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Sick-out disrupts in the name of higher wages

33 Washington teachers called in sick on March 5 following similar protests that have been happening at schools around the district

By KEERTHANA RAGHURAMAN
Staff Reporter

The cafeteria is filled with dark blue chairs set up in neat rows, students occupying the front half of the room while the administration walk around taking attendance and announcing the lesson plan for the period. Students work on any homework or classwork they have; they converse with one another, the overlapping conversations creating a constant buzz. Some kids take out their math textbooks, while others scramble to finish their write-ups for their labs or instead watch videos. What do they all have in common? Their first period teachers didn't show up for school that day.

The teacher sick-out on March 5 observed 33 teachers not coming in to school as a form of protest for higher wages. A sick-out is when a group of employees organize an absence from work under the guise of sickness to avoid legal dilemmas. "I think the intention of the sick-out was for the teachers to be heard," says WHS Secretary **Donna Hartigan**, "It was a way to get their voice to stand out and be unified."

Hartigan describes the process of organizing a sick-out as being "more internal". She said, "It's spreading the word, gathering other people with the same opinion, and coming up with a collaborative plan." The teachers who are also the head of the Fremont Unified District Teachers Association (FUDTA) were responsible for ensuring that participating teachers were on the same page. The decision for teachers to walk out was chosen as the principal course of action, as "teachers are needed at school, and them not being here is what would garner attention." They didn't need the approval of the school, as they have their own union and therefore, their own rights.

The reason why a sick-out was chosen in particular was because, according to Hartigan, they are "more quiet, not as



Students gathered in the cafeteria during first period to get their attendance taken. They were released to class when substitutes showed up.
PHOTO BY JOE SCHNEIDER

loud, and as a result, more productive." She said, "You don't expect it; you hear things, but you're not fully prepared so you're like 'What's going on?', and that gets the protesters' voices to be heard."

There was not much the school itself could do to prepare for the sickout. "There were rumors going around, and when we heard those, it was like in case this happens, check how many subs we have on hand, and we just have to go from there. They're not always available so..." Hartigan shrugs, "It kind of is what it is."

Students were affected by this one-day protest in several manners. Some, like sophomores **Riley Accurso** and **Marissa Savage**, who had two and five

of their teachers, respectively, participate in the sickout were "elated about having substitutes, allowing [them] to catch up on work and have a free period." Others, like senior **Ashmita Saha**, were not so enthused about the situation. "Most subs are left with lesson plans for busy work," said Saha, "It may be to learn about a new topic but with subs, the information isn't presented in a way that is interesting to learn."

She was debating not even coming to school for the latter half of the day, claiming that she doesn't "like coming to school to do things that could just as easily be done at home."

Regardless of how they were affected, Accurso, Savage, and Saha all agree that

teachers deserve higher wages, and that the sick-out was necessary to demonstrate the gravity of the salary issue and its implications. "I think showing the district that teachers can come together to prove a point should impact future decisions," Accurso said. Savage agrees, adding that "teachers should have a right to demand higher wages, but I wish their methods to do so didn't impact the students so much. It's a fine line."

As to whether or not there's going to be another sickout, Hartigan believes only time will tell. "Not right now. Those things kind of happen as information comes, so it's possible."

Female staff members share experiences that shaped their lives

In an effort to celebrate Women's History Month, The Hatchet wanted to let women on campus get their personal narratives out to the public

By JAYANTH PASUPULATI
Staff Reporter



Amberle Mitchell

Dealing with gender stereotypes was a major obstacle for band Instructor Amberle Mitchell. She is primarily known for playing brass, an instrument group that is played predominantly by men. This norm led to numerous instances where she was looked down upon due to her gender. One of the ways she tried to tackle this hurdle was by dressing in a

more neutral style that was neither masculine or feminine. This lessened the bias that she faced. But, according to Mitchell, these biases never ended. She said her life has been a constant fight between her passion and others' expectations.



Lisa Duncan

One of the most emotionally draining challenges that Physical Education teacher, Lisa Duncan, has faced is her parent's divorce. As she got older, Duncan felt like she was becoming better at handling the divorce. But a setback brought her parents together for a short period of time. In 2017, Duncan was diagnosed with breast cancer. During the removal of her cancer, Duncan's par-

ents came together to support their daughter during her difficult time. Duncan credits the reconnection of her parents during the treatment for boosting her morale. The surgery was successful, meaning Duncan didn't need to pursue any further treatment.



Ruth Bauer

Living three thousand miles away from her family has always been an obstacle for health teacher Ruth Bauer. Most of Bauer's family members have been suffering from various incurable illnesses that have been passed down from generation to generation. This motivated Bauer to become a health teacher and build awareness on various health issues. Bauer stays in Fremont and continues teaching teaching at Washington because she likes the safe, inclusive, and diverse feel of the campus.

Female staff members share experiences continued from page 1



Debra Pacio

At the age of three, Journalism and English teacher **Debra Pacio** immigrated from the Philippines to the United States for the sake of a better future. When she first arrived at her father's residence in San Jose, the reality was different. Pacio, along with her mother and sister moved into a multigenerational, extended family home that consisted primarily of her father's family members whom she had never previously met. The family experienced constant familial tensions and financial struggles as they adapted to life in the United States. Pacio's escape from her struggles and obstacles was her education. While excelling academically provided her relief from her burdensome reality, studying obsessively and sleeping minimally also had its tolls. Pacio developed chronic bronchitis as a result. Her academic achievements earned her admission to Stanford University with a full ride scholarship. Although college allowed Pacio to dream about a brighter future without being tied down by her prior struggles, she still had the baggage of being a first-generation, low-income student at an elite university. While pursuing her education at Stanford, Pacio had to work two to three part-time jobs simultaneously to cover her external costs. After graduation, Pacio returned to San Jose, uncertain of her future as fellow classmates pursued careers in more profitable industries. Seeking to pay it forward to her community, she began working locally in the nonprofit and communications sector before pursuing a career in teaching.



Dana Nelson

One of the best sources of motivation for AP Psychology teacher, **Dana Nelson**, is her grandfather. During her childhood, Nelson faced numerous financial struggles. Her family, consisting of five children including her, were in a position where they were struggling for basic necessities. For instance, when they were unable to afford food, they would resort to a potato milk soup. Nelson's parents were both abandoned at a very young age and had no assistance from family members. A phase in her childhood involved her mother raising five children by herself because Nelson's father was in the navy. Amidst these difficulties, Nelson was encouraged by her maternal grandfather to pursue a four-year university degree. She became the first in her family to graduate from a four-year university.



Victoria Lin

The greatest struggle for AP Literature and English Reading Writing Composition (ERWC) teacher **Victoria Lin** during her first year of teaching was trying to juggle different threads in her life. As a new teacher, an immense struggle was grading an abundance of essays for her AP Literature and Composition students. This was made more challenging since Lin was simultaneously pursuing her master's degree and writing the Cal TPA, i.e. The quarterly 40-page thesis on how her class is being run. Overwhelmed with her work and academics, Lin felt that she could not allocate time for her family or friends. As a result, she sometimes feels guilty that she cannot accommodate time for family and friends. But as time passed by, Ms. Lin started to overcome this guilt feeling of not being able to spend quality time with family and friends and began to balance her work-life balance more effectively.



Ashley Nahale

Physical Education teacher **Ashley Nahale** credits her experience as the only female police officer out of 60 trainees in the Berkeley training academy as empowering. Nahale's intention of enrolling into the police force was to actively participate in public services. During her training, an awkwardness surrounded Nahale with the trainers. Some of the trainees wanted to remove Nahale from the training. This uncomfortable situation intimidated Nahale during the initial days, but later strengthened her. In the training, Nahale had some of the highest physicals stats for any trainee in their academy and secured a status in the top one-third in the academy. A major challenge when Nahale became a police officer was ensuring that her actions are honorable and the people around her do not underestimate her talents. Most of the time, spectators and the people she encountered ignored and overlooked her not only because of the 'police officer' stigma but also due to her gender and ethnicity, which are underrepresented in the police force. At first, it frustrated Nahale that she was not respected, but over time, she had a better understanding of the surroundings and decided not to feel stressed about people's reaction towards her. But when she took down a 6' 4" male who was under the influence of drugs, she finally earned immense respect in her police community. As time passed by, being a police officer became difficult for Nahale. This led her to resignation from the Berkeley Police Department and decision to serve the community through teaching instead.



