of-pipe' thinking: we wait for the damage to be done and then desperately try to fix it. Similarly, we must stay grounded in the truth that while one man's trash is often another man's treasure, sometimes trash is simply trash. This same fallacy haunts our environmental policies; the hopeful phrase 'there is money in the bin' has led us to underestimate the sheer scale of the footprint we leave behind. Today, our future is being written in what we throw away. Through the lens of science, the only question that remains is whether we will let that waste bury us or repurpose it into a sustainable future.

Project Drops of Change answers this with a radical cure: prevention over prescription. Presented by Prince Humphrey B. Alican, Camille Grace P. Emocling, and Franzel Louise A. Zabala from Saint Louis University – BEdS – Senior High School, under the guidance of coach Ms. Romalyn Parado, this initiative focuses on total prevention by eliminating PET bottles. Having the 'Water is Life' refilling system and a biological composting loop, the school transforms into a living organism dedicated to ecological healing. This regenerative heartbeat keeps resources in motion, resuscitating the landscape and shielding the environment from the suffocating weight of Baguio's waste crisis.

For decades, the traditional 3Rs of reduce, reuse, and recycle have functioned like a bandage for a planet that is bleeding trash. In the world of science, this is a reactive strategy that tries to fix the symptom of garbage in the bin while ignoring the root cause of making things just to throw them away. Baguio City is currently in an environmental health crisis because our systems focus more on managing waste that already exists than on preventing it at the source. Despite bans on plastic bags, the city is choking on 400 tons of waste every single day. Our local facilities are on life support, exhausted by a waste fever caused by too many tourists and a surge in delivery packaging. We are essentially watching the death of the old way of doing things because simply managing trash is not enough when the mountain of waste is growing faster than we can manage.

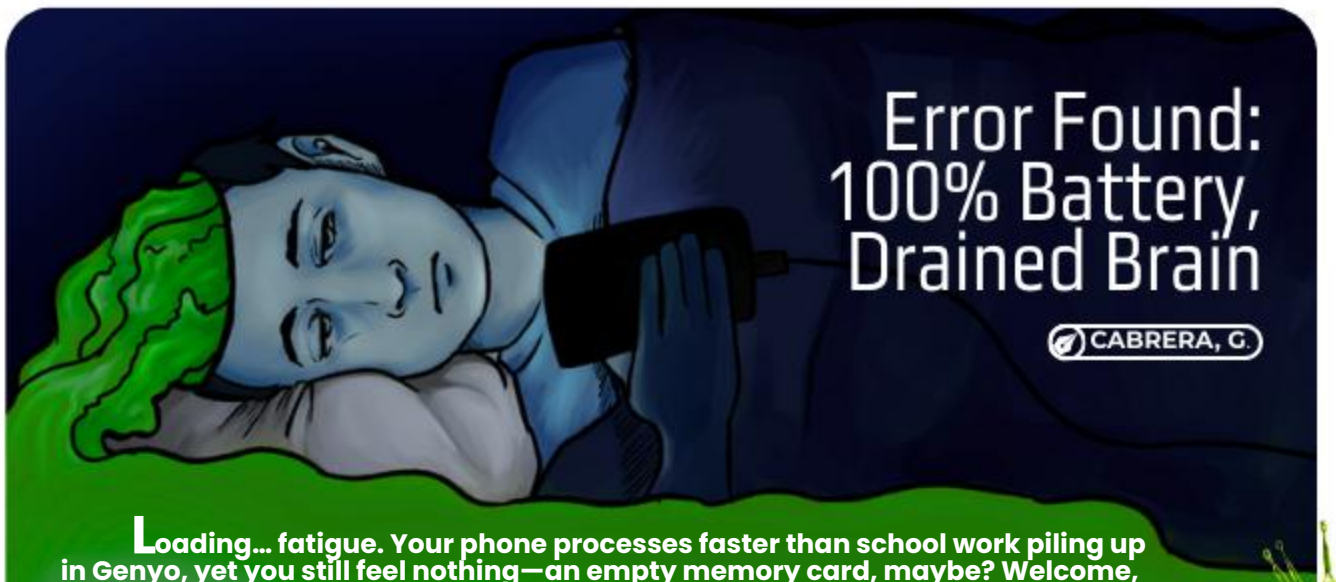
The broken state of our current system is most evident at the Irisan dumpsite, where the growing mountain of trash proves that our old habits are failing and that simply "managing" garbage is no longer enough to save the city. While the 3Rs are promoted, they rely on a process that begins only after the damage is done. In Baguio, where non-biodegradable waste accounts for over 200 tons of the daily haul, the sheer volume of corporate packaging and poor segregation at the source have rendered recycling ineffective. We are desperately mopping a flood while the faucet is still wide open, wasting money to haul our trash away and keep Baguio's heart beating.

