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Sikh Awareness Week helps students empathize with Sikhs

The fifth largest world religion is not covered in the history curriculum



Students were given the opportunity to get their own turbans tied by the awareness week's organizers. There was so much demand that supplies ran out on both days that this was offered.

PHOTO BY JOE SCHNEIDER

By SONALI WHITTLE
Staff Reporter

In an effort to educate and raise awareness about Sikhism, senior **Piram Singh**, junior **Mantej Lamba**, freshman **Prabhleen Kaur**, and Piram and Mantej's fathers organized and hosted Washington's Sikh Awareness Week during the first week of December.

Including Sikhism in the curriculum is one of the goals of this week. Sikhism is the fifth largest religion in the world with over twenty-five million followers. Despite its massive following, this faith is not covered in the California history curriculum unlike other popular religions such as Buddhism and Catholicism.

"We want to include a section that talks about Sikhism and its roots. This will help spread awareness about Sikhs and who we are," Mantej Lamba said.

Sikh Awareness Week was last held in 2014, approximately four years ago. Mantej's dad, Taranjeet Singh, held a Sikh Awareness Week at Washington High School in 2014 and now his son is a student at Washington. "Mantej and Piram took the initiative themselves to organize this week," Taranjeet Singh said.

The week featured activities including an informational assembly along with a turban-tying rally at the Amphitheater. The assembly was held in the cafeteria by Piram, Mantej, Taranjeet Singh, and Prabhleen Kaur. It talked about the identity of Sikhs and how their religion influences their lives greatly and what identifies them. The turban-tying event was a very important part of the week because it "helped share their culture and identity with everyone else," Piram Singh said.

The assembly covered some important

points about Sikhism and what it stands for. The presentation informed students about how Sikhs came to the United States, many of whom came from India during a period of economic growth in America and settled near farms. The presentation also covered the external and internal identities of Sikhs. External identities are what you can see on the outside that identifies Sikhs. A prime example would be the "Five K's" including the Kara, which is an iron bracelet representing good deeds; uncut hair, representing spirituality (Kesh); the Kirpan, which is a sword which is symbolic for protection; Kachera, which are long pants which signify self discipline; and Kanga, which is a comb which stands for cleanliness.

The assembly also included a video of Mantej tying his own turban so students were able to experience his daily morning ritual.

In total, organizers took about a month to plan Sikh Awareness Week. Piram and Mantej coordinated the activities by holding meetings with principal **Bob Moran** and Activities Coordinator **Michael Soltau** to find out which schedule worked best. One obstacle that the organizers had to work around was the structure of the presentation. Originally, the presentations were going to be in individual classrooms, but they decided that a large scale presentation would be more beneficial and efficient.

The organizers were thrilled with how the event turned out and cannot wait to hold Sikh Awareness Week in 2019. There is a lot of history and culture behind Sikhism as presented at the assembly and turban-tying event.

Acknowledging the Sikh faith make the students of Washington more aware of the religion and make students more educated about Sikhism.

Juul and vape products are sneaking their way into schools

Washington staff have acknowledged the problem and are taking steps to educate students and prevent them from using products on campus

By JAYANTH PASUPULATI
Staff Reporter

Ironic in its mission to lower the amount of adult smokers, e-cigarette company Juul has caused a rise of high school aged e-cigarette smokers. There is an estimated 800% in the rise of high school smokers from 2017 to 2018, and Washington is no exception.

The new phenomenon, known as "Juuling," has become widespread among previous cigarette smokers. People assume that vaping is safer, as Juuls have not been proven to cause cancer due to the absence of diacetyl. But vape does contain nicotine, which plays a key role in addiction, can disturb the lives of teenage smokers, and can also cause cardiac arrests. As there are no long-term studies on Juul,

its side effects are undetermined.

The school administration has acknowledged the presence of vaping at Washington and has encountered a few cases of vaping. Principal **Bob Moran** and the school administration have been taking precautions towards reducing vaping on the Washington campus. They have recently hired an expert on the dangers of vaping to present at forthcoming staff meetings and grade-level assemblies. According to a few anonymous students, smokers can be spotted in restrooms; sometimes, students even take a hit in classes without the teacher's notice.

This ability to smoke at any time is due to the sleek and compact design of Juul products, and Juul can be easily found in stores such as 7-Eleven. Most students, according to a smoker at the

campus, usually ask an older person to buy them a Juul. Likewise, Juul's early marketing— involving young and attractive models— has been criticized by anti-smoking experts as a major draw for younger generations.

The issues were acknowledged by Juul Labs and they have taken down their social media platforms as a source of marketing. However, the presence of fruit flavors—which the founders and officers of Juul believe is a major factor for why adult smokers use Juul—does not have a definitive purpose in terms of its effects on smokers, as no studies have proven its usefulness.

Nevertheless, students who don't vape are often affected by secondhand smoke as people around the smoker can still inhale the vapor and feel

uncomfortable. For instance, a student who wishes to remain anonymous said, "When I see a student vaping around me, I do not feel comfortable because of the dangerousness of secondhand smoke."

A student who vapes on campus, in response, stated that "[i]f someone addresses that they are uncomfortable with the smoke, then people would stop smoking in front of them."

Principal Bob Moran urged students to address the administration whenever they feel uncomfortable. Mr. Moran assures that even if students are caught vaping on campus, it would not decrease their chances of a high school education, but they should be aware that vaping is prohibited on school premises.



A student pulls out a vape in class. PHOTO PROVIDED BY ANONYMOUS

Winter assembly promotes wishful thinking

Students and staff share a spirit of joy and cheer through “Make a wish” announcements as they give gifts to community members at the winter assembly

By ERIC MEDINA
Staff Reporter

December has begun, which means the winter holidays are back. Every year, WHS and leadership plan what the theme will be and what the winter assembly would look like. This year, they decided to change the theme for the assembly and make it more meaningful.

The meaning behind this year's assembly will be a “Make a wish” theme, which will be the first year that WHS and leadership hosts a meaningful theme like this. The assembly will be the same, having games, music, entertainment, and other fun activities, but with a meaningful purpose. The meaning behind this theme is to give back and share that true holiday meaning of Christmas.

Michael Soltau, staff and Student Activities Director, says that, “It's going to be a mix of an assembly, we want people to enjoy and have fun because it is an assembly and we do have games and band playing. But we did want to bring some more meaning to it because again, we want to bring a more holiday feel of give back.” This is significant considering that the true meaning about Christmas and the holidays isn't just about getting, it's about giving. Washington and leadership are on a mission to grant the many

wishes that students desire for the winter holidays.

The process in granting students wishes here at Washington begins with students writing a letter through an online google form that then gets submitted and sent to leadership. Also, donations are made and collected in order to grant the wishes. As soon as they all submit their wishes, leadership then organizes and prepares to make the wishes that students wished for come true.

Every year, Washington hosts a winter assembly that gets everyone involved and entertained with performances and activities. During the assembly, the Washington band amazingly performs the national anthem, along with other sorts of songs.

The Washington Cheer team also show off their cheer moves. Leadership also brings fun activities that many students get to take part of and win prizes. At times during the assembly, members of leadership give husky merch to students in the bleachers.

What made leadership change the theme you may ask? Well, other schools across the nation have also had a theme similar for their assemblies, such as Branham High School in San Jose. They've been doing these rallies since 2011 and are widely recognized for it. The first year that Branham High School had the “make a wish” rally, they didn't expect them to have a total of \$3,000 in donations. With that money they managed to grant some

of the students wishes for the holiday season.

“We've been planning this for year now and we want students to have a true meaning of the holiday spirit, the giving back part. We want to do something that is out of the ordinary and that can help everybody and the community”, said Mehdi Rejouan, a senior and member of leadership. He also mentioned that leadership wants to do something that will be memorable and have a positive impact towards students.

This year will be the very first “Make a Wish” rally that Washington will be having. The assembly started off presenting the winter sports athletes, such as boys basketball, girls basketball, boys soccer, girls soccer, and wrestling.

Then, the Washington band played the national anthem. After the performance, Michael Soltau, activities director, and Medhi Rejuan, senior and leadership member, hosted the assembly and began to The wishes that were granted this year were made for staff and students.

Some teachers received classroom supplies such as a brand new electric pencil sharpener, white boards with expo markers, and other sort of supplies. Two freshmen students got their wish granted by their older siblings. One student got a brand new laptop and another student got new Nike Track shoes.



Senior Matthew Dela Cruz and junior Erin Valdecanas surprise freshman Heela Nekrawesh with a new laptop.
PHOTO BY JAYANTH PASUPULATI



Senior Sharleene Snadhu laughs with fellow senior Victoria Padilla.
PHOTO BY JAYANTH PASUPULATI



Seniors Megan Aves and Shaini Shiva hold up a sign for the giving of a new pair of shoes.
PHOTO BY JOE SCHNEIDER

Timothy Rix

Local elementary school changes its name

By GABRIELA CALVILLO
Staff Reporter

Last year, the Fremont Unified School District (FUSD) announced their investment in the Kidango Rix Center, formerly known as Timothy Rix Elementary.

Between 1980 to 1989, it served as an elementary school but will now be renovated into a learning center for kids with special needs.

Around 2016, discussions of repurchasing the area began with Kidango, a preschool program for children who require special education. No longer needing the 2.56-acre property, Fremont Unified hopped on the chance to take it.

Michele Berke, president of the Board of Education, elaborated on that note, explaining that, “One major reason the District wanted to do this is because of the expanding population at our Glankler Learning Center (co-located with Brier Elementary) and, as a result, need a space that has already been of use to a young population.”

While this is beneficial to our community, it's also helpful to Kidango, due to their “interest in downsizing their footprint in Fremont.”

Both parties settled upon an agreement in May 2017: FUSD would get the area if Kidango could expand their program at both Robertson & the Fremont Adult and Continuing of Education (FACE) program. So far, the transition is on schedule and is anticipated to be done by fall around the same time next year.

Although this is something to celebrate, it also comes with the challenges of limited space due to all the housing we now have. Berke says, “We had hoped to be able to move all of the Glankler program into one space (at Rix). Unfortunately, because our student population is growing, it looks like we still need to maintain 2 sites.”

Washington choir sings along

The music community at WHS performed for friends and family to demonstrate their developed talent

By CINDY WANG
Staff Reporter

The Washington High School Band kicked off its concert season with their annual Winter Concert on Thursday, December 13th with three musical arrangements: “Abracadabra”, “Salvation is Created”, and “Arrows.”

The concert marked the end of the marching season. This was also the first of several concert performances in the concert season, which extends until the end of the school year.

To prepare for this, band students had not only been rehearsing everyday during band class for the past month, but also during their own time. Spirits seemed high going into the performance.

“We have been practicing these pieces for a long time. Even though it is our first concert of the year, I am very confident that we will do well,” said Melvin Perez, a junior who plays the alto saxophone.

The program included a range of pieces from famous composers, which

featured dramatic hymns such as “Salvation is Created” to playful and mysterious tunes such as “Abracadabra.”

“We chose these pieces because they were all from renowned composers... I am particularly excited to be playing ‘Abracadabra,’” said Perez.

This concert is especially memorable because it was the first time for many to officially perform with the Washington

High School Band. Freshman who had previously only watched the performance as junior high students finally joined the live performance instead of listening from the audience.

“We have attended the winter concert since 7th grade, and we always used to look up to the high schoolers.

It's so cool that now we are the ones in the high school band that the junior high students

look up to,” said Aditi Thanekar, a freshman percussion player.

Junior high band students were not the only ones attending, as teachers and fellow Huskies also showed up to enjoy the concert.

“I thought that the band gave a really great performance and they should be very proud...they sounded really good” said Nikita Prasad, a junior who attended the performance.