Juliana Danner-Vera

During her childhood, Spanish teacher **Juliana Danner-Vera** witnessed both heterosexual and homosexual couples in healthy relationships. At the age of five, she observed a boy chasing a girl at her kindergarten recess. She felt inclined towards the role of the boy rather than the role of the girl, as in the one cheerfully running towards the girl. This led her to her discovering herself as a bisexual. Throughout high school, she was known for her trailblazing fashion choices, like donning black clothes and rocking unconventional black lipstick. Though her style decisions were sometimes questioned, she continued to express her personality and identity. Danner-Vera's parents were progressive, in terms of advocating for inclusion. Even then, when her mother saw Ms. Danner-Vera holding hands with her girlfriend, her mother started to cry in disbelief. Talking about the LGBTQ+ community was a taboo in Danner Vera's extended family. During her stay with her grandparents, she had to keep her bisexuality a secret. But when her grandparents caught her kissing her girlfriend goodnight, they were infuriated and told her she needed to move out. Consequently, Danner-Vera moved from their apartment and wanted them to understand that she was still their loving granddaughter, regardless of her sexuality. This also motivated Danner Vera to break the silence of being queer in her family. As a single mother, Danner-Vera ensured that she had a transparent relationship with her daughter, who identifies herself as gender queer and is the president of the Gay Straight Alliance at her middle school.



Dr. Lisa-Marie Burns

As an adopted child, Web Design and AVID Teacher **Dr. Lisa-Marie Burns** was raised by her adopted parents well. She was schooled in a private school at Jacksonville, FL, her birthplace. Her classroom consisted of twelve students with whom she was together from elementary school to eighth grade. As she was looking forward towards her ninth grade, something unexpected occurred in her life. Both her adopted parents separated, and Burns was taken with her mother to Atlanta, GA. Her high school career began with a major culture shock—she was enrolled in a public high school. The jump from a small private school to a vast public high school was startling to Burns. Initially, she was struggling to adapt to the standard high school environment. But, during her sophomore year, she came across the Future Business Leaders of America (FBLA), a student organization that is dedicated to people interested in business careers. Throughout high school, FBLA gave Burns a purpose. Burns continued to focus on business and continued by taking an internship at a gym called Jazzercise, which conflicted with her responsibilities as a high school student, and later a job at an Atlanta Manufacturing cooperation. Unfortunately, post 9/11 Burns lost her job at the corporation due to a decreased market rate. During her unemployment phase, Burns rediscovered her passion for education and teaching and began to pursue a career in teaching.



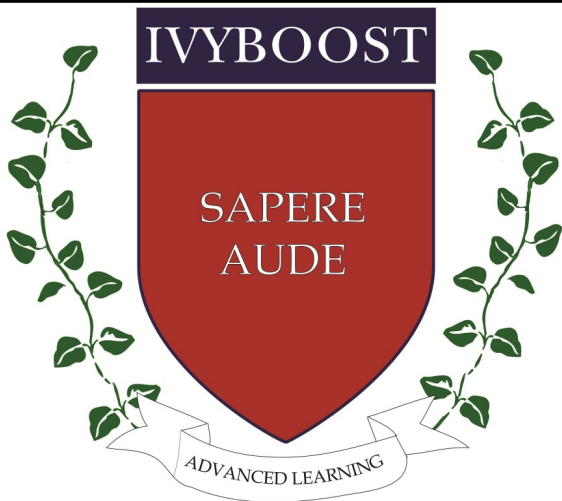
Kimberly Campisano

Yearbook Advisor and Art teacher **Kimberley Campisano's** childhood was calm and suburban, without any major obstacles. But there was something that haunted Campisano's late teen years: depression. She experienced panic attacks and immense frustration as a result of her depression, trying to alleviate her symptoms by listening to punk music. She was sent to therapy, and consequently, the depression decreased. During her high school days, Campisano's mother became terminally ill and was hospitalized. Her mother passed away while she was in college and depression struck her once more. Her reaction to her mental illness was different from how she had approached it in her teenagehood. Campisano moved constantly in order to run away from her past. But during a volunteer session, where Campisano was responsible for teaching students photography, she realized that she wanted to lead a life with a purpose. She then decided to complete graduate school, begin medication therapy and pursue a career in teaching. Throughout her teaching career, Campisano had fewer panic attacks and milder depressive episodes and is managing with exercise and positive feedback rather than with medication.



Yvonne Reynolds

When English teacher **Yvonne Reynolds** and her husband adopted their daughter, they were posed with several obstacles. Coming from an abusive family, she inhabited immoral attributes such as telling lies and stealing. She was not trustworthy to herself and to the people around them. This led her to have several depression episodes and also attempted suicide unsuccessfully twice. Over time, their daughter began to adopt the required skills to sustain in society. Reynolds also stated that there is scope for improvement, in terms of the relationship with her daughter. She currently works in the food service industry and is figuring out what to do with her life. Unfortunately, the Reynolds have spent a college worth of money for their daughter's schooling. Reynolds' biggest challenge as a mother was when she needed to leave her child for two and a half years at a specialized school for girls in Montana that deals with girls who have significant emotional and/or behavioral issues. She was concerned about her daughter's well-being and how she would live without her.



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Pride and Women's Empowerment Day

"This is Us" Week introduces two days for Huskies

By GABRIELA CALVILLO
Staff Reporter

This year, Multicultural Week brought a whole new meaning to diversity when it was rebranded as "This Is Us" Week. Although the original was fun in its own right, it has been revitalized with the inclusion of two new days: Pride Day and Women's Empowerment Day.

In the works since August, "This Is Us" Week wasn't official until a leadership event in October, says junior **Johanna Madueno**, who is a part of the IOC commission that oversees clubs.

"During that conference, our leadership class came up with an idea to have a night market, where those who performed at the multicultural assembly would get another chance to show their parents and the rest of the community what they had been working hard towards. After that one idea, many others came about. We officially started to plan out all the events and details in the last few weeks of November."

The announcement of their 'new' multicultural week to club officers was met with an enthusiastic response. However, the challenge that remained was the choice of movements to focus on. Pride Day to leadership was, from the beginning, non-negotiable, but Women's Empowerment Day was actually the replacement for a different day.

Madueno said, "It was initially Movement Day. However, we decided to incorporate something more specific and something we believed we could all come together in support of."

Although clubs officers positively regarded the new spin on Multicultural Week, leadership still faced open criticism from the student body. Madueno says that she was nervous that all of the change being brought to the table would make her fellow classmates not want to be involved.

"I was scared that the ideas set forth would receive a lot of hate, or that people wouldn't want to participate in our events. But most of all, I was scared that the new groups we were highlighting (LGBTQ+ community, women) would receive backlash. I didn't want them to get harassed or to be made fun of just because they wanted to celebrate themselves."

In spite of that fear, the week itself was successful. The first day of the week was Pride Day, and although it rained, it was still received well.

Johanna noted seeing multiple students with little flags or makeup inspired by the movement and it made her feel proud. While there was a rally during lunch, not a lot of people came due to the weather conditions but that was something out of their control.

"Even if it wasn't the majority of people in our school, seeing people come out and put themselves out there made my heart swell with joy."

Women's Empowerment Day was equally as effective in Madueno's opinion, with both males and females wearing white (the color representing the women's suffrage movement) in support of gender equality.

"A lot of people bought the stickers we sold too, so it was nice to see that support," said Madueno. All of the proceeds made from those sales are going to a women's shelter.

"The goal of turning multicultural week into 'This Is Us' week was to foster a greater atmosphere of inclusivity and belonging in our school. Early on, IOC realized that a lot of people didn't really participate in prior Multicultural Weeks because they weren't really in touch with their heritage. We wanted to add on to the focus of solely culture, to who we are as people as well."

Seniors cruise towards graduation

Seniors attend Washington's annual Senior Cruise on a four-level yacht in Alameda

By MEHREEN CHAUHAN
Staff Reporter

Senior cruise is one of the few activities provided by the school that is reserved solely for the senior class.

On the evening of Saturday, March 16, seniors boarded the *Cabernet Sauvignon Commodore*, a four level yacht, excited to be a part of this experience.

The boat's first level was where students can play poker and sing their heart out with karaoke. The second level was reserved for people who wished to relax and get to know one another without any loud distractions.

The third level was a dance floor along with the bow where students can recreate the famous Titanic scene or simply take pictures with a view. The last and top deck had no ceiling which was used for sea-sick students or those wishing for fresh air and capturing pictures of some of the Bay's iconic tourist spots: the Bay Bridge, Alcatraz, and the San Francisco skyline. Senior **Manasi Patel** said, "My expectations were definitely surpassed. I had a spectacular time seeing the Bay Bridge light up, the San Francisco skyline, and the karaoke too."

Senior **Sana Abbas** also said, "I also really enjoyed

how the boat had various levels because I felt it gave everyone the ability to be moving around and explore rather than being stagnant."

Overall, the cruise provided a space for all kinds of people in order for them to be themselves and have fun.