To save the city from an endless cycle of pollution, the Drops of Change project introduces a radical prescription that stops waste before it even begins. The scientific heartbeat of this transformation lies in shifting away from end-of-pipe waste management. This reactive approach only treats the symptoms of trash after it has already piled up. Instead, the project uses a Circular Economy model, a smart system designed to keep materials in a loop and prevent waste before it is even created. The main step involves high-tech water stations that use ozonation, a special process using ozone gas to kill germs, and smart sensors to make sure plastic never enters the school.

While the traditional 3Rs of reduce, reuse, and recycle often fall short by relying on individual effort to manage waste that already exists, this model acts as a biological shield that renders plastic bottles extinct. By focusing on the total exclusion of pollutants, the project ensures the ecosystem stays clean without needing to wait for a cleanup such as cutting off the primary sources of non-biodegradable waste through a strict Bring Your Own Lunch Box policy and canteen incentives, such as discounts for reusable containers. This approach eliminates the recycling fallacy, the scientific belief that recycling alone justifies high levels of consumption. Rather than a reaction to waste that already exists through management, the project ensures that single-use packaging never enters the school ecosystem. At the same time, the model redefines food waste as a valuable agricultural resource by focusing on nutrient recovery. This is a process in which organic wastes are processed in a composting system to turn food waste into high-quality fertilizer for small-scale gardening. By returning these nutrients to the soil, the project prevents food waste from decomposing in landfills and emitting methane gas, which is a potent greenhouse gas that serves as a primary driver of global warming. This natural cycle resuscitates the local landscape and preserves the delicate biodiversity that defines Baguio City.

To ensure long-term viability, the Human System Interface is structured so that the campus community acts as a self-regulating immune system. In the system, faculty and student leaders track behavioral changes and uphold policy integrity, including the precautionary principle of ecological responsibility within the policy structure. This is obviously a valid and applicable model that is supported by the respective scientific and legal standards of the DOST, DENR, and CHED, and is scalable for a defense for the Triple Planetary Crisis that is very much aligned with the vision of Baguio City 2043 as a Creative, Inclusive, and Livable City.

In conclusion, the mountain of waste at Irisan stands as a monument to our past failures, proving that it is time to stop desperately mopping the floor and finally turn off the faucet. Project Drops of Change demonstrates that the most effective way to protect the Summer Capital is through a dual strategy of structural pollutant exclusion and a Circular Economy that breathes life back into our resources. The banning of single-use plastics and the use of organic matter as vital fertilizers and resources demonstrate that prevention is the ultimate solution to our environmental problems. By preventing the waste crisis from ever manifesting, we safeguard our collective future and prove that a sustainable world is born from the ripples we choose to create today, serving as the treasure of our heritage.



Error Found: 100% Battery, Drained Brain

CABRERA, G.

Loading... fatigue. Your phone processes faster than school work piling up in Genyo, yet you still feel nothing—an empty memory card, maybe? Welcome, welcome, to the life of being chronically online.

Think of a single moment you've spent without your phone. Can you? Probably not. Whether you're lying in bed, stuck in a queue, or waiting for your Grab driver to arrive, these ordinary routines are swallowed by screens—scrolling, messaging, and swiping endlessly. You have nothing to do? Please. Your brain used to get five-minute breaks. Your eyes used to sightsee. Now, your mind is trapped in an inevitable cycle—running all day, all night, in six-inch heels from morning reveal to nightfall.
Scroll. Buzz. Repeat.

Does it hit close to home? It's a cycle we can't escape. From morning dew to cocktail hours, the only thing we hold are smartphones. I mean, who even wants to let go of their phones these days? Certainly not me. To be honest, notifications are our biggest enemy. One little ding, and poof—just like that, our attention is turned to our little screen friend. One little bubble, and suddenly our concentration starts flipping through group chats, posts, memes, and unsolicited dramas. You probably think you're multitasking; plot twist: you aren't. Reality check: while you're jumping from one task to another, switching from one app to the next like social media gods and goddesses, your brain struggles to keep up with data overload.