“After your nerves settle down, playing with your band is the best experience you could ever imagine,” said Inah Yi, a freshman, as she reflected on her performance.

While some struggled with cold feet in the beginning, the musicians were eventually able to settle into the rhythm and put up an excellent performance, starting the season off with a bang.

“Although we had a little trouble with some of the pieces, in the end it still turned out really well. I'm really looking forward to future concerts,” said Gordon Chu, a senior. In the end, the winter concert proved to be a memorable experience for all.



Choir students sing along after months of practicing their vocal range and chosen song.
PHOTO BY JAYANTH PASUPULATI

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There's snowplace like Washington

The annual Washington High School Winter Ball proved to be another success as students were able to spend an enjoyable time with their peers



Juniors Gavin Moran and Aidan Cho pose with Senior Shane Herup after dancing at the Winter Ball.
PHOTO BY JAYANTH PASUPULATI



Juniors Sharanjeet Singh, Angelo Roque, and Nina Ngo embrace.
PHOTO BY JAYANTH PASUPULATI

By MEHREEN CHAUHAN
Staff Reporter

Black lights. Glow sticks. Blasting music. What can be better than that?

This year the sophomore class officers were in charge of the Winter Ball where, ASB reports, over 200 people attended. The dance on December 14 was a night to remember.

Abi Shiva, the sophomore class president, truly put blood, sweat, and tears into his work as this was the first time he has ever planned and organized a school dance.

Working hard right by his side, were sophomore class Vice President Tiffany Kuang and Treasurer Kenneth Ng. The trio aspired to create a wonderful ambiance “for students to have great time dancing and just hanging out with friends.”

However, their preparation for this dance did not come without obstacles.

The budget proved to be the main issue for them as it did take quite a while for them to gain enough money to provide for this dance.

According to Kuang, “We have been constantly fundraising since the beginning of our freshmen year to fund this dance. Both sophomore class and ASB helps pay for the funds of this dance, such as paint, DJ, food, etc.” Fundraisers such as selling class t-shirts and numerous food fundraisers played a large role in contributing to this magical evening.

Decorations, food, and music were made possible through strategic decision-making. They made sure to purchase affordable items to stay under budget.

Along with the problems that came with budgeting, there was the challenge of garnering student attendance.

“People have this condition that the winter ball is already a not as good dance as homecoming, and that attitude spreads to everyone else,” said senior and ASB Secretary Megan Aves.

This preconditioned mindset creates a negative connotation for Winter Ball and takes a lot more convincing than other dances such as prom and homecoming.

Ng said, “Homecoming comes at the end of spirit week, when the entire school is already in a spirited mood and looking forward to a fun event at the end of the week, whereas winter ball [people] have to make more of an effort to come.”

To combat this conundrum, the sophomore officers decided to incorporate the fantabulous edition of black light where students and attendees can dance, and have fun while glowing in the dark.

This tactic was used to bring more excitement and joy to the mysterious and prospective idea.

They spent three weeks constantly publicizing and marketing Winter Ball through flyers, speaking with people personally, social media posts, and they even made a very intriguing and alluring promotional video that spread across the school.

Their tireless planning and preparation assisted them in gathering what they hoped would be over four hundred people to attend. Instead, fewer than two hundred people attended. Although they did not reach their goal, Aves predicts that even more people will come next year due to the black light

idea that captured many people’s attention. Aves asserts, “Now people are prompted to go next year, therefore next year’s [event] will be way more successful.”

The black light proved to be successful in that it was new to students compared to previous Washington High School dances.

Shiva says he is “looking forward to doing something new with this dance, namely with black light and decor, something that WHS has never done before at a dance.”

But of course, the black light was not one hundred percent perfect. Attendees claim that they had an issue with seeing in the dark.

There was not enough light at the dance to be able to navigate and recognize the person in front of you.

“I couldn’t see anyone at all, mainly because it is a black light dance and only white and other certain colors gets illuminated, but everyone wore black,” said Aves.

Additionally, the music was not everyone’s favorite choice.

That seems to be a disappointment across dances, according to Aves. Not everyone is always okay with the music, and for them, the dance does not seem as much fun as they had originally hoped.

Overall, most people who had attended enjoyed themselves at the Winter Ball. The idea and the incorporation of black light added a never before seen spark to the event that made it much more extravagant.

The sophomore officers constantly worked to form a beautiful space where students could have fun and enjoy themselves. In the end, this proved worthwhile.

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Recovery efforts intensify as fires end

While Southern California deals with the aftermath of the Camp Fire disaster, large and small scale relief gathers together to aid those whose lives were affected

By **KEERTHANA RAGHURAMAN**
Staff Reporter

The air is smoky, with sounds of students inhaling and coughing as they walk to their next class struggling to breathe. Conversations about the air quality and the recent Butte County Camp Fire are heard between students and staff alike.

Considered the deadliest and most destructive in California history to date, the fire in Butte County—named the Camp Fire after its place of origin, Camp Creek Road—caused massive destruction not only in Butte County, but surrounding cities as well, including an urban firestorm in Paradise, California. According to the San Francisco Chronicle, there are at least 88 civilian fatalities, with Cal Fire estimating 52,000 people missing, injured, evacuated, or dead. Insured damage was estimated to be around \$7.5-10 billion, after the 17 day fire (November 8, 2018—November 25, 2018).

Within the first six hours of the fire, the community of Concow and the town of Paradise were destroyed, losing around 95 percent of their buildings. The smoke from the fire resulted in widespread air pollution throughout the San Francisco Bay Area and Central Valley, prompting the closure of public schools in five Bay Area counties and dozens of districts in the Sacramento metropolitan area. According to *The New York Times*, recovery efforts were slowed as crews tested burned debris for environmental contaminants such as asbestos, volatile organic compounds, heavy metals, and other hazardous materials that may have burned or spread in the fire.

The Red Cross has been involved in recovery efforts after the fire, including setting up shelters and handing out supplies. Alyx Flatley, a Red Cross volunteer, says “every disaster relief operation that gets to a certain financial size goes from a local Red Cross response to a national Red Cross response, where it is then given a ‘DRO Number,’ standing for ‘Disaster Relief Operation.’” The Camp Fire is called DRO 769-19, with the first course of action being “Crisis Management”: housing those who were displaced due to the fire into multiple shelters set up with basic needs.

Once routine is established in

shelters, they move into “Recovery Phase,” where there is coordination between the Red Cross and organizations like the Federal Emergency Management Agency (FEMA) to try and relocate people out of shelters and back to a sense of normalcy. “It isn’t always easy,” says Flatley, “especially when they’ve lost everything.”

The duration of the recovery phase depends on the disaster, but in the case of a fire, Flatley estimates that “it could take a long while, as the effects are devastating.” She labels it a “long-term situation,” but that “the Red Cross will eventually have to pull away.” Being a non-profit organization, they run on donations, which can only get them so far.

So what can the public do to help the victims of the fire? Flatley says it’s important that “those in the community that are not displaced are able to step up and step out and become event based volunteers to support the shelters, or even make financial contributions.”

And those who don’t have the means to start big can simply support local efforts to help the fire victims, such as the Butte County Camp Fire Relief Fundraiser happening at Washington High School until December 20.

Initially starting with 15 members, but now consisting of 25-30 people helping out, the WHS Student “Camp Fire Crew” are collecting items for the people that were affected by the camp fire in Paradise. “We don’t have a set goal, we just want to do our best as a high school to help fellow students who lost everything,” says senior **Ashley Betchart**, member of the Fire Crew.

The idea and execution was straightforward. “We just thought that someone should do something to help people affected. Ms. Bhatti brought the idea to our group and we all made posters, wrote letters, and spoke to the school about what we wanted to do,” Ashley says.

What can students donate? The Camp Fire Crew “encourage[s] students to donate anything that they can [such as] gift cards, school supplies, canned food, and other non perishable items.”

For more options on helping the victims, call “211,” which is routed to a government agency that can answer questions on ways to support the victims or providing information on local efforts being done in your community.



Senior Keerthana Raghuraman talks to a Red Cross volunteer who is helping with the fire relief.
PHOTO BY KEERTHANA RAGHURAMAN



Cots are set up in anticipation for the influx of people who lost their homes and need a bed.
PHOTO BY KEERTHANA RAGHURAMAN

SRO officers must start wearing body cams at all times

The wearing of body cams was not put into place for any particular reason. It is becoming a norm for most police officers to be wearing them when they are working

By **COLTER ADAMSON**
Staff Reporter

Requiring police officers to wear body cameras has been a topic of discussion across this country. One side of the argument says that all police officers should be mandated to wear body cameras so an instance of police brutality could be on film for the media and citizens to see.

The other side of the argument says the regulation can be an impediment to an officer’s safety, and that adding cameras to police officers would do nothing to solve the problem of police brutality due to a camera’s limited abilities, and would be an invasion of the privacy of police officers.

This policy that the district adopted has already been implemented on Washington High School’s Student Resource Officer (S.R.O.). When asked about the new policy, Officer **Will Gilfoy** said, “The department chose to give me

a body cam. The reason why is that it is becoming agency-norm to have the body cam.”

At least within FUSD, the policy has not been implemented for a specific case or reason, rather it is simply becoming customary for police officers to wear body cameras in certain agencies.

Officer Gilfoy also gave some personal insight on being a police officer working with a body camera.

He said, “I was a tester for body cams about eight years ago, and we chose not to go with it.”

The reason why is it kind of promotes poor officer safety. What was happening was the officers were facing the people they were talking to and the problem with that is it can put you off balance. We didn’t feel the technology was at the right level.” He further explained that there are better ways to implement body cameras than the way they had previously been.

Since this is a fairly recent policy that the district has

adopted, the safety of the students must be something that is considered.

When asked about the policy’s impact on students’ safety, Officer Gilfoy stated “It’s really not going to change much of anything. The thing is we’ve already had cameras. When we do things, we always assume that someone is recording us. All it’s really going to do is record what’s happening.”

Officer Gilfoy ultimately made clear that this new policy will not have negative impacts on our safety.

Besides refuting arguments against body camera implementation, Officer Gilfoy also mentioned the personal benefits of the body camera.

“If anything it helps me out a little more. Anybody can say whatever they want, but all I have to do is show you what happened.”

This is assurance that the new policy is just an insurance policy for Officer Gilfoy and all other SROs involved.

Sharing and asking for friends' grades is a social dilemma

By AREEJ ADNAN
Staff Reporter

Perhaps one of the greatest epidemics haunting Washington High School today is the tendency to share and ask for our classmates' grades. It is easy to understand our competitive nature, seeing as how we all hope to gain an advantage for college admissions using grades, test scores, and extracurriculars. However, part of the competition is also scoping out who you are competing against. In high school terms, this means asking your peers for their what their college application looks like so far, including their grades, scores, activities, and essays. There is no privacy left among peers when it comes to grades or scores on even small assignments with each person hoping that they have at least gotten a score similar to their friends as to not fall down the ladder in their eyes.