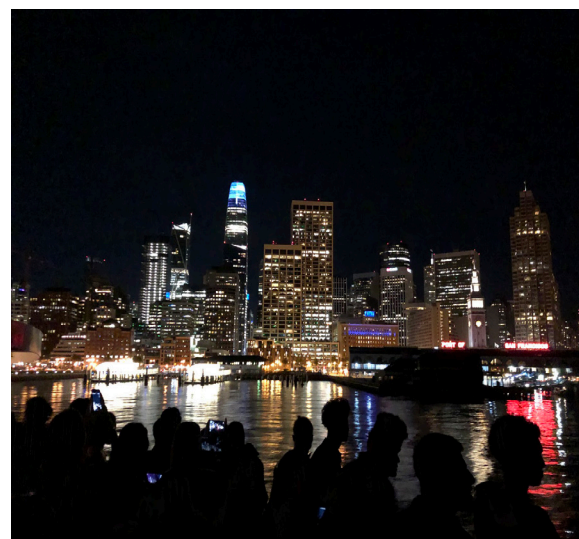
However, some students disliked the food scene.

The cruise ship offered minimal refreshments. Senior **Téa Kaplan** said, "I would have liked to have better desserts. The lemon bars were good but the rest were kind of basic." Abbas added, "I personally didn't have any complaints about the organization of the cruise, but many of my peers thought they would receive dinner on the cruise. I think maybe having refreshments served on the level with all of the tables would have been nice. I think it would have made more use out of that level since it was empty most of the night."

Despite some of the misgivings expressed by the students, Kaplan recommends the cruise to students when they become seniors. "I would tell juniors who are on the fence to just do it because it was a really fun experience, especially if they go with a group of friends."



Students leave the Cabernet Sauvignon Commodore, a four-level yacht, after the ship docks at 11 pm. PHOTO BY MEHREEN CHAUHAN



Seniors marvel at the San Francisco skyline from the top deck. PHOTO BY MEHREEN CHAUHAN

New mathematics course in the works

Washington plans to implement Multivariable Calculus, but must find a teacher first

By CAMERON DEAN
Staff Reporter

Next year there is potential for there to be a new math course for students called Multivariable Calculus.

This is the next math level following AP Calculus BC, which is required for students to take Multivariable Calculus.

The reasoning behind implementing this potential new course is because students who took accelerated math courses combining different subjects are currently taking AP Calculus AB or BC as juniors.

On the flipside, students not on the accelerated pathway traditionally take Algebra 1 in their freshman year, Geometry in sophomore year, Algebra 2/ Trigonometry in their junior year, and Pre-Calculus senior year. But,

the issue arises when accelerated students have already completed the highest level of math offered at Washington.

Since Mission San Jose High School offers Multivariable Calculus, two Washington students currently commute there to attend the class. However, since there is a larger group of students taking AP Calculus BC, sending that many students to Mission San Jose High School is a discouraged tactic.

So, Washington administration wished to create a course that allows kids to continue to practice math instead of stopping junior year.

This is especially the case for kids who want to be in fields that require a lot of calculation work like being an engineer or scientist.

Junior **Vyom Singh** said, "I think [Multivariable Calculus] is a good option for those who want to

pursue math."

"A lot of us are going into computer science or engineering and will probably take it in college anyway, so if it's at Washington it'd be easy to take it. Personally I don't want to take it because I'd rather take AP Statistics next year to show interest in data science."

But there are still several steps to be taken in order for there to be a Multivariable Calculus class. Although it would be a welcomed addition for the math department at our school, this is a college course and is by no means simple to teach. In fact, the course requires a teacher with a Master's degree in Mathematics to teach the course. That's why at the moment, the class is not guaranteed to come. The school is currently looking for a teacher who is appropriately equipped to teach the class.

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Crow's nest



Follow IEP plans for students

By HANNAH MARTINEZ-CROW
Opinion Columnist

Teachers are not following the rules of IEPs for students on campus, and it is a serious problem. The Individual Education Program (IEP) is a way to develop a learning plan for students who need extra help to excel in school. The plan is individually tailored to each student's need to ensure that they get the most effective support in their school work. However, it is not always followed as it should be.

I spoke to a 9th grade student who has an IEP, and she told me that she takes a core support class for extra help during the school day. While she does not like the fact that she can't take another elective class, she enjoys the help she gets in core support. "It's like an extra class for help. When I take my tests, my teacher can read the questions out loud to me which helps a lot. I have visual processing disorder so hearing the test questions is extremely helpful."

People with visual processing disorder (VPD) have difficulty making sense of information taken in through the eyes. There are many different types of VPD that can have a number of different symptoms, including trouble drawing or copying, inability to detect differences in shapes or letters, and letter reversals. While VPD can majorly impact how someone learns, it can also affect how someone goes about their daily life.

The student told me that overall, having an IEP is great because it helps her to do better and understand the information taught in her classes. However, there have been times where it does not go as planned. "Teachers sometimes don't follow what they should. It's on my IEP to take my tests in core support, but I had a teacher that wouldn't let me." The student explained how this specific incident was extremely frustrating, as the longer it took for the test to be handed to her core support class, the more information she forgot and the worse she performed on the test. The situation was solved when her parents called a meeting with her teachers where the problem was discussed. "The teacher tried to justify her reasoning but it wasn't valid."

Instances like this shouldn't happen because it is not optional to follow an IEP. These plans are important, since they give students the help and opportunities they need to succeed. It allows for everyone on campus to be given a quality education where they are free to learn and make mistakes. If a teacher decides they do not want to follow the rules, it is incredibly damaging and limiting to how much a student is able to learn.

The student I interviewed told me how the core support teacher at Washington, Ms. Songponnopachon, makes school less stressful. "I seek a lot of advice from her and talk to her when I am overwhelmed. She really understands and makes me feel better. I wouldn't be doing as well as I am in school without her."

We cannot ignore climate change anymore

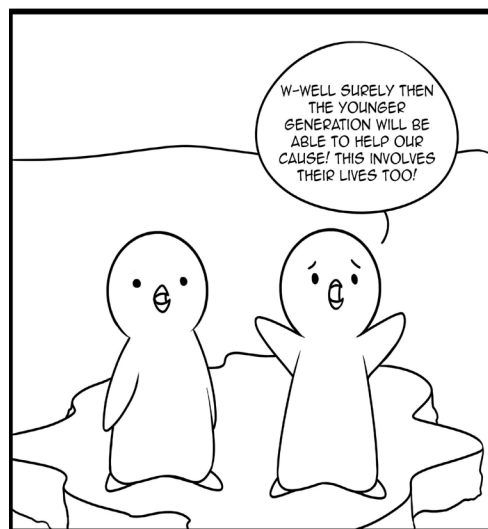
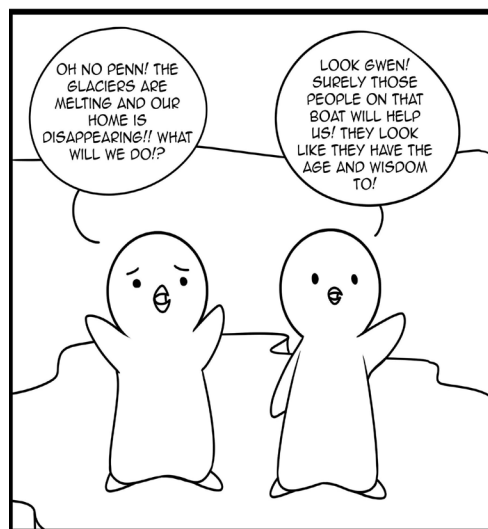
Two weeks ago, students across the globe walked out of school and straight to their local government representatives' offices to demand that politicians treat climate change for what it is—a crisis. This school strike on climate, as it was called, was started in Europe and remarkably made its way to the United States and even schools as close as Oakland and Palo Alto. There was no organized participation in this movement at Washington.

At first, it may have seemed strange to ask students to "strike" from school to protest lack of action on climate change. Shouldn't that be the job of scientists and lobbyists who are more informed on the issue? Ideally, it would be. However, despite the efforts of these adult professionals, very little has changed.

There had to be another way to get across the message that stopping climate change needed to be made a priority, and turning to the young people in schools was the answer. Students are filled with uncertainty about their futures, but they all want the best chance to lead healthy and happy lives. That's why the movement was so wide-reaching—students understood that the generations that came before them left behind a world with a grim future, and they wanted to change that.

Therefore politicians, the people who could enact policies to make sure man-made climate change stopped—but weren't—were the ones to turn to if students wanted to live in a healthy world when they grew up.

THEY'LL HELP US! ... RIGHT?



Staff EDITORIAL

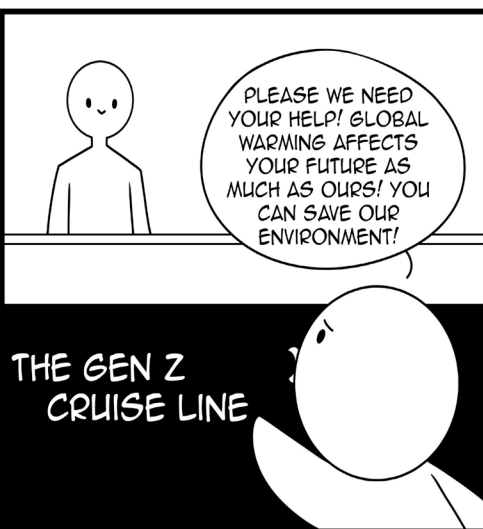
For too long, policymakers have shied away from the issue of climate change. Some, like President Trump, simply denied the fact that it exists. "What the hell is going on with Global Warming?," He tweeted in response to the Polar Vortex that hit the Midwest last year. "Please come back fast, we need you!"