Let me guess, your sleep schedule also looks like a last Friday night scenario: a total mess. Doom scrolling plus the blue-light temptation; what could possibly go wrong? Five more minutes turn into 3 a.m. trysts, and the next thing you know, you're waking up half-dead. Uh oh... dead man walking. The culprit? Full batteries and fast phones—a recipe for a deliciously empty brain. Your phones may be fast and furious, but your brain? Dead air alert.

However, do you want to know a secret on how I survive this fast-paced world while being a low-energy, "surviving on caffeine" kind of person? It's dead simple: pause. Put your phone on DND and actually live. In a world where things never stop loading, pausing is your only ace card. Careful, dear user, or your brain might file a restraining order.



Chill in the Air, FLU on the Move

OCAMPO, E.

Baguio City continues to report rising cases of what has been called a "super flu," and with temperatures dropping to a frigid 11°C, influenza has once again made headlines. This is not news to many Filipinos; however, people have become accustomed to thinking of the flu as nothing more than a time of year when cold winds sweep through the country, bringing with them a viral illness that lasts about one week before going away. Such habitual ignorance is precisely the reason the influenza virus continues to circulate without interruption.

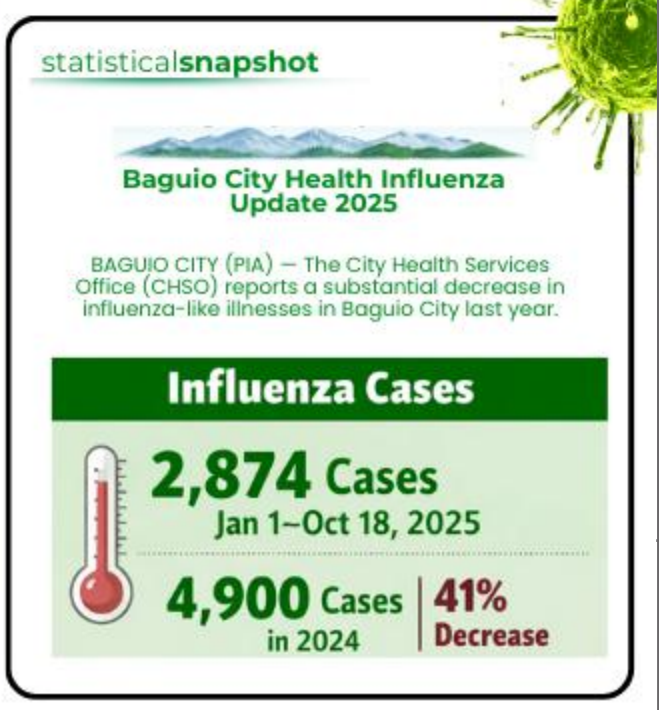
To set the record straight, one important fact must be made clear: there is no such thing as a "super flu." What is actually happening is that the influenza virus is highly adaptable. It can change its surface proteins every time it infects a host, a process known as antigenic drift. Because of these changes, getting the flu once does not protect a person from getting it again the following year. This is why receiving an updated flu vaccine annually is so important.

Cold weather itself does not cause influenza, but it does help the virus spread more easily. Studies show that flu viruses survive longer and remain airborne in cold, dry conditions. Colder temperatures also change how people behave. To stay warm, people tend to remain indoors, often in crowded and poorly ventilated spaces, making it easier for the virus to pass from one person to another.

Unlike countries with distinct seasons, the Philippines experiences influenza throughout the year. This constant exposure has led many Filipinos to become overly familiar with the illness, often choosing to self-medicate instead of seeking medical advice. While the flu may seem mild to some, it can be dangerous for older adults, young children, and individuals with existing health conditions. Treating influenza as "ordinary" overlooks the serious risks it poses to these vulnerable groups.

The tools necessary to control the effects of influenza on the population are not science fiction. Rather, they are the basic tenets of public health, such as annual flu vaccinations and the consistent practice of simple preventive measures by all members of society.

In light of recent hospitalization reports for flu-like illnesses in Baguio City, it is imperative that these findings be used as a point of encouragement for change rather than a cause for panic. According to the Department of Health (DOH), the most effective way to break this cycle is through the consistent practice of vital health measures: wearing face masks, frequent handwashing with soap, and ensuring updated vaccination records. It is also important to practice proper cough etiquette, which includes covering the mouth and nose when sneezing or coughing, and staying home when symptoms arise. By adhering to these primary care guidelines, passive habits can be transformed into active protection.