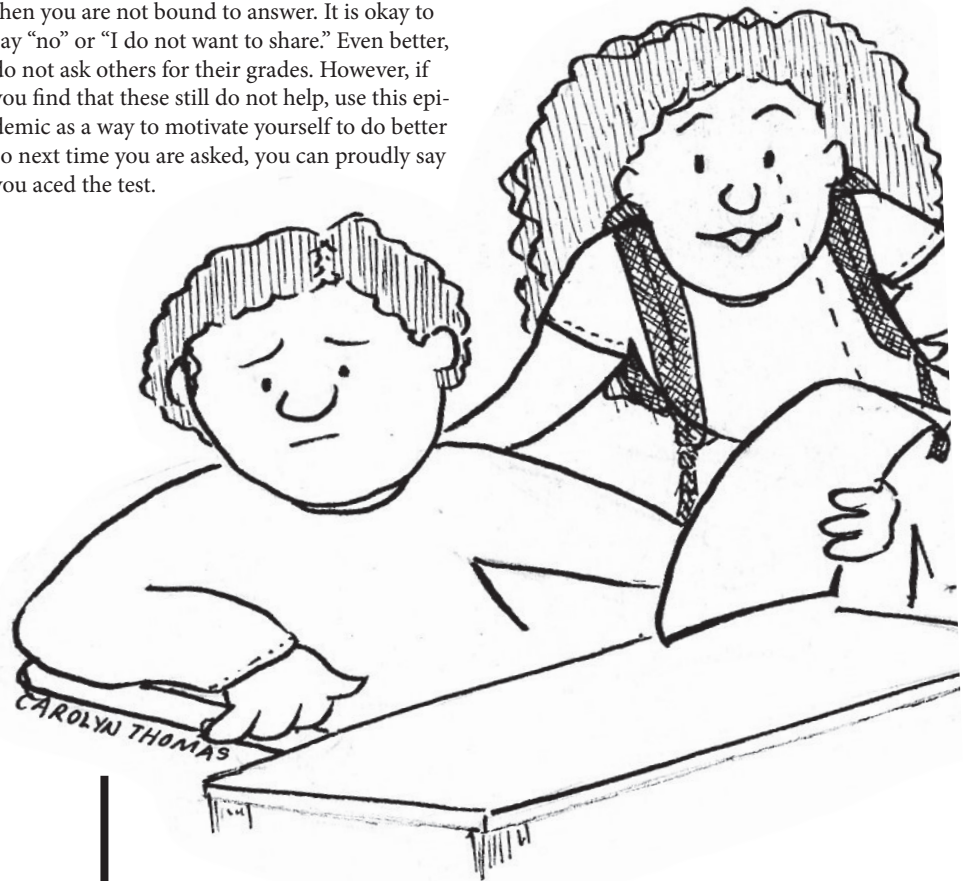
Asking for friends' grades on tests, quizzes, and assignments is also a sort of reassurance. In some cases, people want to hear that they did better than their friends, while others see it as a chance to boast about their good grades. Hearing friends' grades seems to validate our own, as if our own hard work is incapable of doing this. This can lead to negative feelings among peers,

as they become saddened by hearing that they might not have done well as their friends or are embarrassed. Eventually, students will feel forced to hide their grades, inflate them, or simply ignore their friends on days that scores and grades are released.

Of course, there is also that specific factor previously mentioned: embarrassment. Peers become embarrassed over their bad grades, with the grade-sharing among peers only making it worse. This can lead to a sense of constant failure for certain people, but this is an epidemic that will not be as easily stopped. For example, if one were to refuse to divulge their personal scores, they would also be shamed or condemned for doing so. As a result, students become trapped, unable to satisfy their need for privacy.

In this epidemic, we lose a valuable aspect of education: privacy and choice. We each deserve privacy of what is ours and solely ours but we also deserve the right what we want to share and what we do not want to share. We should not be forced or compelled to answer to peers' insistent asking, nor should we feel that we owe our peers answers. Grades and scores are meant to show you your own progress, not to serve as validation for others. Though it may be a long-term issue, there are simply solutions to help you navigate

your way: remind yourself that these grades and scores are for yourself only, and if anyone asks, then you are not bound to answer. It is okay to say "no" or "I do not want to share." Even better, do not ask others for their grades. However, if you find that these still do not help, use this epidemic as a way to motivate yourself to do better so next time you are asked, you can proudly say you aced the test.



Oh, the places you'll go: College isn't the only option for students after their graduation from high school, nor is it the only way



By JESSICA BERMUDEZ
Staff Reporter

From a young age, many students grow up with the idea that the plan for after high school consists of attending college. This idea is usually brought up by parents and advisors in a young adult's life. I believe that it is best for everyone to explore all their options before choosing something that will potentially define our life.

Although college is a great option, there are many more options that should be considered. For example, choosing trade or certificate programs to join could be a better alternative for some. These programs offer a direct path toward specific jobs which involve a lot of hands-on learning. Not only are these programs very convenient, they also offer these programs in a wide range of areas that include things such as web

design, electronics and medical assisting. When it comes to supervision, these programs also offer a lot more than a regular college class would in case students need extra help with their work.

Also, deciding to have a gap year or even traveling straight after high school can be great for students who decide to take some time off before rushing back into the stress of school. During the gap year, students can possibly also take the time to get an internship which could benefit them in the future if they were to attend college because putting an internship on your resume can look really good as well. Later on.

Another alternative that should also be considered is getting a job straight after graduation. This could be very beneficial to those students who would prefer to save up some money before getting in debt later on if they were to decide to attend college sometime

in their future or for those who believe that they could benefit from working a lot more than they would if they were to continue their education by going to community college which would result in them saving money in the long run.

And for the students who thrive off of structure and physical activity, joining the military might be the path they choose to take on. There are also a few benefits that come with joining the military. By doing so, service in the armed forces can lead to a job or college-level education.

There are many options after high school that would still ensure success in our future regardless of choosing not to attend college straight after high school. No parent or advisor should consistently advise someone into taking that path without having mentioned all the possible options that are out there.

Let's reevaluate driver's permits

By PATRICIO TORRES VICENTE
Staff Reporter

Driving permits are a privilege earned by studying, taking online courses and practicing as many hours as you can, but the result of all that effort is almost thrown away once you learn that the driving permit doesn't let you drive alone to school. Driving permits should allow you to drive alone since you have the mindset of a driver. You know what all the signs mean and how to drive. That's nearly everything you need to know the drive, but despite this fact, the law still does not allow you to drive alone.

What a driving permit should do is allow you to drive alone, but with certain rules. A few examples are no driving alone after 10:00 PM and the farthest you can drive should be forty miles away.

The penalties if you are caught driving alone just with your permit are you getting a ticket, your permit is revoked and you will not be issued a license for six months. An additional consequence is having to wait until you are twenty-one to get your license, since you have proven yourself to be irresponsible while driving alone. In most cases, you may be asked to appear before a judge. You may also be imposed a fine and, your vehicle will be impounded and will be released to someone with a valid license and the fine paid. All of these are valid points, once the experiences of those with permits are taken into account.

"I once drove alone to 7-Eleven. I only had my permit, and I was driving well with no mistakes until a cop stopped me

and he wanted to check up if I was the age to drive alone. So in the end, I got a ticket and my license got revoked until I turn eighteen," said Eric Torres, a junior from American High School. Further in my interview with Eric, he said he knew how to drive since he took driving courses and passed them all so he had the knowledge of a normal driver. It is illogical to pull a seventeen-year old over just because they look young and give them a punishment. That is how the law was set, but it would be much better if they wouldn't punish you since you have studied and practiced in order to earn the responsibility to drive. Even if the law won't agree with an argument like this, they should at least lower driving ages.

Most teenagers, though not legal to drive, will drive illegally. This only goes to show that driving is all about responsibility. Some may say that the driving age should stay the same, but the truth is that if the driving age were lowered, it would help make teenagers more responsible. It would aid students in developing their street smarts and prepare them, from a young age, to recognize that driving isn't just a game. They would be able to take driving more seriously and learn responsibility through their own experiences. They will be more aware and more familiar on why driving should be taken seriously, not a game.

In conclusion, driving is a huge responsibility and it always depends on how your mind feels about driving. Driving is fun and many teens enjoy practice driving. Permits need to allow teens to drive alone so they can have experiences on their own.

HUSKIES IN THE HALLS

The school calendar has been nearly the same for years, though there has often been debate over the timing of first semester finals. SurfboardE, a student-run organization, has been working to promote a shift forward of the calendar, so we asked our fellow Huskies what they thought about such a change.



Laila Figaroa
Freshman

"I think it would be a good idea so that there's no stress and you don't have to constantly be thinking about finals. You could actually enjoy your break."



Daisy Rodriguez
Sophomore

"I don't like it because if you take finals before winter break you would remember everything but right now wearing just chilling."



Alondra Gonzales
Junior

"I don't like it because even though it would be easier to do it right now because you can remember everything but then again who wants to do it now?"



Mujtaba Hamdard
Senior

"Since I don't have hard classes I don't think it will effect me much. It depends on the type of person you are and the type of classes your taking."

Crow's nest



Your kid has left the nest

By HANNAH MARTINEZ-CROW
Opinion Columnist

With today's technology, it is not uncommon for parents to put trackers on their teenager's smartphones if they are not built in already. iPhones have Find My Friend, which connects directly to the iMessage app. Parents think it is a great way to see where their kids are, but is it really such a good idea? As new resources are developing, the idea of parenting by GPS tracking is becoming a bigger debate. Some parents are all for keeping digital tabs; however, others are a little more cautious when it comes to the idea.

From the perspective of a teenager, I don't like that my parents track my location. I am honest when I tell them where I am, so it is sometimes difficult to see why they would want to double-check. Growing up, my mom always told me that I need to be truthful in order for her to be able to believe me when I told her things. I have stuck to my word; I have always done the right thing. She doesn't have any reason not to believe me, yet my location is still always being tracked.

Some people that I know even have their location sent as a notification to their parents phones. Every time they go out, their parents receive a text that says *your kid has left the house*, something that is only possible with the help of various apps that can be downloaded onto a smartphone.

Things like this can cause a teenager to feel stuck because it sends mixed signals about how much their parents actually trust them. We all want our parents to have faith in us. I know that I am not doing anything wrong, so why do my parents think that I am? I want to be able to make my own choices without my parents telling me what to do. Having my parents following me all day frustrates me. It is vital for teenagers to make their own decisions because they need to be able to learn from their actions.

Tracking a student's location questions if it is the parent or the teenagers who are responsible for such measures being taken. It can damage the connection and trust between an adolescence and an adult because teens don't want to feel like their parents are following them around everywhere they go. Teenagers want to feel responsible and be able to do things for themselves. They need to be able to learn how to "adult" but that becomes difficult with parental supervision.

On the other hand, some parents say that it's not that they do not trust their teens, it's that they do not trust the world around them. They just want to make sure their kids safe and want to know where they are if they need to quickly help. Although nothing bad will come from being tracked by your parents, it is just the idea that they always know where you are.

As we start growing into adults, it feels like freedom is blocked by that alert telling your mom that you are going out because it is like your parents are constantly watching you. Learning how to manage without parental supervision is such an important part of growing up.

It is a good idea to start a conversation with your parents so you understand that when you are by yourself, you are in charge of your decisions and must keep yourself safe. When a teen is constantly being watched, it prevents mistakes which can be valuable learning experiences. It comes down to each person individually however, as a whole I don't believe parents should track their teenagers because they have a right to privacy and tracking can damage the trust between a parent and a child.

Does the school calendar need to be shifted?

Staff
EDITORIAL

FOR

A survey conducted by Students United for Representation to the Fremont Board of Education (SURFBoardE) of 5,887 secondary school students in the Fremont Unified School District (FUSD) showed that a majority supported moving finals before Winter Break, and this is the usual argument used to promote a shift forward of the FUSD calendar. Moving finals before Winter Break will keep students happy by letting them enter the break unencumbered by the stress of studying for a potentially grade-changing exam. It also combats the burnout any student feels coming off of a big test and makes transitioning into second semester easier because there is more time to relax during a two-week break than a two-day weekend after finals. The finals-before-break argument is strong on its own, but it becomes clear why the school district calendar must be shifted when the other academic, athletic, and social aspects are also considered.