Global warming, an effect of climate change, plagued Earth then, and it plagues Earth now. It is not something that anyone should wish to come back, especially not the chief executive of our country.

Instead he, along with the rest of the American government, needs to take steps to ensure no more damage is done to our world by climate change. Deregulation on corporations must be reversed and stricter rules must be set to limit how much pollution factories are allowed to release into the atmosphere. Public transportation should be made more appealing to get gas-guzzling cars off the road, and there should be incentives for citizens to buy eco-friendly hybrid or electric vehicles. Even such ambitious proposals as the Green New Deal, which was recently rejected by the Senate, are a better course of action than no action at all. At least they acknowledge that global warming is an impending threat that must be dealt with urgently.

If global warming and climate change

BY ALEXANDRA HUM



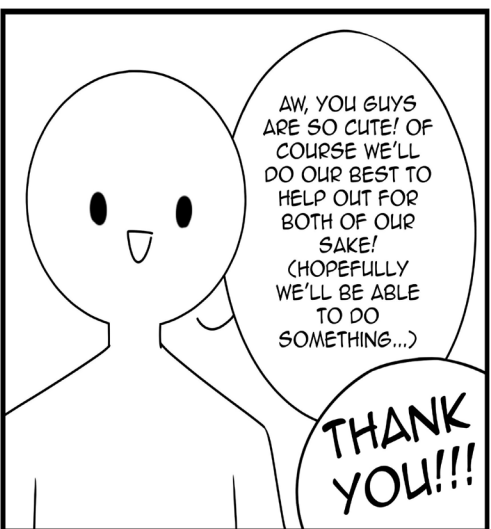
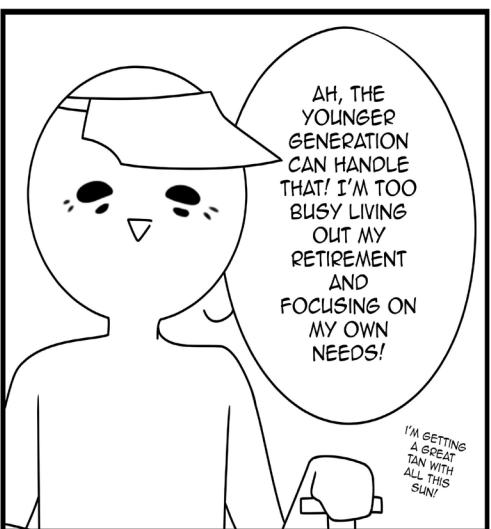
continue at the pace they are moving at now, some climate experts predict that areas of Earth will be nearly uninhabitable in as soon as thirty years. Polar ice caps will melt causing sea levels to rise and flood coastal cities. Thousands of homes in San Francisco and other Bay Area cities are at risk, but obviously, global warming isn't just a local problem—it is global, as the name implies.

Even if the United States managed to stop all carbon emissions from cars, planes, factories, and anything else, that would only make a small impact on the effects of climate change. Other countries would need to follow suit and do their part to reduce their polluting emissions.

Nineteen countries have formed the Carbon Neutrality Coalition to transition to a net-zero greenhouse gas and climate-resilient future. The United States is not a part of this coalition.

Other countries, especially those with developing economies or that are highly industrialized, will be harder to convince to make an effort to stop climate change. They are more concerned with making money than keeping the environment healthy and will continue with their harmful ways unless they are given an economic incentive or extremely strong social incentive to stop.

That is why it is so important for students and young people everywhere to show that they care about climate change. They must turn to their representatives and demand that something is done to ensure a healthy future.



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We're killing big retail stores for Amazon

By **VAISHNAVI SUNKARI**
Staff Reporter

Think about it: When was the last time you nicely took the time to walk in a store to buy what you needed instead of buying it online? For some of you, it might be yesterday and for others it might be two years ago. Either way, none of us can refuse the fact that online stores like Amazon are snatching away business from small, local stores.

It's getting so bad that even big brands like Sears and Payless are getting majorly affected by it. It's been happening for a long time, but I feel like we truly felt the change as soon as Toys R Us announced that they were closing all of its stores. People all over the Internet uploaded videos titled "Going to Toys R Us for the last time." If previous generations were lucky enough to experience the exhilaration of a family trip to the toy store after dinner, why can't future generations? Instead of spending time with their kids going out shopping, parents are opting to shop online. In fact, 46% of all parents shop online at least once monthly, according to CPC Strategy.

It's true that we are facing the effects of online shopping, but amongst all this, companies that were once business mo-

odels are going out of business. According to Yahoo Finance, five years ago there were 2000 Sears stores open. Now, there are only 700. Our New Park Mall Sears was chosen to be closed down. I remember going to Sears with my parents and buying clothes and shoes for the new school year. Now when I go to the mall, I see a big shutters over where Sears used to be. Future generations probably won't even know that Sears existed, considering how fast the rate that most of its stores are closing is.

Another "victim" is Payless. CNN reported that Payless is closing all of its 2100 stores because they are filing for bankruptcy. Even Claire's, which will forever be etched in every girls mind because of their famous piercings, is closing down many stores. It's like we are getting used to seeing "Going out of Business" signs everywhere we go. We care so much about our temporary conveniences that we don't bother with physically going to the store and picking up what we need. Instead of making grocery lists now for Walmart, most people are relying on the Internet to make their list and getting it delivered to them.

According to Mercury News, this phenomenon is dubbed as "the retail apocalypse." Stores that were once seen

as luxury, such as JCPenney, aren't making profits anymore. You might be wondering how does Amazon have anything to do with this? This is all due to the "Online shopping effect." The term means that people are now more inclined to shop online because they get immediate results and have a stress free "shopping spree." But shopping with your family reduces stress by a lot more. Instead of staying huddled over a computer and staring at the screen for three hours, it's better to get some fresh air and feel what you're buying. And you help people who are working in retail stores. Sears laid off more than 12,000 workers when it shut down stores nationally. It's not fair that websites are snatching away jobs from people.

The next time you want to buy a pair of jeans, consider actually going out to local stores and support them. It's much better to shop with friends and family than staying alone in your room and getting frustrated about the Wi-Fi being too slow. I believe shopping in-store can be a fun event that can bring people closer together. If local stores were to disappear completely, it would have negative consequences for society, such as unemployment and fewer opportunities for social interaction.

Have respect for other people around you

By **GABRIELA CALVILLO ALVARAZ**
Staff Reporter

The lack of respect some students have towards other people is something I've come to notice over the course of the past few weeks. While self-expression opens a door to criticism, there are those who choose to take this as an invitation to share their unsolicited take on the matter; usually, without having any consideration of the other party's feelings.

I've witnessed this happen in classrooms, during lunch, and everyday locker room talk. However, no one does anything to stop it. They figure: why get involved or add to the fire, right?

And while this has been an issue for a long time, I only realized how much of a problem it exactly was during Washington's new "This Is Us" Week.

With the inclusion of Pride Day, several of my classmates, and I as well, dressed up for the occasion. It felt as though, for the first time, we could be safe from misjudgment and celebrate our authentic selves. This day of appreciation for being a part of the LGBTQ+ community was supposed to be one where we didn't have to deal with the harshness of not being recognized as human beings for who we love. But due to ignorant people, it was less enjoyable.

I'm fortunate enough to have a good support system, and luckily, only received one offhand comment regarding the makeup I did that was inspired by the movement. Except, others didn't have it so easy. Many of the people who chose to put themselves out there were subject to passive comments and slurs right to their faces. This type of behavior showcases how hateful actions and speech toward marginalized groups take place at our very own campus. It definitely hasn't been the first time this has occurred, but it was certainly more prominent on that day.

Not only has intolerance with the LGBTQ+ community been shown here through defamation, it's also been seen towards other minority groups as well. While a lot of people are respectful of who and what someone is, many just aren't. They choose to be rude, proceeding to belittle those who are outspoken and those who are unapologetically themselves.

With where we are right now in the United States, it's important that people stick together and take into account the difference between sharing an opinion and hurting someone through that. Most of the time, whether it be through social media, news outlets, or any other kind of platform, you'll hear slander against certain groups of people for a variety of reasons. Oftentimes, when you do, it'll include the source's own judgement of the situation. As long as that opinion doesn't invalidate someone else's existence, then you can fully express how you feel about the topic at hand. But saying something hurtful to someone or a group of people, on purpose, is completely different. In the end, it doesn't give you permission to attack someone's character, no matter what.