SLU BEdS Partners with Empitech to Enhance Robotics and Research Curriculum

NARCISO, J.

The Saint Louis University Basic Education School (SLU BEdS) formally entered a partnership with Empitech Startup Company through a License Agreement Signing and Turnover Ceremony held at the Gerard Decastecer Function Hall on December 16, 2025, marking a step toward strengthening the school's robotics and research programs.

The collaboration, supported by the Department of Science and Technology – Cordillera Administrative Region (DOST - CAR) and Saint Louis University – Research Innovation and Sustainability Extension (SLU - RISE), aims to integrate professional research mentorship and hands-on hardware training into the robotics curriculum, allowing students to move beyond theoretical learning and engage in practical, community-oriented research applications.

The license agreement was signed by SLU President Rev. Fr. Gilbert Sales, Empitech CEO Engr. Sean Ernest S. Empizo, SLU BEdS Principal Mr. Alejandro Pablico, and SLU BEdS Assistant Principal for Academics Mrs. Lorna Lucas. The agreement appoints Engr. Empizo as a two-year research mentor for the Senior High School department and includes the turnover of 25 Arduino devices accompanied by beginner-friendly, hands-on guides, to be used as learning materials for students.

As part of the program, Engr. Empizo delivered an Inventor's Talk titled "Bridging the Gap: Arduino as the Ultimate Tool for Technopreneurial Prototyping," followed by a question-and-answer session. He highlighted the value of applying research to real-world problems by sharing his experience of turning a high school capstone project into a technology startup and encouraged students to view research as a tool for innovation rather than mere academic compliance.

The program gathered Junior and Senior High School members of the Science Innovation Club and Science Club. Mr. Andrew G. Ducas, a representative from SLU - RISE, emphasized the school's goal of ensuring that research outputs are not left archived but are instead utilized to address community needs, while Mr. Roy Asignacion highlighted the aim of igniting genuine passion for research among students.







THE HEIGHT OF HARMONY. SLU BEdS- SH students perform a synchronized routine during their Inter P.E showdown on October 29, 2025
Photo by: KANG, P.

SLU BEdS-SH Students Unite in a Thrilling Inter P.E. Showdown

by **AWISAN**, N., **DALIT**, R., **MELU**, R.

Loud cheers and the rhythmic sound of sneakers echoed through the campus open court of Saint Louis University Basic Education School - Senior High (SLU BEdS - SH) last October 29, 2025, as students from various strands in grades 11 and 12 came together for the much-awaited 6th Inter P.E. Competition, a spirited event that celebrated teamwork, sportsmanship, and the unyielding camaraderie of the Louisian community.

The event organized by the P.E Department, aimed to promote the United Nations Sustainable Development Goals (SDG), particularly SDG 4: Quality Education and SDG 3: Good Health and Well-being. With active participation and collaboration, the activity reflects the school's commitment to promoting physical fitness and solidarity among students.

The Grade 12 Hip-hop performance stood out with cool moves, style, and confidence. Each group had its own way of expressing rhythm and attitude, bringing life to the stage. Their teamwork and timing showed how much effort they put into their routines. The court turned into a battleground of beats and energy as dancers displayed precision, swagger, and control, embodying the intensity and competitive fire that defined the event.

Meanwhile, the Grade 11 Aerobics performance was filled with energy and smiles. The students showed strength, coordination, and enthusiasm while dancing to upbeat music. Their performance reminded everyone that staying fit can be fun and exciting. The lively routines and synchronized movements kept the audience engaged, turning the court into a vibrant showcase of endurance, rhythm, and school spirit.

To ensure fair and objective scoring, invited judges evaluated each performance based on set criteria. After a series of impressive and well-executed routines, the Top 8 classes for each category were announced. For the Grade 12 Hip-hop Performance, the recognized sections were: 12 ABM A, 12 HUMSS A, 12 HUMSS B, 12 STEM D, 12 STEM E, 12 STEM G, 12 STEM H, and 12 STEM I. For the Grade 11 Aerobics Performance, the Top 8 included: 11 ABM A, 11 ABM B, 11 STEM B, 11 STEM C, 11 STEM G, 11 STEM H, 11 STEM J, and 11 STEM K.

INTER-PE 2025 RESULTS

HipHop Dance Competition

12 ABM A	12 STEM E
12 HUMSS A	12 STEM G
12 HUMSS B	12 STEM H
12 STEM D	12 STEM I

Aerobic Dance Competition

11 ABM A	11 STEM G
11 ABM B	11 STEM H
11 STEM B	11 STEM J
11 STEM C	11 STEM K

SLU BEdS Duo Clinches Bronze in City Table Tennis Meet

by **AWISAN,** N.