With the way the calendar is currently set up, AP teachers have no new material to teach their classes for at least three weeks after AP tests are over with. This means students are either left with lots of free time in their AP classes when their AP tests are over or they're stuck learning material that is only loosely related to the AP subject they were learning. While it is nice to have a break from purely studying for a test in those classes, students have less of an incentive to try when they aren't working towards a big AP test. The dates of AP tests cannot be changed because they are always the first two full weeks of May, as per the College Board. To avoid such a long period of unmotivated work in AP classes, the school calendar should be shifted forward, making AP tests fall closer to the end of the school year. In addition, shifting the calendar would give students more time to study for AP tests and teachers would have to worry less about cramming a whole college course into a high school year because they would have more time to teach.

If it sounds like the purpose of shifting the school calendar is to benefit AP and honors students, that's because it partially is. It would make their lives much easier—without taking anything away from students who take courses at the regular level—and hopefully encourage more students to take more rigorous classes.

On top of that, a calendar shift

also has benefits for athletes, but the two groups aren't mutually exclusive. Many fall sports teams tend to start off poorly during their preseason. This is usually due to a lack of practice as a whole team. While plenty of teams do start training at the end of summer, some players might not be able to attend because they are still traveling. If the school year started earlier, teams would be able to practice as a whole for the same amount of time, if not longer, because everyone would already be at school. Our sports teams would have a better chance at winning more games since they would be better prepared to face teams in the preseason.

Many local school districts including FUHSD in Cupertino and SFUSD in San Francisco start their school year so first semester finals will be before Winter Break.

There's a common saying that goes, "If your friends jumped off a bridge, would you jump off with them?" and the clear answer is no, but change that to "if your friends all knew the secret to a better life, would you want to follow that secret too?" and the answer is yes. In the second case, the friends are the local school districts and the secret to a better life is starting the school year earlier. Students in these districts not only enjoy first semester finals before Winter Break, better prepared sports teams, and more time to study for AP tests, but they also enjoy breaks that line up with their friends from other districts and often cheaper airfare if they want to travel. Students at Washington and all of FUSD deserve these same benefits, which is why the district calendar must be shifted forward to start the school year earlier.

Staff
EDITORIAL

AGAINST

Change is a very delicate thing. While some may benefit from a given transition, policy, or rule, others may find themselves confused by a change to their day-to-day routines. Much

like a typical job, our experiences as high school students are shaped by a fairly stagnant schedule. However, under the new proposal promoted by students and faculty across FUSD, said schedules might be shifting forward. Although this decision does address valid concerns about starting the school year late, its effects will impact both faculty and students in a negative manner.

To address this topic in its entirety, we must first understand the purpose of the current academic calendar. Starting school in late August has been at the forefront of Washington's schedule because it serves as a steady transition from summer into the school year. This specific period of time allows the families of students, teachers, and administrators to gradually adjust to the demands of an 8-10 hour school day.

In addition, the fall semester has been specifically organized to accommodate the celebration of holidays. Whether it is Veteran's Day or Thanksgiving, students find peace in the non-school days allotted to them by the current calendar. Shifting the schedule forward would lead to an extreme period of desperate cramming in which students would not

be able to use their days-off to cope with homework, tests, and projects. In short, there is only so much that a person can do during a two-day weekend.

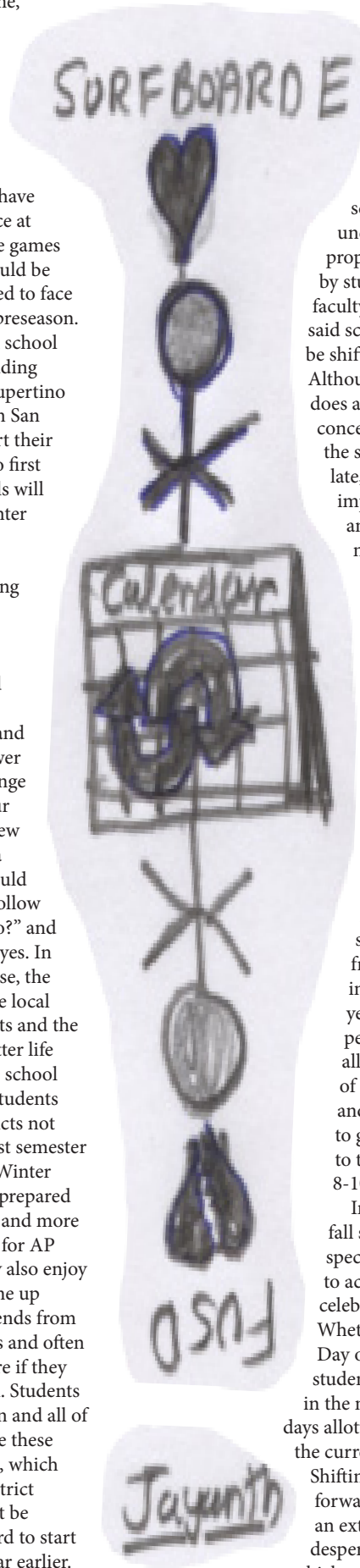
Aside from these general concerns, the greatest fallacy proposed by this plan lies in its effect on seniors. During the first few months before the infamous January 1 deadline, seniors are often scrambling to finish their college applications. Letters of recommendation, transcripts, lists of activities, as well as personal statements are a few examples of how much time and effort students must invest in this process.

By starting school earlier and moving finals before break, the school district would be making the lives of the students they claim to serve harder. Instead of giving students "more time," they would be putting seniors in a difficult position framed by frantic studying and even more college-related stress. The months of November and December would be consumed by a copious amount of essay writing and test preparation.

Nevertheless, this shift would not affect the total amount of days spent in school. The California Department of Education expects school districts to comply with 180 state-mandated days of instruction. If the calendar is shifted forward, the only thing affected would be the timing of school-wide events. Consequently, second-semester AP Exams, SBAC testing, and finals would be grouped together on the last month of the new school year—May. Despite the appealing nature of an "earlier" summer, May would become an inevitably hectic period of transition.

As students move out of a rigorous academic year and into a much-deserved break, they tend to see the last few weeks of school as a way to study for finals while also attempting to decompress. Shifting the end of the school year would eliminate this "dead" period; students and faculty would move directly from AP and state-wide exams to finals in a matter of a month. This, in turn, prevents students—especially those leaving Washington—from fully experiencing the end of school year.

While the opinions of a single journalism class are not representative of the greater student population, it is clear that this calendar shift has become a divisive issue at Washington. Both the academic and social adjustments cautioned by the schedule change would force students to work in an environment of extreme stress. In truth, the efforts of the district—mainly those of the student-run SurfboardE—do not convey the unnecessary inconvenience that would ensue from a supposed calendar shift.



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The Hatchet is a forum for student expression uncensored by school officials. The staff seeks to ethically produce an accurate record of the news, sports, issues, and people residing in WHS.

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The Hatchet encourages and welcomes public opinion and feedback through Letters to the Editor. Address letters to "the editor," and deliver to room E221 or submit online at <https://goo.gl/forms/nV7llLoKxTEOV4m33>

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Lime scooters are welcome in Fremont

By DIEGO ALONSO SEVILLANO
Staff Reporter

A new type of transportation might be coming our way—a new innovation might launch Fremont into becoming the spotlight of Silicon Valley. Lime, a San Francisco-based company, is being propositioned by the Fremont Council to be able to put out their electronic scooters into the public. This would allow for people to encounter scooters that are pay-for-use through a smartphone. This system cannot particularly be considered an innovation within the state of California, since a bike version available in San Francisco used by a large number of people already.

However, scientists have shown that this mode of travel is very environmentally-friendly and a good option for those who don't want to travel in the more conventional way such as taking a gas-driven car. In the age of ridesharing companies such as Uber and Lyft, the rise of carbon footprints is higher than ever. It is vital that people begin to realize the need to reduce their waste as much as they can in order to keep the environment free of chemical waste.

Though a lot of people may say that it would be better to take public transportation such as a bus, the truth is that it is really a conundrum with all the factors considered. It is incredibly difficult to navigate yourself in the world of bus routes and layovers, partly because the bus maps are hard to comprehend. And then what would

happen if the place you need to go is far away from the bus stop? Riding a bus doesn't seem to be a solution of immediate convenience.

Lime builds off of the very interesting notion that you can just walk around Fremont, open up an app, and be able to find the closest scooter from you. With just a tap of the button, you would be able to ride it. With this technology, it could also encourage many people to go out into the outside world and seek these vehicles. It could be a novelty to be able to ride the scooter, worthy of something you could post on your Snapchat story. I certainly would try to find one if I heard of them out of nowhere. A lot of business could come to local places with a bunch of Fremont citizens riding scooters all over the place to carry on their daily errands.

Opposition to this should not come from people who own business because this clearly gives them more consumers as they would have more accessibility to be able to get to that place. Some opposition to these vehicles are that they are cumbersome and take up pedestrian space. People always ride their bikes and scooters on the sidewalk, and the same social encounter will occur: that awkward eye contact and with

both parties rapidly processing who will get out of the way first.

In my eyes people are just finding a flaw for the sake of criticism. This could introduce a new motion of people going out of their way to reduce the carbon footprints which would contribute to an environmental cause. The controversy that is coming with this announcement shouldn't even be this much, it's just a simple vehicle with no strings attached.

Hopefully, these scooters end up coming to light as a new highlight and feature of Fremont.



The Lime app displays where scooters are available to ride.
PHOTO BY JOE SCHNEIDER

Being Indian is more than meets the eye

By JAYANTH PASUPULATI
Staff Reporter

Talking about Indian food, music, or way of speaking often feels like a cliché—sometimes the clichés infuriate me. It seems like a stereotype that they are restricted to a set of beliefs and ideas to be entire Indian culture, but not look at the whole picture. A one-of-a-kind, diverse country like India should not be reduced to a narrow set of ideas. I think this might be because of limited awareness of Indian culture, as people focus on certain aspects of Indian culture that are mainstream, rather than embracing the culture holistically.

In terms of food, music, and movies, South India is as culturally rich as North India. But here at Washington High School, South Indian culture is arguably overlooked.

A primary reason why people are inclined to this mindset is that Hindi is our national language and is the most accessible part of the Indian culture.

In terms of global representation to India, South India has had significant contributions. For example, Satya Nadella, the CEO of Microsoft, and Sundar Pichai, the CEO of Google, are both South Indians who are changing the face of technology.

A. R. Rahman, an Indian music composer who won an Oscar for the score of *Slumdog Millionaire*, is from South India.

Big-budget epic films like *Bahubali* and *2.0*, which are from the South Indian film industries, are making Indian cinema more recognizable to the world and also competing with the standards of Hollywood, despite limited resources.

Indians, regardless of regions, are trying to bring India into the limelight and show that India is progressive.

But the school environment has restricted a particular set of beliefs or customs as being "Indian." I observe people trying to show that they are Indian by referring to terms like 'paneer,' 'samosa,' 'naan,' 'punjabi,' or 'bollywood.'

That's only one part of Indian culture.

Recently, a friend of mine asked me if I was a Punjabi; I said, I am not one. That truly infuriated me. He could have asked me which part of India I am from, but he did not.

Though that is a small incident, it had a big impact on me.

Like me, there are numerous South Indians in the school and there is little to no representation for them for them.

Because people get to see the other side of the Indian culture, one that is of a different style and energy. Having both the North and South Indian cultures together can paint a beautiful picture of India to all people of different cultures and ethnicities. India is a one-of-a-kind, diverse land and non-Indians truly need to understand the diversity to appreciate our culture.

Two possible solutions include having more or some representation for South India in multicultural week, for example, to have South Indian music in the multicultural assembly. Another opportunity for representing South India in the school would be having various South Indian dishes such as Vada, Bonda, etc. in the international kitchen, along with Samosa and Lassi. These few steps would expose the school to another facet of Indian culture that is as enriching as the one that is primarily represented in the school.

Though I have been addressing the underrepresentation of South India, it all boils down to representing India faithfully as a culture.