Don't overlook the diversity in Asia and South Asia

By **BHAVYA DHULIPALLA**
Staff Reporter

Around school, I have heard more than just a few times that Indians are not Asian, or not "really" Asian. It has always confused me; why do people think I am not Asian when India is located in South Asia?

An article in the Huffington Post hypothesizes that this occurs because of the large number of East Asians compared to South Asians in the United States. Because of the similar features, such as light skin and slanted eyes, found in that group, they are known as "Asians." Since most South Asians tend to not have those features, they are excluded from the title. However, we live in a time where we have access to maps and credible resources; therefore, believing South Asians are not Asians is an act of idiocracy.

Racism is the reason why many people overlook the diversity within Asia. It is an incredibly diverse continent

with 48 countries and a large variety of physical types and facial features. Within South Asia, there are eight countries: Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, India, Pakistan, and Sri Lanka. In those countries, there is an incredibly large variety of diversity and facial features. This includes both monolids and double eyelids, as well as a whole range of skin tones. Some of these features are more "Asian" than others.

Colorism could be another reason many people alienate South Asians. Generally, South Asians, being closer to the equator, have darker skin compared to East Asians. This broad difference in skin colors can be what dictates many people's perspectives of the meaning of either being or looking Asian, which is related to the hypothesis by The Huffington Post.

A common justification for this ignorance is that India is a subcontinent of Asia separated by the Himalayas, therefore making it not an

actual part of Asia. According to the Merriam-Webster dictionary, the word "subcontinent" means "a large landmass smaller than a continent; especially: a major subdivision of a continent." That means the Indian subcontinent, a large landmass, is a major subdivision of Asia. The Indian subcontinent includes every South Asian country, except for Afghanistan. Therefore, whether people choose to believe it or not, it is still part of Asia and every ethnicity group found in Asia is Asian.

An example of a subtle microaggression is how many people express their racial preferences for their partners by saying "I like Asians." Most of the time, they mean East Asians or South-East Asians. South Asians are not included in their preferences.

Besides the fact that the statement is fetishizing, it puts down an entire region of Asia, categorizing them as unattractive as a race compared to another part of the continent. Some people are

aware that Asians include brown people, yet they exclude them in this context. It made me wonder on many occasions why people are so adamant to find South Asians attractive and whether that would affect my chances of being with someone. Some stereotypes include being loud and annoying, but can't that be said about people of any race depending on the person?

Much like how the many cultures in India have similar aspects, Asia has cultural aspects all Asians can relate to, such as having overprotective parents and being pressured to become a doctor or a lawyer.

Therefore, the exclusion of South Asians from the title "Asian" bothers me because it takes away a part of my identity and cultural significance. Although this might not sound like a major issue, it is a topic that I feel is incredibly important to me personally, and a few others. It appalls me and I believe it needs to be addressed.

HUSKIES IN THE HALLS

Two weeks ago, there was an international student strike to bring attention to climate change and the need for something to be done about it. Although Washington High School did not participate, we asked our fellow Huskies what they think about climate change and why.



Uday Aulakh
Freshman

"Climate change is a growing problem that needs to be addressed. It can determine the future of our children."



David Aung
Sophomore

"I think climate change is a problem that should be further addressed. We need to focus on this because if we don't, the world will die."



Pranit Panda
Junior

"Climate change is a really big problem because if it continues, the ice caps will melt."



Benjamin Fuentes
Senior

"As a people, we need to get together to do something to fix it before it's too late."



Lisa Duncan
Staff

"We can do something about climate change by trying to leave less of a carbon footprint."

THIS IS US

HIP POP & K-POP

By HANNAH MARTINEZ CROW
Staff Reporter

For this year's multicultural week, K-pop Club and Hip Hop Club decided to choreograph a joint performance. Despite originating in different countries, both forms of dance share a similar upbeat style of music. Six songs were used for the performance, three chosen by each club. The dance was choreographed by seniors **Anita Ye, Aryan Maheshwari, Matthew Francisco, Daniel Ma, and Megan Aves** representing Hip Hop Club, as well as **Sanjana Rajagopal** representing K-pop Club.

Club members met daily for rehearsal, rain or shine. The group knew that they had less time to prepare than in previous years, so they committed to learning the dances as efficiently as possible. The entire dance was five minutes and thirty seconds, which meant that there were a lot of details for everyone to remember.

Another obstacle faced was deciding on the formations for each song; the choreographers wanted to keep the dances both diverse and interesting, while also maintaining their structure. As the number of dancers was doubled from the previous year, the choreographers decided to add levels to the dance rather than keep people in two lines. By making the formations more dimensional, the dance would not only be more visually appealing, but it would also keep the audience engaged.

Ye proposed wearing black and white with a pop of red during the performance. Black and red were chosen to represent K-pop Club and white symbolized Hip Hop Club. Aves stated, "It was a throwback to freshman year where we wore red and black for the multicultural assembly in the K-pop performance. Most of us were part of that club freshman year."

The decision to merge K-pop and hip hop together for the multicultural performance was a success. "We held true to our roots and were all connected by our love for hip hop and K-pop," said Maheshwari.



ULA

By VIVIANA GARCIA
Staff Reporter

United Latino Activists (ULA) promotes traditional Mexican cultural through folkloric dance. Founded by senior **Julian Perez**, the club aims to empower Latinos and encourage them to pursue higher education through the discussion of academic resources and folkloric. With the help of seniors **Bertha del Toro** and **Alexis Rosa**, as well as junior **Gemma Rodriguez**, ULA has become a safe space for Latino creativity and involvement in academia. ULA's folkloric practices take place every Tuesday and Friday after school. Outside of the Multicultural Assembly, they perform regularly throughout the year at various elementary schools, including Vallejo Mill, Cabrillo, and Niles, as well as at community functions. Perez and Del Toro highlighted the show with their rendition of the traditional folkloric dance. With their eye-catching outfits and passionate dancing, their performance was phenomenal.

Senior **Deanna Lopez** shared how she always loves watching ULA's performance. It reminds her of her family and the large parties they throw where they always include at least one folkloric dance for people to join in.

Ballet folklórico, also known as traditional Mexican folk dancing, has become a defining element of Mexican popular culture. Periodic waves of Mexican nationalism during the 19th and 20th centuries re-energized folk dance, keeping it alive until the mid-20th century, when it was finally adopted by popular culture. Ballet folklórico is not any one particular style of dance, but rather, a combination reflecting the regional and ethnic diversity of Mexico. The term encompasses all of the various traditional regional dances. The incorporation of ballet folklórico into popular culture cannot be traced to a specific event, but is the result of the converging forces of nationalism, mestizaje and indigenismo.

As a whole, ULA's performance was not only engaging and inspiring; it further educated the school about Mexican culture as well.

TAAL

By MEHREEN CHAUHAN
Staff Reporter

This year WHS Taal, a Bollywood dance team, created a mind-blowing performance that showcased their Indian roots. The officers, seniors **Prachi Patel** and **Sharleen Sandhu**, as well as junior **Srishti Singh**, decided to recycle most of their choreography from a previous performance and added on to it with new ideas. According to Patel, the outfits were predetermined, though it took about one to two months to prepare and plan the entire dance. The costumes consisted of a solid black top with vibrant and flowy aladdin pants.

A member of the team, **Pranavi Kolla**, mentioned that she believed this dance destroyed one of the biggest misconceptions about Indian people. "One of the most common misconceptions about Indians, I believe, is that we are really uptight, when in reality a lot of our festivals and celebrations are so much fun." Taal's dance illustrated an elegant and exciting aspect of Indian culture through energetic music. A chosen was **Shreya Ghoshal, Farhan Sabri, Altamash Faridi, Shadaab Faridi, Mujtaba Aziz Naza, and Rohan Pradhan's "Deewani Mastani"** described by Patel as a mix of "classical and contemporary." As the dance progressed, the music became increasingly more upbeat which, according to Kolla, "showed the entirety of Bollywood culture." The group opted for a modern Indian song as the complexity of the dance could not be demonstrated with a traditional one.

Despite all of their efforts, practices did not always go smoothly. "Getting everyone to coordinate practice times was difficult," said Patel. With homework and extracurriculars, members had little time in their schedules for dance practice. However, regardless of any obstacles they faced, they ultimately persevered, creating a beautiful and elegant art piece that accurately represented Bollywood culture. Taal brought awareness of another side of Indian culture through their performance. As Kolla stated, "We must remember that every culture is vast, intricate, and beautiful."



M.E.C.H.A

By VIVIANA GARCIA
Staff Reporter

Movimiento Estudiantil Chicano/o de Aztlan (MEChA) is a national student-run organization that unites Chicano students in their journey to enhance the development of La Raza through education. MEChA believes that political involvement and education constitute the basis for change in our society. Not only is it an organization of committed leaders and members who serve as role models for our community, but it also help students grow as individuals. MEChA's goal is to help students develop their character and to effect change in the attitudes and behavior of society as a whole.