Competing with focus and teamwork, the Saint Louis University Basic Education School Senior High (SLU BEdS - SH) Table Tennis Doubles Team, composed of Kenneth M. De Guzman and Zyrelle Kyle G. Yturzaita, clinched third place at the City Meet held at the University of Baguio on December 6-7, 2025.

De Guzman and Yturzaita faced teams from various city schools over the two-day tournament, winning crucial matches that earned them a spot on the podium. The duo relied on clear communication, quick adjustments, and strong coordination to maintain control during fast-paced rallies.

Reflecting on the achievement, De Guzman said, "Every match felt like a final. We had to stay focused and trust each other completely. We talked after every point and encouraged each other, it really kept us steady under pressure. Finishing third is a milestone for us, especially since we've played together since Grade 9."

Yturzaita added, "Securing third place means a lot to me. It reflects all the hardships we've gone through; from rigorous training and demanding practices, even while managing heavy academic workloads, to the discipline we developed leading up to this competition. Sharing this success with my best friend made it even more meaningful."

The pair expressed their heartfelt gratitude to everyone who supported them throughout the competition. They especially thanked the school administration for its guidance and encouragement, as well as their coach, Sir Michael Jarata, for his dedication in training and mentoring them. They noted that their success would not have been possible without the support and motivation of their teachers, peers, and families.

The Louisian | THE OFFICIAL STUDENT PUBLICATION OF **SAINT LOUIS UNIVERSITY BEdS – SH**
VOL. **III** NO. **I | JULY-JANUARY,** 2025-2026



Lizardo Dominates Kyorugi, Poomsae in Thailand Meet

by **CASTILLO**, A.

Filipina jin Sophie Lizardo, a student of Saint Louis University Basic Education School - Senior High (SLU BEdS - SH), emerged as champion in both Kyorugi and Poomsae at the 8th Heroes Taekwondo International Championship held on August 9–10, 2025, at the Eastern National Sports Training Center in Pattaya, Thailand.

In the Kyorugi division, Lizardo faced Julia Queen Larase of Averharts Elite, while in Poomsae, she advanced past fellow Filipino athlete Maureen Gabrielle Casaclang before defeating N.G. Senuri Thihara Senavirathna in the finals. Her victories showcased her versatility in excelling in both combat and form-based categories of taekwondo.

Lizardo's performance highlighted not only her technical skill but also her determination and mental toughness, as she competed despite recovering from a foot injury that initially affected her confidence during training.

She admitted that stepping onto the mat came with added pressure as she was still recovering from a foot injury, which had initially shaken her confidence during preparation for the tournament.

"Kinakabahan ako kasi may injury ako noon sa paa. But, fortunately, doon sa eight months kong nag-train, nahasa naman ako ng coach namin," Lizardo shared, crediting her consistent preparation and coaching for helping her overcome her doubts.

The 8th Heroes Taekwondo International Championship gathered more than 3,000 athletes from various countries, including both able-bodied and para-taekwondo participants, making it one of Asia's recognized ranking tournaments.

For Lizardo, the event was not only an opportunity to represent the country but also a test of perseverance and adaptability, an experience she described as both the toughest and most rewarding experience in her taekwondo journey so far.

SLUxUB Team Secures First Runner-Up in the NYBL 17-Under Finals

by **DALIT**, R.

The SLUxUB Team attempted to roar to victory in the National Youth Basketball League (NYBL) 17-under championship game against the CCDC Team, but fell short last Sunday, August 31, 2025, at the CCDC Gym in Buyagan, La Trinidad, Benguet, making them the first runners-up.

The dominance of the CCDC team was evident early in the game, as the SLUxUB team lost in the first quarter. The first point for the SLUxUB team came from a free throw by Gundran from the University of Baguio, while the first three points were bagged by Salvador, also from the University of Baguio. Similar to the first quarter, the SLUxUB team experienced the same fate in the following quarters, succumbing to the CCDC team's relentless efforts to widen their lead further.

Mr. Jeffrey Sison, one of the SLUxUB coaches, said the teams had a short time to prepare. Because the players came from two different schools, they struggled to learn each other's tendencies. This led to problems with executing offensive patterns and defensive alignments, resulting in several turnovers.