Besides the North versus the South debate, people have been seeing only a fragment of Indian culture being represented in the school. Indians, in the school, from all communities and regions should come together and showcase their glorious pride towards their culture by eliminating boundaries of race and color and embracing the one-of-a-kind unity and diversity that India is known for.

Being Jewish during the holidays is difficult

By JOE SCHNEIDER
Editor-In-Chief

Every year I look forward to the months of November or December (depending on the lunar calendar) when I will be able to light my menorah surrounded by my friends and family, fry latkes, eat sufganiyot, and win lots of gelt playing dreidel. Chanukkah is one of my favorite holidays to celebrate, but the "holiday season" as a whole is complicated when you're Jewish; coming to school on the first day of Chanukkah made that obvious.

I showed up clad in my favorite Chanukkah sweater prominently displaying a menorah and the phrase "let's get lit" along with my new, blue "oy oy oy" Chanukkah hat. I immediately felt out of place as the only one decked out in holiday wear, but I was happy to get wished a happy Chanukkah by one student.

Then, a conversation I had with a friend before the first period bell rang really took me by surprise. They saw my Chanukkah sweater, and instead of just wishing me a happy holiday, asked if I didn't celebrate Christmas. "Of course not," I replied, "I was raised celebrating Chanukkah." Then, my friend proceeded to ask if I would celebrate Christmas when I grew up. It may have seemed like an innocent question in their eyes, but to me, it displayed the level of ignorance many people have about my culture. I'm not going to randomly start celebrating a holiday that I don't believe in just because most other people in our community do.

The rest of the eight days of Chanukkah weren't too eventful, and I got a few more holiday wishes from teachers and students. One teacher did ask for some latkes and I was happy to fry some up for her and a handful of other teachers. She made me feel more included by giving me an organic opportunity to share a part of my culture with my community; I loved it and I'm sure the other teachers did too.

When Christmas time comes around, I inevitably feel a little isolated, but then again, I'm not a grinch. Ask any Jew what their plans are for Christmas and you'll almost always hear they're going out to Chinese food and the movies because they are some of the only institutions open on December 25. On top of that, I love to turn my car's radio to 96.5 KOIT and blast Christmas music whenever I'm driving. I can take solace, however, in the fact that lots of the songs I'm listening to were written by Jews like Sammy Cahn and Jule Styne's "Let it Snow, Let it Snow, Let it Snow" or Johnny Marks's "Rocking Around the Christmas Tree." If I get wished a merry Christmas, I don't get offended; I just offer one right back because I know there were good intentions.

My only issue is when Chanukkah is confused as a "Jewish Christmas." I can't blame someone for making the association, though. Both holidays land around the same time of year, both holidays can involve gift-giving, and there's a lack of exposure to Chanukkah in this area because of the small number of people who celebrate it. Still, the meanings of either holiday have almost nothing in common. Chanukkah celebrates the miracle of the oil that burned for eight days after the rededication of the second temple in Jerusalem. Christmas celebrates Jesus Christ's birthday. I can't find much similarity in those stories, but if they both promote a feeling of joyfulness in the people who celebrate them, then that's good enough for me.

There's a dichotomy between me celebrating Chanukkah and living in a community that mainly celebrates Christmas. I'll always love to celebrate Chanukkah, and with that, I'll always be disappointed when someone isn't knowledgeable about it. At the same time, I'll partake in Christmas activities but I can never wholly commit myself to them. I love the holiday season but it is a difficult time to navigate when I don't fit in with the crowd.



Top: The table is set for a Chanukkah dinner complete with soup, latkes, and sufganiyot for dessert. Bottom: Joe holds up his menorah that is lit for the first night of Chanukkah.

PHOTOS BY JOE SCHNEIDER

HISTORY OF THE HATCHET

PRE 1916

By NATALIE MURAI

From the mid-1800s to the mid-1900s, Fremont was separated into eight towns, collectively known as Washington Township. The establishment of Washington High School, formerly known as Union High School No. 2, in 1892 united the towns. It became the heart of the township, serving as a cultural and social hub of creativity and spirit, hosting popular programs, ranging from music to sports. The creation of the school was a major turning point in Fremont's history, bringing people from a multitude of cultural and economic backgrounds together in the spirit of community.

From the beginning, Union High School excelled in all aspects, garnering recognition for its students' excellence in academics and sports. The school's original football team gained an impressive reputation, starting with the win of their first game against Washington College. Boys and girls basketball teams were created by 1907 and the school's first theatrical production of *As You Like It* debuted in 1893. Their first publication, *The Bi-Weekly*, released their first issue on November 14, 1893, serving as an artistic and innovative outlet for students to express their opinions and concerns. One of their pieces included a composition titled "A Good Joke on the Bear," discussing the inimical relationship between the bees and bears of the Mississippi Valley. Others included an article on the debate club and a series of fun facts, including the first woman to receive a degree in electrical engineering. Union High School was renamed Washington High School in 1914.

The Hatchet published its first volume in 1916, eighteen years after the founding of Washington High School, marking the beginning of an over one hundred year legacy.



Class of 1923 publishing the first volume of yearbook, *The Washingtonian*.

1940~1959

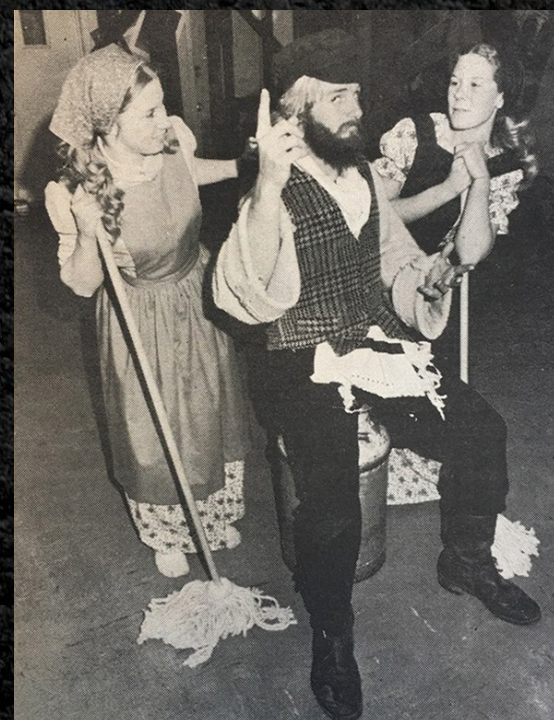
By MEHREEN CHAUHAN

During the 1940's and '50s, a main feature of *The Hatchet* was their incorporation of Washington's involvement in World War II. Updates on fundraisers to support the U.S. troops, defense classes, and forums where guest speakers come and discuss events concerning the war lined the front pages of each issue.

Stamp sales and farmer dances served as fundraising for troops overseas. Defense classes for boys and nursing classes for girls were mandatory, as they were meant to prepare students before enlisting in the war after graduation.

The Hatchet covered other topics as well, including columns on student gossip, "The Super Stoopie," and on jokes, "On The Lighter Side." Similar to today's newspaper, articles on arts and entertainment were published every issue. An article was written about the school play "Aunt Susie Shoots the Works." It depicted the story of a man-hating spinster who inherits property and the problems that come with it. According to *The Hatchet*, it is a mystery with, "Two comical negro parts, played by Winnie Dias and Eddie Kuegmen." In the '40s and '50s racism was prominent; the derogatory language used was prevalent in the paper, demonstrating how explicitly racist stereotypes were commonly accepted at the time. There was little diversity amongst *The Hatchet* staff themselves, the majority being Caucasian. Thus, people of color were highly underrepresented in the publication of the paper.

Since the '40s and '50s, *The Hatchet* has evolved into an even more efficient, informative, and inclusive newspaper aimed at continuing to keep Husky students and staff informed for years to come.



Washington students rehearsing a scene from *Fiddler*.

1980~1999

By Jovan Benin

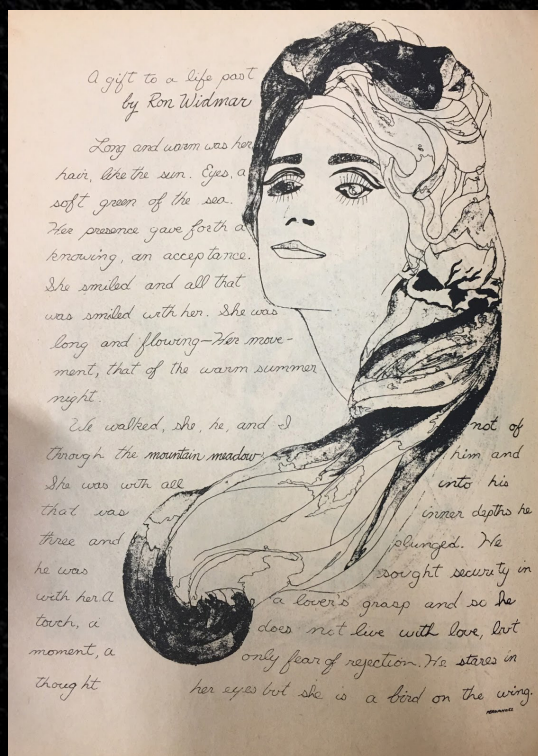
The Civil Rights Movement of the 1960s and '70s paved the way for greater racial and ethnic equality across the world. Its effects were evident in the increasing number of religious and ethnic clubs across campus throughout the '80s and '90s. *The Hatchet* discussed the growing ethnic diversity of Washington's student body and the importance of inclusivity, breaking barriers between races, and equal representation of all students. Some of the many new clubs formed included La Raza, a club that would educate students about Latino culture, as well as the Asian Culture Association.

Mental health as well as the use of drugs and alcohol were another popular topic. They discussed students' varying experiences with drugs, as well as their ramifications. Suicide was another sensitive topic commonly featured throughout these years. Emphasis was placed on the need to address the issue and measures students should take to stop it from its roots.

The '80s and '90s were a period of embracing unity as students of Washington, but at the same time, embracing diversity as well and taking the time to acknowledge the differences between people. Sensitive and controversial topics were also featured, underscoring the need to not only educate students, but also help them grow and flourish throughout their high school careers. *The Hatchet's* growth from 1916 to 1999 helped set a precedent for Washington's journalists today. And who knows what the future will bring, but there is hope that *The Hatchet* will continue to grow and expand its influence in the years to come.



Brandon Nogare carrying the Olympic Torch after his run.



Washington student's writing featuring in school publication, *Fodel*.

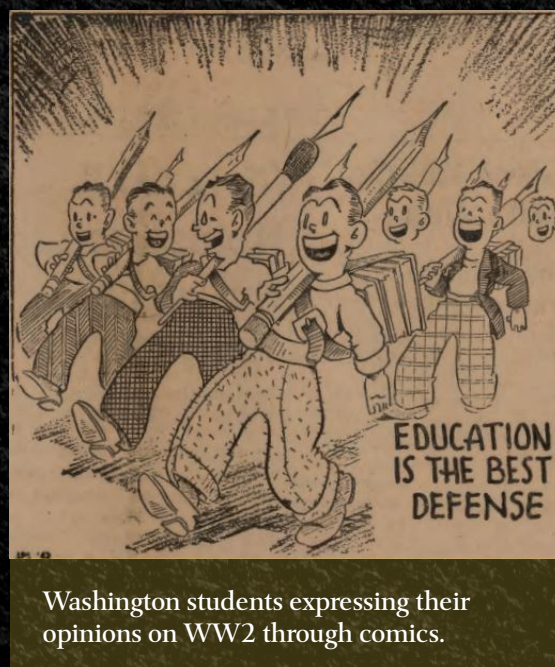
By COLTER ADAMSON

The early days of Washington High School were marked by increasing opportunities for students with the formation of sports teams and expansion of the curriculum. Nevertheless, the students lacked a voice and the ability to express their opinions on topics directly affecting them.