Senior **Estefania Vazquez** choreographed MEChA's dances for their This Is Us Week performance. She wanted to include a multitude of dances, and thus chose to perform Bachata, Merengue, Huapango, and square dancing. While bachata is an eight-count dance, while merengue is performed in four-counts. Huapango is a form of son huasteco folk dance and is performed on top of a wooden platform. Vazquez also chose to choreograph her variation of square dancing, with four couples dancing in square formation.

All of the members put in an exorbitant amount of time, effort, and commitment into making the dances a reality. Despite dealing with homework, clubs and sports after school, they always managed to carve out time from their schedules dedicated to practicing with fellow MEChA members. At the end of the performance, members were grateful that all of their effort and perseverance paid off.

Senior **Eric Medina** shared, "Every year there's something new to it, either an addition or a change. The energy and unity between all of us has never changed, and is always so lively and exciting. We also had many more members this year compared to last year and were led by such great officers that made this year's performance one to remember."

FSU

By DASHAE HALL
Staff Reporter

The Filipino Student Union (FSU) performed for the first time during this year's Multicultural Assembly. Despite the club's relative inactivity in previous years, they garnered attention for their unique dance and passionate performers. Current presidents of the club, juniors **Erin Valdecanas** and **Johanna Madueno** decided to make this year a memorable one by taking the initiative to choreograph the dance and participate in International Kitchen.

When preparing for the performance, Valdecanas and Madueno wanted to create a dance that represented their culture. As a result, they chose a traditional Filipino song that increases in speed as the song progresses. They watched videos of UCLA students and people in the Philippines for inspiration for the dance.

While practice was set to start in November, the officers struggled to attract new members. As a result, practice was set back a few months, ultimately beginning after Club Rush. Despite being faced with a time crunch, Valdecanas and Madueno persevered, putting in even more effort to make the performance a success. The week before they were set to go on stage, they stayed up late finalizing routines and formations.

During the performance, members donned white shirts and black pants, with a red and blue bandana meant to symbolize the primary colors of the flag of the Philippines. Despite being nervous at first, the members put on a spectacular performance. Madueno stated how, although she was initially apprehensive, cheers from the audience motivated her to perform to the best of her ability. "I think everyone in the club did a great job during the performance and I'm excited to improve even more next year."



AFGHAN STUDENT UNION

By MEHREEN CHAUHAN
Staff Reporter

With their vibrant and hypnotic movements, members of the Afghan Student Union (ASU) proudly expressed their cultural roots during their This Is Us Week performance. Officers **Deena Fazel, Jasmine Faiez, and Safa Kibboua** prepared and planned with their members for six months in order to create the perfect performance.

To represent their Afghan roots, they chose a folk dance called the attan, a traditional dance that originated in Afghanistan, involving performers dancing in a circle to the fast paced beat of a drum, often a dhol or a tabla. This was the first year the ASU decided to dance with a tabla. "Creating a choreography that would accommodate for the tabla's rapid beat proved to be harder than we originally thought," said **Safa Sadat**, a member of ASU. "It took a couple listens to understand the beat, as well as many tries to determine a spin that would fit well." Because of the variety of attans in Afghanistan, the group incorporated different aspects of attans for the dance. In addition to the choreography, one of the most captivating pieces of their performance was their vibrant and colorful dresses. The clothes worn were traditional Afghan pieces made specifically for this type of dance. When the girls spin, the bottom of the top piece would stand out, effectively hypnotizing the audience.

Sadat said, "When doing an attan it's almost like you're in a big family dancing and that's a feeling you often get with Afghan culture. Afghans are very welcoming and accepting and like to have fun." One of her favorite moments was "the assembly and night market, because it gave us the opportunity to showcase our culture that we love so much." She believes they were successful in raising awareness of Afghan culture and were able to effectively inform people about the dances and traditions in a fun and engaging way. "Many people do not know what an attan is and to be able to show not only the school, but families as well was really a great opportunity."

ASU

By CINDY WANG
Staff Reporter

This year marked junior **Kuber Sathiya's** first year as president of the Asian Student Union (ASU), after taking the reins from former Husky Nina Chuang, who led the club for the past four years. ASU's performance featured taekwondo, shaolin kung fu, modern wushu, mixed martial arts, and dance. Practices were held earlier than in previous years as, Sathiya states, "We started practicing three months beforehand and practices were held twice every month after school."

Members choreographed their pieces individually and practices were spent combining them into a single performance. The group wanted to maximize the creativity of each individual artist by allowing them the freedom to demonstrate the area of their expertise. Sathiya explains, "Martial artists are called artists for a reason. Everyone has individual styles and techniques that would be difficult to choreograph into a single routine. Since I wanted to express everyone's talents, it was just a matter of putting everyone's individual performances together."

The one obstacle the group faced, however, was their difficulty transitioning from form to form. "Since martial arts is so diverse, it was really difficult to create a cohesive performance that allowed each individual artist's style to shine. In practice, we had a lot of trouble during the transitions, since it was difficult to tell what time to come in. Luckily, we were able to pull all it together before the assembly and perform really well."

At the end of the day, Sathiya was proud of their performance and mentioned that there is even better to come. "I am really proud of what we did with the amount of effort that we put in. Continuous practice makes a perfect performance, and it's all about improvement, so I am really looking forward to next year's performance."



POLYNESIAN

By JESSICA BERMUDEZ
Staff Reporter

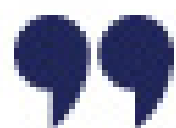
Polynesian Club's performance was organized by seniors **Joanne Milanes, Louise Sonico, Xoele Ignacio, and Gabriela Cabanting**. Initially, practices were held two days a week starting in October; as the performance date drew closer, however, the number of practices per week increased from two to four days. Members began practicing earlier in the year so they could choreograph multiple dances to perform at Husky basketball games.

For the performance, members chose traditional Tahitian music for both the senior and group dances. As a whole, the performance was a success. Milanes said, "I am so proud of everyone for doing their best because, at the beginning, a lot of the participants were shy and had awkward dance moves. But at our game performance, the Multicultural Assembly, and the Night Market, they became a lot more excited. Watching the video of the performance, it was obvious that everyone made major improvements, not only in dancing, but in their confidence as well. I wish it was longer because this is my last year and finishing the last performance made me realize how short it was. Overall, we did great!"

Preparing to perform in front of the whole school while helping organize the dance wasn't as easy as one might think. Milanes said, "The best thing about being a Poly leader would have to be that I did something I really enjoyed while sharing it with and teaching it to the whole school. I've been talking about joining the club since seventh grade and the fact that I did it all four years and was able to gain the confidence and knowledge about the culture and dance made me so happy that I was chosen to be one of the leaders."

Polynesian Club officers and members alike shared how the practices and performance built their confidence as individuals and brought everyone together as a family.

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Bollywood dancer takes the spotlight

Junior Srishti Singh dances for Mona Khan Company, is the captain of the Washington's bollywood dance team, and teaches local children bollywood dances

By SONALI WHITTLE
Staff Reporter

This month's spotlight has been put on **Srishti Singh**, a junior at Washington High School, who has a passion for dance. Singh had not always been so fond of dance, but fell in love with it as she danced more and more. She started dancing when she was two and a half. She hated it so much. Singh says, "I would cry every dance class but still went because I was forced."

Singh participated in bollywood dance competitions which were award-winning. She went on to do ballet and jazz at Tiffany's Dance Academy. She did ballet for eight years and jazz for three years. Singh was recruited to be a part of their competitive

team which she described as 'really intense' so she was not able to do it. She continued with Tiffany's Dance Academy, performing at annual showcases, and then started at Mona Khan Company (MKC) in 2010. Through Mona Khan Company, Singh was trained in bollywood, jazz, contemporary, hip hop, and musical theatre. Singh moved from the basic level of dance to the advanced level after auditioning, skipping the intermediate level. With her talent and love for dance, she moved quickly up the MKC chain. Currently, she is a part of the core troupe and teaches dance. She is teaching various dance group levels and ages.

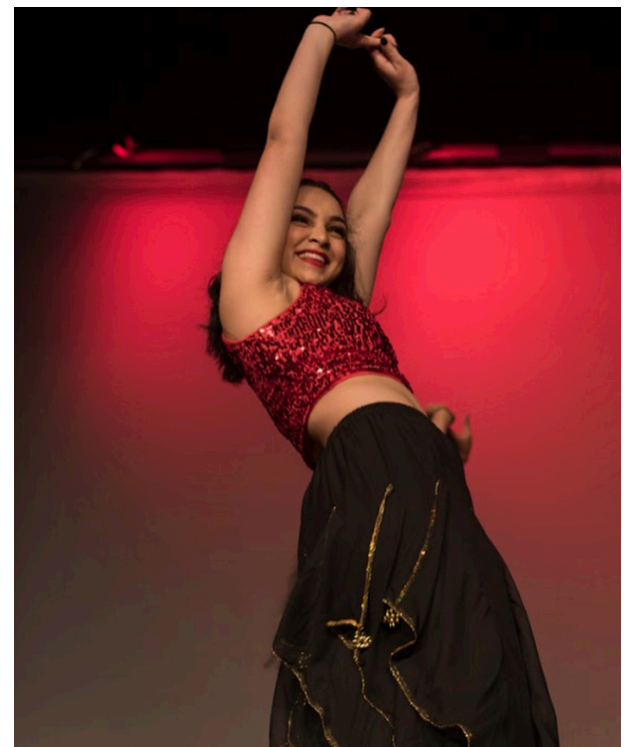
Singh says, "I love teaching, especially teaching 13-18 years olds because

everyone's around my age and it's cool to be able to share my passion with others."