Though they failed to bag the championship title, the SLUxUB team still went home with smiles on their faces, their 1st runner-up title making all their efforts and preparations worth it.

This game serves as a lesson to the team. It is an opportunity for them to improve their practice time and preparation. Focusing on player development and discipline in following certain plays could help improve their games.

Every game is an opportunity for the players to improve. This marks the end of the journey of the SLU BEdS players on their first NYBL experience, finishing strong with a 1st runner-up title.

> ***"The outcome of the game is not reflective of who they can become in the future***
>
> ***by Mr. Jeffrey Sison***





BEYOND THE BLOCK. Players from the SLU Cubs Secondary Boys Volleyball Team defend the ball as they play in the DepEd-District IV Sports Meet on October 11, 2025

Photo by: MARTIN, M.

SLU Cubs Secure 8 - Peat Volleyball Title in District Meet 2025

by **TUGADE**, H.

The Saint Louis University Basic Education School - Senior High (SLU BEdS - SH) Secondary Boys Volleyball Team (SBVT) Cubs once again proved their dominance as they clinched their eighth consecutive championship title in the DepEd–District IV Sports Meet 2025, held at the Don Bosco School of Baguio City, Inc. (DBSBCI) Open Court on October 11, 2025.

The Cubs launched their title campaign under a best-of-three sets format, making quick work of Doña Aurora National High School. They secured a convincing win with set scores of 25–10 and 25–17.

Continuing their blazing momentum, SLU BEdS - SH intimidated their next opponent, DBSBCI, in the second match. With the same relentless precision, they earned another victory with scores of 25–15 and 25–16.

The win guaranteed their place in the championship round and rewarded them with a twice-to-beat advantage in the finals.

This year's championship game was a rematch between last year's finalists. After a thrilling point-for-point battle and several deadlocks in the opening set, the Cubs narrowly claimed it 25–23. Fueled by the close call, they unleashed a stunning 25–6 rout in the second set, followed by a decisive 25–18 victory to seal their eighth straight title.

Leading the Cubs' masterful 7–0 set win-loss record was team captain Karlo Paolo L. Untalan, who kept opponents on their heels with a barrage of powerful aces and masterful plays.

For SLU BEdS - SH SBVT head coach Bren Justin T. Fajardo, the victory was the culmination of months of preparation.
This is the fruit of all our hard work since last school year," he said. "We conditioned ourselves by competing in four tough tournaments against older and faster teams because we want to see ourselves back on the podium at the Palarong Panlungsod in November. We went through hardships, and now it's all paying off, with Karlo leading the charge."

With their sights set on defending their bronze medal at the City Meet, Fajardo added confidently, "We are here to raise the standard we set for ourselves."
This eighth title is not just another win for SLU BEdS - SH, it is a testament to their carefully built culture and a powerful promise of what is yet to come.

thelouisian
The Official Publication of Saint Louis University
Basic Education School - Senior High • Baguio City
Vol. 03 No. 01 | July - January

SPORTS

MEDALS BAGGED IN

AOSI SWIMMING CHAMPIONSHIPS BANGKOK 2026

BY RIVERA SIBLINGS

2 SILVER MEDALS
200M BUTTERFLY
-Ashton Rivera
100M BUTTERFLY
-Ashie Rivera

5 BRONZE MEDALS
100M BUTTERFLY
50M BUTTERFLY
25M BUTTERFLY
100M FREESTYLE
25M FREESTYLE
-Ashton Rivera



SPLASHING SUCCESS. Ashton John Rivera powers through the water during a competitive race in the AOSI Swimming Championship on September 2025.

Rivera Siblings Make Wave at the AOSI Swimming Championship in Bangkok

MELU, R.

Filipino swimmers Ashton John Rivera and Ashie Jennelle Rivera proudly represented the Philippines on the international stage at the AOSI Swimming Championship (SC) held at the Assumption University Aquatics Center, Suvarnabhumi, Bangkok, Thailand, on September 6-7, 2025.

Cheers roared through the newly renovated Prince Bernard Gym as the Senior High School Louisian students kicked off this year's highly anticipated intramurals, 2025, with the proud theme of "Beyond Limits Into Greatness: Louisian Pride in Every Stride". The atmosphere thundered with excitement and energy as the performers and spectators joined in a vibrant celebration of talent, unity, and Louisian spirit.