In 1916, a teacher, Mr. Moyers, with the help of two students, Philip Griffin and Kelly Wales, began the publication of the first volume of the newspaper. Initially, *The Hatchet* began as an extracurricular rather than a class, printing two to three times a year. However, the process proved to be time-consuming and ineffective and as a result was discontinued.

A few years later, a new teacher, Mr. Kibby, revived *The Hatchet*, and the paper began to thrive, publishing new issues every three weeks. Similar to today, *The Hatchet* in the 1920s and '30s included a variety of articles, featuring local and global news, as well as sports and opinions. Articles included "Shortage of Hatchets," an investigation into the disappearance of *The Hatchet* copies and "Sport-ortials," opinions pieces addressing sports at Washington.

From the very beginning, it was clear that *The Hatchet* was an important aspect of Washington's culture. Students and staff appreciated the interesting and amusing articles written, and according to the November 1924 issue, "Much to the sorrow of the members of the staff, they were forced to turn several disappointed students away last time without Hatchets...because there were no 'Hatchets' to give them." The newspaper was not only well-received, but was thoroughly appreciated as well. It served as a way to unite not only the students and staff of Washington together but also the rest of the community.



Washington students expressing their opinions on WW2 through comics.

By DA'SHAE HALL

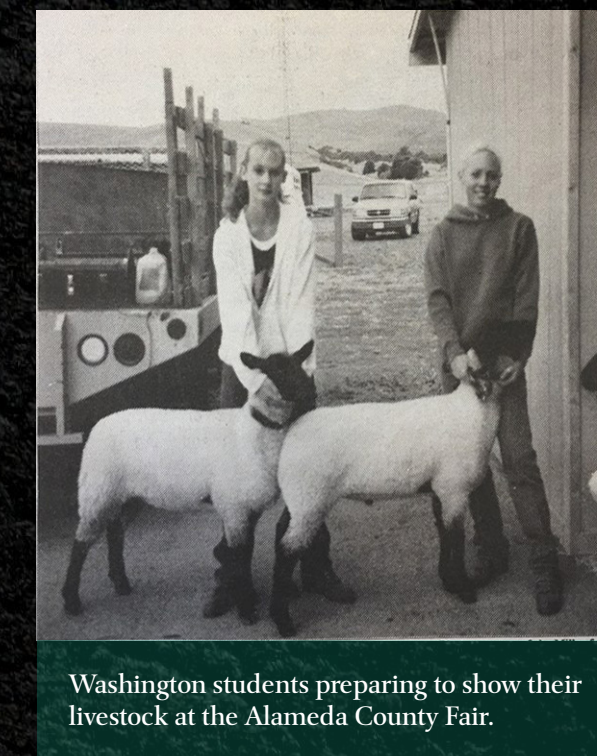
The 1960s and 1970s marked a period of political and social fervor, with the Civil Rights and Women's Liberation movements that affected major political, intellectual, and cultural change in America.

These trends had a major impact on the youth in America. Slave Day, which existed through the 1960s involved boys and girls competing against each other through ticket sales and performances in order to decide which team would be slave owners and which would be slaves for a day. However, the Civil Rights and Women's Liberation movements resulted in major changes at schools across America and soon enough, Slave Day was abolished. Classes specifically for boys or girls were made coed, including auto, electronics, and physical education classes.

Black power was discussed in the article "Black Power Ain't What You Think," where staff reporter Steve Young states that, "In spite of the brilliant works of all the men and women who make up what Black Power is composed of...America is just now realizing that she has it... Black Americans are saying to all of White America: 'We don't want to seize all of your power, my white brother. Just give us our fair share of it.'"

Aside from the Civil Rights Movement, students expressed their opinions on the Vietnam War, in "Students March for Peace Today," where students marched in protest against the war in Vietnam. In 1965, the student body adopted orphan Man Soo Lee, donating \$126 a year to the Bluebird Christian Orphanage in Korea where he lived.

The 1960s and '70s gave rise to major changes in America and across the world, impacting life at Washington and the development of *The Hatchet*.



Washington students preparing to show their livestock at the Alameda County Fair.

By RITA MENCHACA

At the turn of the century, the newspaper was ready to face events of a lifetime. From 1999 to 2001 the advisory of *The Hatchet* transitioned from Wanda Wilson to Kristen Marie. Since then, David Skillings and Debra Pacio have come to supervise the production. Under fresh oversight, the reporters have tackled issues from the construction of the school's amphitheatre to teacher unemployment in the 2008 recession to controversies over shifting the school calendar.

The Hatchet staff wanted to uncover "What's Choppin'?" in a world confronting the coverage of national dilemmas such as the collapse of the Twin Towers. Reporting on the assumption of it to be an act of Islamic terrorists, they illustrated feelings of skepticism and fright. Coincidentally, there were also local issues of hate: the vandalism of the Jewish Temple Beth Torah on Paseo Padre; three former students were caught painting anti-semitic and racist graffiti around the school.

As the years progressed, Washington students fought for the repair of the school baseball fields and graduated across the artificially turfed TAK Stadium. Walmart scandalously sold Husky gear, Helen Paris fought for campus renovations, and E-sports began to take the stage of recreational activities with the increase of technology. With a school still embodying diversity today, the Hatchet reporters have tried to bridge the gap between student ethnicities featuring issues over the absence of a white club at school to the relevant negligence and abuse of undocumented immigrants at the U.S.-Mexico border. Standing to remain "telling the truth since 1916," *The Hatchet* staff will continue to keep Washington informed.

1916~1939

1960~1979

2000~2018

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Deck the halls with decorating Christmas cookies

Cindy's Cooking

By CINDY WANG
Staff Reporters

While a warm, freshly baked cookie is a thing of beauty all year long, it's during the holidays when they really get their chance to shine. Inexpensive, easy to make in large batches, not to mention downright delicious, cookies are the perfect gifts to give to friends and family. Cookies resemble kind-hearted gifts that value special meaning. I believe that making gifts from your kitchen is a fun and creative way to show your love to a certain someone and they are way more fun to eat. They hold special meaning because they are handmade and are baked with love and happiness. It's also a fun way to express your creativity by decorating with icing or with even just powdered sugar! Unsure of what to bake?

Decorating cookies bring a small joy into peoples lives and it should be a more common tradition during the holiday times. Baking to me is a stress relief, so I enjoy making little goodies especially around Christmas time. In this article, I describe four different types of cookie that are perfect for the holiday season for friends and family to eat. The recipes down below will give you delicious cookies for any occasion and holidays. I specifically put easy recipes so everyone can make and enjoy them. They should take you around 30-45 minutes to make but it will most definitely be worth it at the end. Overall, cookies are a great way to present your love and dedication to your friends, family, and neighbors.

Pretzel Liner

The traditional Austrian holiday cookie with a (pretzel) twist: part of the flour in the linzer cookie dough is replaced with ground up pretzels, adding an unexpected toasted profile to the cookie. Combined with the flavors of dark chocolate and salted caramel, this makes for a perfect sweet and salty treat to impress at cookie swaps.

With an electric mixer, beat the butter and sugar together until creamy. Add the egg. In a food processor, process the pretzel twists, flour, baking powder, and salt until the mixture resembles flour. Add the dry ingredients to the wet and mix until just incorporated. Divide the dough into two equal pieces, shape into disks, and refrigerate until firm. Preheat oven to 325°F. Roll out the dough to 1/8 inch thick and cut out circles of dough. Transfer the circles to a parchment lined baking sheet and bake for 12-15 minutes, or until golden brown on the edges. Allow to cool. To assemble, spread a layer of chocolate ganache on the bottom of one cookie. Allow the ganache to set and add a dollop of salted caramel. Place another cookie on top to sandwich them together. Dust with powdered sugar and enjoy!



Pictured above is the finished piece of the delicious pretzel liner.

PHOTO BY CINDY WANG

Gingerbread House

With characteristics such as a nice and snappy texture and minimal spread in the oven, this gingerbread recipe yields an ideal cookie for building gingerbread houses (but it is great for eating too!) When making a gingerbread house, it creates an incredible bonding time with friends and family. Adjust the spices to your liking; pumpkin pie spice would work really well in this recipe. Combine all the dry ingredients in a bowl. In another bowl, mix the egg and the honey together to form a homogeneous mixture. With an electric mixer, beat the butter and sugar together until light and fluffy (5 min). Add the egg and honey mixture and continue to beat until fully incorporated. Add the dry ingredients and stir until everything is mixed in evenly. Divide the dough into 2 portions and refrigerate until firm. Preheat the oven to 350°F. Roll the dough on a lightly floured work surface to 1/8 inch thick. Cut out cookies into desired shapes. Bake for 8-10 minutes or until they feel firm (baking time will depend on the size and shape of your cookies). Decorate with royal icing by adding a door, windows, fake snow, and much more little features to get the perfect house you desire.



Beautifully decorated gingerbread house with vanilla icing.

PHOTO BY CINDY WANG

Baca di Dama

Baca di Dama or "Lady's Kisses" are delicate and sophisticated Italian cookies with a secret: they are one of the easiest cookies to make! These cookies make a perfect little gift that can be wrapped in a treat bag. Since they are gluten free and potentially vegan, these cookies will make excellent last minute food gifts that many can enjoy. Preheat the oven to 325°F. Place all ingredients in the bowl of a food processor and pulse until a dough forms. If it is still crumbly, add teaspoons of ice cold water, until it comes together. Roll out the dough into marble sized pieces. Bake the cookies for 10 to 12 minutes until they have turned a slight golden brown. Let them cool completely. Melt the chocolate in a bain-marie or in the microwave. Place a chocolate chip-sized dollop of chocolate on the bottom of one cookie and with another cookie, sandwich them together. Let the chocolate set and the cookies will be ready to eat and devour!



Chocolate filled cookie sandwich with a hazelnut taste.

PHOTO BY CINDY WANG

Santa's Favorite M&M Cookies

A good rule of thumb for anything that is thin skinned or delicate, buy organic. [For] crops that grow in the ground, I would also recommend buying organic because they are literally growing in the soil with the chemicals; all the other plants are at least outside of the soil. If you are eating from the soil, you want to be eating from healthy soil, not gross, infused, dead soil. However—I hate to break it to you—in the end, it doesn't matter. Every leaf on a plant has little tiny gates on them which take in carbon dioxide and release oxygen, so when [the farmers] spray the plant, the pesticide gets into it no matter what, even if it is thick-skinned. So if you can, eat organic all the time. Ingredients include 3/4 cup (1.5 sticks or 170g) unsalted butter, softened to room temperature, 1/4 cup of sugar, 1 egg, 2 teaspoons of vanilla extract, 2 cups of flour, 2 teaspoons of cornstarch, 1 teaspoon baking soda, 1/2 teaspoon salt, and finally 1 cup of M&Ms.



Soft and chewy cookie filled with M&Ms.

PHOTO BY CINDY WANG

Humans of Washington High School

By JAYANTH PASUPULATI
Staff Reporter

The Muslim community has been a prominent communities in Washington High School, as seen with the establishment of clubs such as MSU (Muslim Student Association). Here are a few stories of people in the community and their experiences in the United States.

WHAT DOES IT MEAN TO YOU TO BE A MUSLIM AMERICAN?

JAHANGIR KHAN, 12

"Living in a diverse and challenging nation like America, it is difficult to wholeheartedly follow my religion. Due to widespread use and access to social media, I often see people committing taboos like drinking and gambling that might be 'acceptable' in their culture. These often create distractions for us. But, being surrounded by my (Muslim) brothers and sisters motivate me to stick to the Islamic morals and values."