Mona Khan Company has performed at the Super Bowl, Warriors game halftime shows, as a semi-finalist on America's Got Talent, as backup dancers for bollywood singers, and is invited to dance at an Indian fashion show called Vivah every year. As a part of the MKC family Singh has been a part of showcasing challenging ideas through dance. She has been a part of dances about the issues of war, school shootings, and drug abuse.

Along with Mona Khan Company, Singh is currently captain of WHS Taal, Washington's own bollywood dance team. As captain, Singh takes

on the responsibility of choreographing, teaching, and organizing taal to perform in shows. Dance has had a major impact on her and is a very big part of her life. Singh explained, "Dance has been a part of my life for fourteen years and it's my passion. Without it, I don't think I would have an outlet for how I feel. I am able to express all my emotions through dance. Dance has also introduced me to some of my closest friends and without them, I don't think I'd be able to function. Every weekend I spend countless hours in the studio doing what I love with the people I love." The hard work and enthusiasm Singh displays in the world of dance is marvelous. She is a part of the change toward making the world a happier place.



Junior Srishti Singh performs an energized bollywood dance in her sparkly costume. PHOTO PROVIDED BY SRISHTI SINGH

Bringing back the early 1900s

The Niles Essanay Silent Film Museum shows the history of the film industry

By BHAVYA DHULIPALLA
Staff Reporter

The Niles Essanay Silent Film Museum is a wonderful place to spend your weekend if you want to stay local—it is located on Niles Boulevard—and support a non-profit organization. The constant jazz music and old-fashioned ambiance of the museum and theater take you back to the early 1900s.

The museum is the front area of the building and displays a number of old photos and equipment from when the Niles Essanay Studios was running. Tours of the museum are available both Saturdays and Sundays from 12:00 pm to 4:00 pm. Every Saturday night from 7:30 to 10:00, the theater plays silent films, genres ranging from comedy to drama to mystery.

When I attended a tour, I learned so much about the history of Essanay Studios, its actors, and their silent films. The name "Essanay" stands for S and A, the initials of the last names of George K. Spoor and Gilbert M. "Broncho Billy" Anderson, the first star of the Western film genre. The first studio was established in Chicago in 1907, but Anderson fell in love with Alameda County's weather and scenery, since films, especially Western films, required natural sunlight and open spaces.

The Niles Essanay Studios along with the Edison Theater, named after Thomas Edison, was built in 1913 and ran for 10 years. The studio was the home of Charlie Chaplin in early 1915, where he starred in five films, the most famous one being *The Tramp*. The Niles Essanay Silent Film Museum has been operating as a museum since 2004.

After the tour, I explored the gift shop's large collection of film posters, vintage books, postcards, mugs, clothing, magnets, and so much more. One of the books I

came across was *Broncho Billy and the Essanay Film Company*, written by David Kiehn (a historian for the museum). Everything was reasonably priced. I bought a magnet of one of covers for *Behind the Scene*, one of the silent films I watched in the theater.

When my family and I went to the theater, it just so happened to be comedy night, where they played four shorts, each one around 30 minutes long. The tickets were inexpensive: \$7 per person and \$5 for members.

Before getting settled, we bought delicious ice cream and popcorn. The first film of the night was *Behind the Scene*, written by, directed by, and starring Charlie Chaplin. The next was *The Boat*, starring Buster Keaton, which was my favorite out of the four.

There was a fifteen-minute intermission after the first two films. In that time, I was given a tour of the 106-year old production room.

A fun fact is that all of the writing on the walls dates back to '20s. When we came back down, there was a raffle, that is held every Saturday. However, we did not win anything.

The third film of the night was *Get Out and Get Under*, starring Harold Lloyd. *The Lucky Dog*, starring Stan Laurel and Oliver Hardy, was the last film of the night. For all four films, live piano music was played and it felt so authentic.

I had an incredible time at the museum and theater and recommend it for anyone that wants to go somewhere convenient and inexpensive with your family or a date. Please support your local non-profit organization and help the Niles Essanay Silent Film Museum in its effort to preserve Niles's amazing film history.



The Niles Essanay Museum, located on 37417 Niles Boulevard, works to preserve and share Niles's film heritage through exhibitions of silent films. PHOTO BY BHAVYA DHULIPALLA



The Edison Theater, named after Thomas Edison, is located at the back of the museum and shows silent films every Saturday night from 7:30 pm to 10:00 pm. PHOTO BY BHAVYA DHULIPALLA

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It premieres April 5th in the Husky Theater. Tickets are \$15 for students and seniors and \$20 for adults.

FOOD TRUCK REVIEWS

By CINDY WANG
Staff Reporter

WHS Night Market

Washington's first annual night market was filled with amazing club performances, booths, and games. However, let's not forget the most important part of the night market: the food trucks. As the food columnist here at *The Hatchet*, I was eager to go review what the food trucks had to offer.

P&J's Waffle

Upon arriving at the night market, there were three trucks present: P&J's Waffle Delight, Fonseca's Mexican truck, and Nissa: Espresso and Gelato. Since our editor-in-chief Joe Schneider already raved about how good the PB&J waffle was, my friends and I eagerly lined up to order just that. To our dismay, there was no PB&J waffle in sight. Slightly disappointed and unwilling to pay an extra two dollars for its replacement, the Cookie Butter Waffle, we settled for the OG waffle (\$11). Yay! The joy of dousing your chicken and waffles with syrup. Chicken was fried very nicely, with a crisp, well-seasoned breading, giving way to tender, juicy chicken inside. Waffle was decent, but the almond flavor in the batter threw off the balance of flavor. Wasn't as crisp as I hoped, either. Not a fan.



Sweet syrup drizzled on top of chicken and waffles.
PHOTO BY CINDY WANG

Nissa: Espresso & Gelato

Onward, to the gelato truck! Why would anyone get gelato when it's 40 degrees out? No one knows. As expected, there was no line. Upon seeing the menu, I picked the least cold item they had to offer, affogato with dulce de leche gelato, even though it cost me 2 dollars more than an average scoop. Hot espresso with dulce de leche gelato? Best combo ever. Try to scoop out as much unmelted ice cream as possible and just leave the rest to melt into the espresso. The creamy caramelised condensed milk flavor pairs so well with the bold roasted flavor of the coffee. It would have been better if there was less espresso since the gelato melted too fast, leaving me with just huge cup of gelato espresso soup. While that was still enjoyable, I prefer to have ice cream that isn't melted. It's not worth the \$6.49 I paid when it was essentially just a cup of coffee with ice cream.



Melted dulce de leche gelato mixed with espresso
PHOTO BY CINDY WANG

Fonseca's Mexican truck

Got the super quesadilla with chorizo and all the toppings. Nice flavor, but way too greasy. However, the freshness of guacamole, salsa, and lettuce made me feel less guilty for downing half the quesadilla after already eating plenty of fried chicken and gelato. Nothing too special, you can get this at any streetside Mexican food truck.



Super quesadilla with a side of guacamole, salsa, and lettuce.
PHOTO BY CINDY WANG

How fashion has evolved throughout years

By CAMERON DEAN
Staff Reporter

Dad shoes were first made prominent due to Balenciaga's release of the Triple S trainer shoes. This sparked a revolution of throwback clothes. This line-up includes

the bucket hat, the fanny pack, waist bags, and other dad-styled clothing like dad-jeans. These trends created a venue for fashion to bring back other iterations of what we remember fashion was from the '90s. For example, people have been wearing more vintage jackets and searching

for vintage clothing. Around school you can see tapered jeans and an assortment of 90's flair clothing. 2019 and 2018 were pretty powerful years for fashion as there were many insanely popular trends that created a new culture. Junior Aidan Cho says, "2019 has been consumed by the neon

trend especially." Everyone is currently obsessed with the "slime" green trend and I can not get enough of it. The 2018's style and fashion world influenced pop culture heavily. We have given the world a new way to open their eyes and their view on us will only get better.

Humans of Washington High School

By JAYANTH PASUPULATI
Staff Reporter

One of the most underrepresented community in the campus is the Jewish Americans. They are also not brought to the mainstream conversation. Here are stories of people who embrace Jewish culture.