With grateful hearts and lifted spirits, Mr. Alejandro P. Pablico and Rev. Fr. Gilbert B. Sales formally commenced the event with a warm message. Mr. Alejandro Pablico welcomed everyone with gratitude and enthusiasm. With a message of how Louisians compete with their hearts beyond the limit choosing to lift each other up and showing greatness, not just in winning, but also in courage, humility, and teamwork. Reflecting on the opportunity of inaugurating this year's intramurals in the renovated gym, he expressed heartfelt thanks. Meanwhile, President Rev. Fr. Sales extended his appreciation to the hardworking, spearheaded committees, led by Mr. Roy Asignacion, whose efforts had brought the event to life.

The energy in the gym surged as the Lighting of the Torch marked the official start of the intramurals as a symbol of unity, determination, and true sportsmanship among the Louisian community. Amidst the flashes of the colors Yellow, Blue, Red, and Green, the crowd erupted in applause with the start of the much-anticipated competitions.
The earlier contests set a spirited tone and high spirit for this year's intramurals 2025. In the Pakulo, Nero Syllabicus soared as the champion, followed by Mavikas as 1st runner-up, Ignayon in 2nd runner up , and Luceo Fidelis as 3rd runner up. The Drummer Competition saw Ignayon, led by Stephen Rillera, take the top spot as champions, with Luceo Fidelis at 1st runner-up, Mavikas as 2nd runner up, and Nero Syllabicus at 3rd runner up.

The Cheer Competition ignited the gym with thunderous, igniting cheers. Luceo Fidelis emerged as champions, Ignayon secured 1st runner up, Nero Syllabicus 2nd runner up, and Mavikas 3rd runner-up. In the Best Cheerleader category, Nero Syllabicus claimed the title of the champion, Mavikas as the 1st runner up, Ignayon as the 2nd runner up, and Luceo Fidelis as 3rd runner up. The Cheerdance competition lit up fires on the dance floor, with Luceo Fidelis once again dominating as the champions, followed by Ignayon in 1st runner up, Mavikas as 2nd runner up, and Nero Syllabicus in 3rd runner up.

The Most Disciplined Team Award was given to Mavikas, honoring their unwavering discipline, teamwork, and positive attitude during the competitions.
"From my perspective as a core, hindi siya madali at stressful siya," shared Angela Pascua of the Yellow Luceo Fidelis cheering team. "All the effort we poured sa pagtuturo ng mga choreo should never be wasted, and that belief becomes strength." She remarked.

The excitement reached its peak during the most awaited Mr. and Ms. Intramurals coronation. Zildjan Bragas and Mary Chelszy Exiomo of Mavikas placed 3rd runner-up, Mark Angelo Segundo and Ashley Quezon of Ignayon secured 2nd runner-up, River Bayquen of Nero Syllabicus and Nina Bandejas of Luceo Fidelis earned 1st runner-up, and the crowns went to Kris Angelic Fortea of Nero Syllabicus and Tyrus Dave Yamoyam of Luceo Fidelis.

STRIDE TO GREATNESS

Louisian Spirit Ignites Intramurals 2025

by OCAMPO, E., & PRADEZ, A.

Cheers roared through the newly renovated Prince Bernard Gym as the Senior High School Louisian students kicked off this year's highly anticipated intramurals, 2025, with the proud theme of "Beyond Limits Into Greatness: Louisian Pride in Every Stride". The atmosphere thundered with excitement and energy as the performers and spectators joined in a vibrant celebration of talent, unity, and Louisian spirit.

With grateful hearts and lifted spirits, Mr. Alejandro P. Pablico and Rev. Fr. Gilbert B. Sales formally commenced the event with a warm message. Mr. Alejandro Pablico welcomed everyone with gratitude and enthusiasm. With a message of how Louisians compete with their hearts beyond the limit choosing to lift each other up and showing greatness, not just in winning, but also in courage, humility, and teamwork. Reflecting on the opportunity of inaugurating this year's intramurals in the renovated gym, he expressed heartfelt thanks. Meanwhile, President Rev. Fr. Sales extended his appreciation to the hardworking, spearheaded committees, led by Mr. Roy Asignacion, whose efforts had brought the event to life.