ANONYMOUS

"From a young age, my parents took me to Islamic schools to educate me on the morals and values of Islam. I always want to be devoted to my faith. Sometimes it's challenging, like during Ramadan. But still, I manage not to deviate from my morals."

ANONYMOUS

"It's not that different from being a regular American. However, we truly feel like a Muslim in this country when Ramadan comes by. We go to mosques and gather as a community and eat together and pray together. The Muslim culture can be seen more easily during this month because you see people participating in these activities throughout the whole month."

ANONYMOUS

"I practice my religion and culture at the masjid. I go there to pray and worship God. As a Muslim I have never been hated on, but many people question the religion and say why is this like this and why are there specific rules. That bothers me a lot because people need to understand it's my religion and my practices, so they shouldn't judge my practices."

ANONYMOUS

"It's important to keep a respectable reputation because it makes our community's name better. I appreciate being in the Muslim culture and I hope everyone does too. Becoming a Muslim definitely made me motivated to do better."

Yang displays wonders through watercolors

By BHAVYA DHULIPALLA
Staff Reporter

Artist SPOTLIGHT

Continuing her childhood interests, Junior **Giselle Yang** is a talented artist who works hard on honing her skills. Yang spent her childhood watching many animated films and shows, such as Disney, Studio Ghibli, and Sailor Moon. She claims the art styles she observed then are her main sources of inspiration.

“My mom gave me a drawing book with watercolors and fantasy drawings. I was amazed by the artist and her work,” she says. Her family encouraged her artwork and helped develop her artistic abilities. Yang describes her art style as “slightly cartoon-y with semi-realism.” For her professional work, she uses watercolor paint, and on occasion, she sketches and uses black ink with a brush pen and a dip pen.

“My art style developed by being active on the Internet. It helped me build my own style and my own expression.” Back in 2014, Yang created her first Instagram account, but discontinued it when not a lot of people followed her. However, earlier this year she created another Instagram account (@gisegge) where

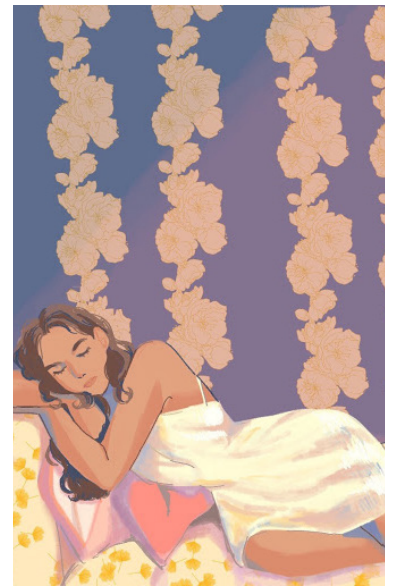
she posts her art. Using the same username, Yang has a Twitter account where she crossposts her work.

Through her art, Yang wants to share her messages and emotions with the world and please her audience. She believes all her hard work is worth something if it makes her audience happy.

In addition, she takes commissions on both accounts and in person. Her prices are \$7 for a sketch and \$13 to \$15 for a full finished piece. Prices vary on detail.

One of her favorite pieces was inspired by the music video, “Epiphany” by Jin. Her goal was to show that there is hope in loneliness. She wants to give the audience a sense of tranquility with self-realization.

Yang’s hobbies include going to history and art museums. Her favorite is the J. Paul Getty Museum in Los Angeles. She adores their collection due to its variety. Furthermore, she finds the mix of modern and classical styles, along with the history behind each piece, intriguing. Gardens and parks are her main places of



On the left is a selfie Yang snapped of herself. In the center, is a two piece work where she used smaller scales, using a roll of washi tape as a scale, to experiment with the amount of detail she can put in a small space. To the far right, is one of her first digital artworks- a medium she has been experimenting with.

PHOTOS PROVIDED BY GISELLE YANG

inspiration because of her love for flowers and nature. She thinks her interest comes from the nature and floral influences in her childhood. Yang also finds inspiration by observing strangers and their fashions everywhere she goes.

Despite her obvious talent, Yang is uncertain about whether she should pursue art as a career. The negative stigma behind being a professional artist makes her consider a STEM career. She also fears that having her hobby become an occupation

will monetize her interests and take away her artistic freedom. However, Yang wants to experiment with ways she could incorporate technology in her art, and therefore, she believes becoming a graphic designer might be best suited for her.

People and their pets: so much more than huskies

By HANNAH MARTINEZ-CROW
Staff Reporter

Our pets bring joy and happiness into our lives. They are our best friends and our lifelong companions. Our pets give us unconditional love that cannot be replaced. They are there to greet us when we get home from school, when we are sad, and most importantly, they will not judge us for making mistakes. Having a pet is hard work, but it is one of the most rewarding experiences ever. Most people tend to categorize themselves as either a dog person or a cat person, but turns out, there is a huge variety of pets belonging to people right here on our campus. Freshman **Angelena Montano**, sophomore **Bryce Harrison**, junior **Randy Burright**, and senior **Megan Aves** all agree with the benefits of having animal friends when they share their pet’s story.

PARROT

Senior **Megan Aves** has a five-year old Caique parrot named Louie. Louie is a talkative and social bird who enjoys making new friends, singing, and playing with his toys. He came into Aves’ life almost two years ago when his previous owners had to get rid of him. Aves says, “Louis has brightened up my life because he loves music and dancing. You can find him getting down to the beat of his favorite song, ‘Weak’ by SWV.”



A multi-colored parrot poses for the camera with a hat on.
PHOTO PROVIDED BY MEGAN AVES



Micco the turtle munches on a healthy meal of lettuce.
PHOTO PROVIDED BY HANNAH MARTINEZ-CROW

TORTOISE

Sophomore **Bryce Harrison** has a 23-year old turtle named Micco. Micco was a housewarming gift for Harrison’s mom when she moved away from home. Harrison says, “I like that he is not a lot of work to take care of.” Micco loves to eat mushrooms and lettuce, but has a sweet spot for fruit. During the day, he loves to play with his little toys and to spend time in his little rock hide-away house.



This brown bunny, Gumdrop, awakens from a nap.
PHOTO PROVIDED BY RANDY BURRIGHT

RABBIT

Junior **Randy Burright** loves his rabbit, Gumdrop. Burright says, “Gumdrop is very soft and curious.” She is three years old and has lived with them for two years. She loves to play hide-and-go-seek and eat veggies—especially celery. With fluffy, brown and white fur, Gumdrop is loved by many and is always excited to make new friends. She can be found in her cage, surrounded by hay.



Monatano cuddles his hamster, Piglet, in his hand.
PHOTO PROVIDED BY CHRISTAL PHILIP

HAMSTER

Freshman **Angelena Montano** has a hamster named Piglet, who loves to run and play. Piglet can be found falling off of her hamster wheel and taking naps in the corner of her cage. She joined Montano’s life last June and since then, she has brought joy to the entire family. Montano says, “[m]y favorite thing about Piglet is that she has red eyes.” Piglet is fuzzy with a cute mix of tan, brown, and white in her fur. She can eat whole carrots by herself and enjoys a treat of strawberries once in a while.

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The entire legal profession - lawyers, judges, law teachers - have become so mesmerized with the stimulation of the courtroom contest that we tend to forget that we ought to be healers. Should lawyers not be healers? Healers, not procurers? Healers, not hired guns?
- Chief Justice Warren Burger

Litigation... merely continues conflict and offends nature; it does not heal.
- Confucius

A dispute is a problem to be solved, not a battle to be won.
- Mahatma Gandhi



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Austin Balentine shoots for the stars this season

Athlete OF THE MONTH

By VIVIANA GARCIA
Staff Reporter

Austin Balentine, a junior on the varsity basketball team, is very passionate about basketball. Being a junior on varsity makes him a very competitive individual. Balentine has been playing basketball for the three years he has been here, two years on varsity and one on the freshman team.

Austin has been playing basketball since he was five years old and is preparing for league to start this year. His sophomore year he averaged a double-double per game with ten points and twelve rebounds on average. "I've always had a passion for the sport and I started playing because I wanted to be like my dad," Balentine said.

His father inspires him because he had always encouraged him to do anything he wanted to do and when he told his father he wanted to play basketball he supported him to the fullest.

Since Austin plays two sports, his schedule is pretty jam-packed all year with basketball season and off season and the same with his baseball season.

Balentine didn't grow up watching a specific team, but he grew up watching his favorite player Lebron James, who plays small forward and power forward currently on the Los Angeles Lakers. James was drafted in 2003; as a lottery pick, he was drafted in the first round first overall. Now in his 16th season in the league, he continues to dominate.

Throughout Lebron's many years in the league he has made it to the playoffs 13 times, with three NBA finals championships, 14 all-star appearances, and is a three-time MVP. Balentine predicts this upcoming season will be a great one and that they will win a lot of games. I asked Balentine how he thought this season was going to go and he said that "[w]ith all the versatile players



Junior Austin Balentine reaches for the ball at the start of the game against Heritage High School
PHOTO BY MRS. BALENTINE

they have on the team we will be hard to beat when league starts."

Last season Balentine received an all-tournament player award and an award from the banquet. An all-tournament player award is received by being one of the two players on the team who did the best stats and performance wise.

From last year, Balentine's performance has

gotten better on the court. During the off-season he worked on his overall game, which included his mid-range jumper and his ability to dunk.

On and off the court, his parents help him stay on track with being fit by keeping him going to the gym, improving his eating style, and still making sure on his free time that he's always practicing and putting up shots on the daily. His

parents make sure to keep him on a strict eating diet which includes healthy meals prepared by his parents during the off-season. His teammate senior Timothy Agodi said, "Balentine is a very reliable scorer who has a very high shooting percentage and that Balentine has always been able to capitalize off of his emotions." In addition to basketball, Balentine plays baseball.

Keto Diet: Is it a simple solution to our country's obesity problem?

By VAISHNAVI SUNKARI
Staff Reporter

What if I told you that you could lose 110 pounds by going on a single diet? Would you try it? Maybe you would. But then what if I told you that it has a lot of side effects and could cause you to get headaches, nausea, and weakness? Would you still try it?

The diet that I'm describing is the infamous keto diet, which is a low carb, high fat diet that claims to give "many health benefits." The name "keto" comes from the process of ketosis which occurs when your body switches from burning glucose to burning fat instead for energy due to the reduction of carbohydrates in the diet. Instead of eating carbs like bread and pasta, people on the keto diet eat seafood and eggs. Implementing this can be challenging for many, as carbohydrates typically make up 50% of the American diet.

Let's first discuss the benefits of this diet. According to the Harvard Medical School (HMS), "We have solid evidence showing that a ketogenic diet reduces seizures in children, sometimes as effectively as medication." Other possible benefits include improvement in blood sugar levels. Implementing a high protein diet could help a person reduce

their intake of refined carbohydrates which are absorbed quickly into the bloodstream, reducing overall blood sugar levels. Besides these benefits, the only other motive for people to follow this diet is to lose weight, since according to HMS, "Previous research shows good evidence of faster weight loss when patients go on a ketogenic or very low carbohydrate diet."

Yet, with these benefits come risks as well. For example, 25% of people who try the keto diet get the "keto flu," which includes symptoms like fatigue and nausea. Because athletes heavily rely on carbohydrates for fuel, this diet can reduce physical performance and should only be implemented in the short-term.

One example of this is a woman named Kimberly Holland from EatingWell who attempted the keto diet. She wanted to lose ten pounds by the time of her wedding which was due to take place in four weeks. During this feat, she found that it was very hard for her to eat only 20 grams of carbs in a day. Her meals centered around chicken, steak, and eggs. After a while, what she ate became repetitive. Holland ended up with the "keto flu" and faced fatigue and irritability. However, symptoms lasted only for a day.