The energy in the gym surged as the Lighting of the Torch marked the official start of the intramurals as a symbol of unity, determination, and true sportsmanship among the Louisian community. Amidst the flashes of the colors Yellow, Blue, Red, and Green, the crowd erupted in applause with the start of the much-anticipated competitions.
The earlier contests set a spirited tone and high spirit for this year's intramurals 2025. In the Pakulo, Nero Syllabicus soared as the champion, followed by Mavikas as 1st runner-up, Ignayon in 2nd runner up , and Luceo Fidelis as 3rd runner up. The Drummer Competition saw Ignayon, led by Stephen Rillera, take the top spot as champions, with Luceo Fidelis at 1st runner-up, Mavikas as 2nd runner up, and Nero Syllabicus at 3rd runner up.

The Cheer Competition ignited the gym with thunderous, igniting cheers. Luceo Fidelis emerged as champions, Ignayon secured 1st runner up, Nero Syllabicus 2nd runner up, and Mavikas 3rd runner-up. In the Best Cheerleader category, Nero Syllabicus claimed the title of the champion, Mavikas as the 1st runner up, Ignayon as the 2nd runner up, and Luceo Fidelis as 3rd runner up. The Cheerdance competition lit up fires on the dance floor, with Luceo Fidelis once again dominating as the champions, followed by Ignayon in 1st runner up, Mavikas as 2nd runner up, and Nero Syllabicus in 3rd runner up.

The Most Disciplined Team Award was given to Mavikas, honoring their unwavering discipline, teamwork, and positive attitude during the competitions.
"From my perspective as a core, hindi siya madali at stressful siya," shared Angela Pascua of the Yellow Luceo Fidelis cheering team. "All the effort we poured sa pagtuturo ng mga choreo should never be wasted, and that belief becomes strength." She remarked.

The excitement reached its peak during the most awaited Mr. and Ms. Intramurals coronation. Zildjan Bragas and Mary Chelszy Exiomo of Mavikas placed 3rd runner-up, Mark Angelo Segundo and Ashley Quezon of Ignayon secured 2nd runner-up, River Bayquen of Nero Syllabicus and Nina Bandejas of Luceo Fidelis earned 1st runner-up, and the crowns went to Kris Angelic Fortea of Nero Syllabicus and Tyrus Dave Yamoyam of Luceo Fidelis.

SLU BEdS - SH Caps City Meet Run with 3x3 Gold, 5x5 Silver

ASPIRAS, J.

The Saint Louis University Basic Education School - Senior High (SLU BEdS - SH) Cubs Boys' Basketball Team capped a strong campaign in the 2025 Baguio City Meet, securing the gold medal in 3x3 basketball and settling for silver in the 5x5 division. The tournament was held from December 5 to 10 at the University of Baguio (UB).



BEYOND THE BUCKET. The SLU BEdS-SH Cubs Boys' Basketball Team huddling on the court as they prepare for a game in the 2025 Baguio City Meet.

In the 3x3 competition, the Cubs delivered crucial victories, including a 13–10 win over UB and a 12–8 triumph against Berkeley. Although SLU BEdS - SH bowed to City High in a tight 13–15 loss in the finals, the tournament concluded with a three-way tie at 6–1 among SLU BEdS - SH, UB, and City High. SLU BEdS - SH ultimately claimed the championship via quotient points after City High absorbed a loss to UB.

Meanwhile, In the 5x5 men's basketball final, SLU BEdS - SH faced a determined Berkeley side but fell short, 64–53. Played on December 10 at the University of Baguio, Berkeley controlled the game from start to finish, maintaining a steady lead throughout. Despite the setback, SLU BEdS - SH's key players: Miguel Austria, Jarred Bacoling, Jake Eusebio, and Tyrus Yamoyam, provided leadership and effort on both ends of the court as the Cubs battled until the final buzzer.

Reflecting on the team's overall performance, team captain Jarred Bacoling said, "Our journey is not yet finished, and we will make sure that when we get to the bigger stage, our goal is to be undefeated."
With the City Meet concluded, the SLU BEdS - SH Cubs' 3x3 team and Berkeley's 5x5 squad will advance to represent Baguio City in the upcoming 2026 Cordillera Administrative Region Athletic Association (CARAA) meet, following their respective title finishes.

INTRAMURALS 25'-26' TEAM STANDINGS AS OF FEB. 01

1. LUCEO FIDELIS
2. NERO SYLLABICUS
3. IGNAYON
4. MAVIKAS

"All of the performances were full of energy talaga," said Scarlet Difuntorum of the Blue Mavikas team, mentioning that Luceo Fidelis's cheerdance stood out for its synchronization and entertaining movements.

With passion, pride, and unbreakable spirit, the Louisian community continues to move boldly forward, truly beyond limits into greatness.