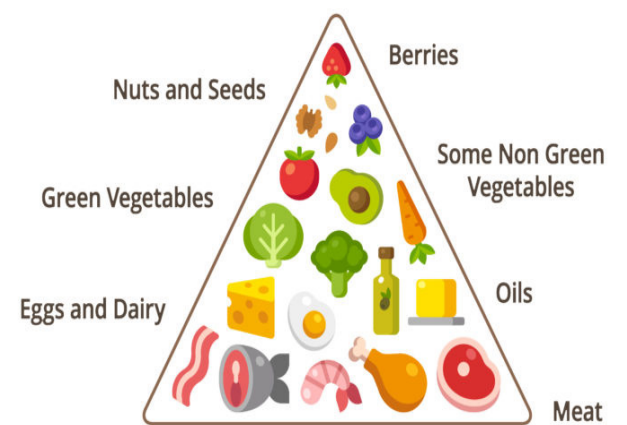
Holland did achieve a lot, however,

through the diet. She lost not ten, but 15 pounds. Because of the demands of the diet, Holland had to make her own meals which in turn encouraged her to be more creative with what she was cooking. Overall, Holland stated that she might try out the keto diet again, but doesn't recommend it to people with blood pressure problems.

The keto diet is still very popular among people with many celebrities like Halle Berry and Lebron James following it. It all depends on the individual who wants to try it. For some, the risks may outweigh the benefits, but others might be willing to take the risk. The keto diet remains controversial but does seem to have effects that range from doing wonders to damaging pre-match preparation.

Many focus too much on the various things associated with "what if I lose this match?" and are already worried about what their coaches, their dad, brother, or teammates will say to them or think about them. In other words, at the time when they are supposed to be thinking positively with thoughts focused on winning the match, they are already preparing to deal with the aftermath of losing it. Remember, the best wrestler doesn't always win the match—the one that "wrestles best" during the match does.

KETO Food Pyramid



Exclude:



The Keto diet consists of many dietary restrictions, primarily focusing on that of carbs.

PHOTO BY BRASWELLFAMILYFARMS.COM

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Husky Scoreboard

GIRLS BASKETBALL

11/29 WHS 35 VS ARROYO 58 (L)
11/30 WHS 25 VS MISSION 60 (L)
12/4 WHS 45 VS MILPITAS 48 (L)
12/6 WHS 44 VS COLLEGE PARK 23 (W)
12/7 WHS 41 VS SAN LORENZO 34 (W)
12/8 WHS 42 VS KENNEDY 52 (L)

BOYS BASKETBALL

11/29 WHS 64 VS GUNDERSON 26 (W)
11/30 WHS 66 VS CALIFORNIA 69 (L)
12/1 WHS 49 VS GRANADA 67 (L)
12/6 WHS 69 VS CLOVIS NORTH 65 (W)
12/7 WHS 37 VS WHITNEY 54 (L)
12/8 59 VS PLEASANT VALLEY 76 (L)

GIRLS SOCCER

11/29 WHS 3 VS ARROYO 4 (L)
12/1 WHS 9 VS SAN LORNO 0 (W)
12/4 WHS 0 VS SAN RAMONE VALLEY 9 (L)
12/6 WHS 0 VS LIVERMORE 7 (L)
12/8 WHS 1 VS MILPITAS 3 (L)

BOYS SOCCER

11/28 WHS 2 VS MT. EDEN 2 (T)
12/1 WHS 3 VS ALAMEDA 1 (W)
12/5 WHS 1 VS LIVERMORE 2 (L)
12/7 WHS 3 VS HAYWARD 1 (W)

Healthy eating drives athletic success

By ERIC MEDINA
Staff Reporter

Some student athletes challenge themselves to become the best they can be. Things that may have a positive impact on their performances are eating healthy, drinking tons of water, going to the gym, and practicing until they improve upon their abilities and performance on their sports. One of the key factors to developing and growing as an individual is to eat healthy. Eating healthy dramatically improves endurance, strength, and physical and mental well-being. Young athletes should be aware of what they eat before and after a game to help them restore energy and recover.

There are a ton of benefits that an athlete may have when it comes to having a healthy diet. These include blood flow, muscles receiving more oxygen, prevention of lactic acid build-up in muscles, and the list goes on.

Maintaining a healthy diet can be very rewarding and beneficial to everybody, especially athletes, because it can really impact your performance on game days. That is why coaches always remind and push their athletes to eat good food and maintain a healthy diet so they do not cramp up during games and have better endurance.

Drinking lots of water to stay hydrated and eating foods that provide all the nutrients and energy that the body needs is very fundamental to an athlete's performance. It also plays an important role in athletes' lives.

Coaches promote the fact that eating healthy can improve one's performance. This is true considering the article "Sports Nutrition For Young Athletes". Laura K. Purcell did a study that said that "sports nutrition enhances athletic performance by decreasing fatigue and the risk of disease and injury; it also enables athletes to optimize training and recovery faster."

The body is like a car; it needs nutrients and energy to keep going. Student athletes on average spend their day busy thinking about school and

homework, and later endure physically demanding practices. They need all the nutrients and sleep that they can get to be the best in their game. The body needs macronutrients and micronutrients. Having these things is vital for young athletes because it can provide crucial benefits that can cause a huge impact on their performance.

Macronutrients are protein, fats, and carbohydrates. Foods that young athletes should eat to receive the carbohydrates that one needs are healthy breads, cereal, pasta, fruits, and vegetables. It can be crucial if you consume a lot of protein, especially if it's not natural, healthy protein because it can put a strain on your kidneys. Micronutrients are vitamins and minerals. Some of these micronutrients are a great source of Vitamin D and iron. Some of these things may be milk, cheese, yogurt, spinach, broccoli, and other grain products.

Not only is it important to eat healthy when playing a sport, it can also be applied to one's everyday routine. Even after being an athlete in high school, one's diet extends throughout the entirety of their life, so one should make a point to maintain dietary excellence.

"What I like to do is make sure I'm hydrated. I drink a lot of water before and on game days and avoid drinking soda. I try to eat as healthy as possible and not get tempted to eat foods from Domino's or McDonalds during lunch time," says sophomore athlete Mauricio Mejia.

In this way a person can try to prevent various diseases and possibly keep playing the sport they enjoy all the way into their old age.

Aside from eating well, as an athlete must also sleep well. This goes hand in hand with taking care of one's body for physical performance. Studies have shown that the human body should at least have eight hours of sleep which would be enough time to rest the body.

A person can achieve this by taking small naps throughout the day, refreshing the brain and improving alertness.



Senior Mehdi Rejouan heads the soccer ball into the goal for the winning point against Irvington High School.

PHOTO BY JOE SCHNEIDER



Christian Haastrup dribbles the ball and maneuvers to the basket during the game against Wilcox at the Oracle Arena.

PHOTO BY MR. HAASTRUP



Christian Haastrup bodys a defender to make a point against Wilcox at the Oracle Stadium.

PHOTO BY MR. HAASTRUP

Wrestling demands a lot more than just physical strength

By FAIZ KHAN
Staff Reporter

A wrestler's goal every time they step on the mat, whether it is for practice or in actual competition, is to be mentally ready to wrestle in a highly focused manner.

As coaches exemplify the importance of wrestling in matches as you wrestle in practice. Your coach is usually right, and while most are focusing on pre-match mental preparation—specifically the period of time after the weigh-in and prior to you stepping on the mat to wrestle—you must realize that your performance as a competition wrestler is always a direct reflection of your performance as a practice wrestler.

You need to know that effective pre-match mental preparation will not overcome prior laziness in practice or other aspects of your wrestling training, conditioning, etc. Many athletes already know how critically important the mental part of your sport is.

If you want to take your performance to the next level, then you have to be willing to take your training far beyond where most wrestlers stop.

Most serious athletes in this sport religiously work on the physical part of the sport. They'll work on their strength, fitness and quickness. They'll work on correctly executing their technique. In fact, the knowing that you have worked hard in practice, both during the season and the off-season, is a huge factor in feeling self-confident about your abilities and contributes greatly to effective pre-match mental preparation.

Being mentally prepared when you step out on the match during dual meet or tournament competition should be the goal of every wrestler. I'm talking specifically about the time between when you weigh in and when you report to the scorer's table for your match.

While most wrestlers understand the importance of physically warming up right before a match, fewer understand how critical it is to conduct an effective "mental warm up."

Those who do understand this know that not only does the body need to be warmed up, muscles ready to exert force and heart rate elevated to get the blood pumping, but the mind needs to get fully prepared to "go to war."

Unfortunately, this is where most good wrestlers stop. When they go into their matches, they hope they'll perform well, they hope that they'll have their A game with them today, they hope that they'll win. You would never leave your conditioning or wrestling technique to chance. "I hope I'm in good shape today." So why would you leave the most important part of your performance, the mental side to chance?

Getting good as a wrestler is 95% physical and 5% mental. You have to work hard on your conditioning and physical game to make it happen.

However, once you step onto that mat for a match, the percentages flip flop. Being successful is 95% mental and 5% physical.

You have the conditioning, technique, and match strategy, now you have to make sure that you stay calm under

pressure and keep yourself focused on the right things.

For example, your concentration needs to stay in the moment, executing one move at a time.

If a wrestler lets their mind jump ahead to the future, (i.e. thinking about winning or losing) or slip back to the past (i.e. a previous mistake or bad match), then one can end up getting themselves too uptight and distracted unable to perform to your potential. This means that a wrestler must be able to rebound quickly from your mistakes and not carry them into the next round or match.

Most will agree that no matter how equal two wrestlers are among each other at the beginning of a wrestling match—the one who is most mentally prepared to "leave everything on the mat" is usually the wrestler that wins the match.

Over 75% of the wrestlers at the youth and high school level sabotage themselves with ineffective or even damaging pre-match preparation.

Many focus too much on the various things associated with "what if I lose this match?" and are already worried about what their coaches, their dad, brother, teammates, will say to them or think about them.

In other words—at the time when they are supposed to be thinking positive thoughts focused on winning the match, they are already preparing to deal with the aftermath of losing it.

Remember—the best wrestler doesn't always win the match—the one that "wrestles best" during the match does.

The winter assembly is the culmination of many groups' efforts



Freshman and sophomore officers face off in pool noodle jousting. Lance Aves falls off his cart.
PHOTO BY JOE SCHNEIDER



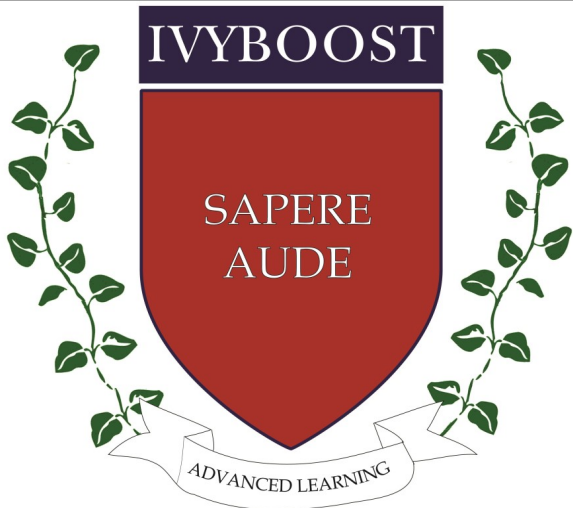
Washington's cheerleaders set up for a stunt during their assembly performance.
PHOTO BY JOE SCHNEIDER



Band members close out the assembly by playing a piece as other students exit the gym.
PHOTO BY JOE SCHNEIDER



Freshman students struggle to advance as they compete against other classes in a ski race.
PHOTO BY JOE SCHNEIDER



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Jan. 25	Fri.	7:30 pm	Talk Back with Actors/ Family Discount Night
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