JACOB MOGEY,
TEACHER

"I definitely have come across a few people who seem to blame Jews for every problem in the world, and who believe in some ridiculous myths, stereotypes, and conspiracy theories."

JOSEPH SCHNEIDER,
SENIOR

"In the hallways, I have heard people making Holocaust jokes and it gets on my nerves. Many people died during the Holocaust, including some of my family, and it's not something to be taken lightly."

TEA KAPLAN,
SENIOR

"My family is not super religious, but we eat Jewish foods like challah, and try to abide by kosher rules when preparing the food."

MELISSA GRAFF,
SOPHMORE

"When I was young, My dad would get out the menorah and we would sing the traditional songs. We don't do that anymore because my family is not very religious."

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THREE MORE WEEKS UNTIL SPRING BREAK

Dean Lau makes another touchdown for his sports career

Athlete OF THE MONTH

By AREEJ ADNAN
Staff Reporter

Senior Dean Lau certainly has things to look forward to this upcoming year, including a preferred walk-on offer at the University of California, Davis. However, he first got his humble start into sports at a young age while watching college and professional sports on television. Occasionally, he would also attend games as his interest in sports grew exponentially. This interest led Lau to enter football in his freshman year at Washington High School. That was when things changed significantly for Dean.

With the help of a senior friend, who at the time was the #1 long snapper in the nation, Dean learned the workings of long snapping. Practicing every weekend for the duration of months, the greater ability Dean was able to build. Along with his capabilities, he was also building his confidence. With every practice, Dean became convinced he had the potential to play in college as well.

Though Dean also aimed to participate in track and field to support his performance in football, he unfortunately sustained a back injury, which later developed into scoliosis, that prevented him from continuing in the track meets. Nevertheless, Dean set a personal goal for himself that inspired him through high school: to use his potential in long snapping to get him to playing D1 football in a good college. From there on out, Dean was inspired and motivated. He strived for good grades and working hard in both



Senior Dean Lau poses for a picture with his football and his helmet.

PHOTO PROVIDED BY DEAN LAU

academics and practice to achieve his goal. For Dean, it was the small goals that mattered - the ones that would get him

to his main goal. With this, he built up his football career from freshman year up. His sophomore year, his team went 9-1 and became MVAL champions. His junior and senior year, Dean became a fundamental part of the varsity team.

However, it isn't just long snapping that Dean has experience in. Interestingly, he has started on the defensive end and has played offense positions as well. Though he admits he's a bit smaller than typically considered for that position, his agility and skill helped make up for that. Needless to say, this paid off quite a bit as Lau was then selected as a 2nd team All-League Outside Linebacker and voted to be his team's Defensive lineman MVP. He was additionally one of the four team captains this year.

It hasn't been all that easy for Dean though. In fact, he considers this past football season to be a significant setback for him. This is mainly due to the loss of key players, leaving the team short of players against teams with double or even triple the amount of players. Despite the team losses adding up, Lau wasn't deterred. What is possibly the most inspiring aspect of Dean is his mindset. Instead of giving up, Lau was determined to push through.

Acknowledging his outlook, he says, "When it comes to something like this, it's all mental and you have to learn to overcome that. It shouldn't be the mindset that you're going to give up because times are rough, but rather how are you going to change your approach and the way you do things so that you can be successful." Following this, Dean and his teammates came together to reflect their hard work in months of practice to win, what would be his last high school football game, against American High School. Even when facing his biggest challenges, Dean quickly adapted and learned to block the pressure that comes with balancing sports and academics.

Washington Baseball loses to Northgate in a tight match 6-2

By FAIZ KHAN
Staff Reporter

Wednesday, March 13th. The Washington varsity baseball team set themselves up for a feudal affair with the Northgate Broncos looking to proceed to an undefeated 4-0 record. The game was a rather rare occasion where it felt as if there was something bigger on the line. A season game chiseled with rivalry dating all the way to last year. Where the Huskies being the 12th seed were able to upset the Broncos (6th seed) in round 1 of NCS. Winning the game on a double, through extra innings. Senior **Jarod Ngo**, sought the game to be one where the Broncos are, "looking for revenge and this game will probably be the game of the year." As both teams set their eyes on the playoffs, looking to foment themselves as the top dogs.

The first inning was set to pitch off at 4 PM, however, it seemed as if the game only started at 5 PM, with both teams, only having a goose-egg to show 4 innings in. Although, there were some notable moments. Halfway through the third inning, Sophomore **Aidan Morton** started things off by doubling a high flyer to right field, solidifying himself at second base. Soon after, advancing to third due to a bobble by the Broncos catcher. Sadly, there would be no action to follow up, and the third inning abruptly ended after being in scoring position. However, if defensive showdowns, similar to the Super Bowl are what suits you I guess the first 4 innings weren't bad.

Thankfully, the scoreboard started to light up through the 5th and 6th innings...but for the wrong team. At the top of the 5th inning the Huskies walked a batter to 1st, who then advanced to second off a bunt, to then later scoring off a gapper towards left. This retired starting pitcher, junior Brandon Louie after a strong 4.2 innings of play, substituting in fellow junior **Ethan**



Frank Lawrence positions himself to catch the incoming ball.

PHOTO BY FAIZ KHAN

Lazzareschi. Lazzareschi was able to get the Huskies out of the 5th, but would later be blindsided for what the Broncos had to offer in the 6th. As the Broncos started things off with a liner to right, the ball was however fielded in by junior **Kyle Bratset** off a dive, followed up by a popup to second, reeled in by junior **Jake Serpa**. Now, you're thinking to yourself, "2 outs no runners on, no way the Broncos can score." Well let me tell you how quickly

things can change; Huskies walk batter to 1st, bleeder follows up piercing the middle after a miscommunication between shortstop and the second baseman, advancing the runner to 1st and 2nd, placing the Broncos in scoring position, and soon walking another filling all the bases. Now the pitcher finds himself behind the count and ends up allowing a high flyer to center which drops and allows runners from 2nd and 3rd to score. Ending the 6th and allowing the Broncos to hold a commanding 3-0 lead with only one more inning left.

However, not all hope was lost. As we fast forward to bottom of the 7th, the Huskies now find themselves having to comeback from a 4-0 deficit (Broncos would score again at the top of the 7th). Junior **Jake Serpa** would tip things off with a double, driving the ball to deep center bouncing off the fence. Senior **Jarod Ngo**, followed up and would walk to 1st. Third batter, Junior **Kyle Bratset** comes up big and gets a good piece of wood on the ball producing a liner, advancing all runners filling up the bases. So, with a chance to tie the game the Huskies call upon Junior **Nick Lombardi** who gets an RBI sacrifice fly which brings in **Jake** from third base, and finally gets the Huskies on the scoreboard; down 4-1. Sadly, that would be all the Huskies had in the tank. As the engine sputters out soon after, leaving **Jarod** and **Kyle** in scoring position, ending the game, and striking the Huskies with their first loss.

Even though the Huskies lost, there are good things to take away. One being their persistence as they fought through all 7 innings until the end. While also finding places to improve, which is enhancing their communication in locating the ball during play. With that said, hopefully the team looks at this game as a reality check and rebounds the duration of the season. Keep in mind, the Huskies are the team to beat this year and since the lost to Northgate are now 6-2.

Softball loses their match against Arroyo with a narrow score 8-9

By PATRICIO TORRES
Staff Reporter

Our girls softball team here at Washington had a pre-season away game at Arroyo High School with a result of 8-9 (L). It was Washington first game for the 2019 season and it was an intense game! In the first inning, Washington went up 1-0 with a good run. 2nd Inning arrived and Arroyo couldn't make a home run so at the end of the 2nd inning, the score was still 1-0.

When 3rd inning came, Washington scored three more runs. It was a huge turn for the game since Arroyo didn't expect Washington to score so many runs in one inning. Now that the game has changed and its halfway the innings and the Huskies are up by four runs so they have to score in this 4th inning to show Arroyo we won't give up and we want more runs to ensure the win! But sadly no one scored in the 4th inning but in the 5th inning Arroyo acted quickly and scored three runs! This put tons of pressure



Three softball players pose for a picture after their tough game.

PHOTO BY PATRICIO TORRES

on Washington because Arroyo had scored three runs and at any given time they could score more runs since

Arroyo was only down by one run. Now that it's 6th inning, Washington didn't leave their guard down and scored one more run. Now we were up by two runs and Arroyo started to feel hopeless since there would only be one more inning and they were down by two runs. Junior **Vivianna Aldana** says, "Since Arroyo had put some runs on the board in the 5th, we had to strike back with more. I felt proud of my team on how well we did against them because in the past seasons we would usually not do as well as we did." This game has reached the top of the 7th inning and it's all up to Washington to maintain the lead since anything is possible in a sport.

This was one of the most intense inning I have witnessed, it was runs after runs, plays after plays, bats after bats, catches after catches. Arroyo made 6 runs and Washington only made 3 which led to the score of 8-9 with Arroyo taking the win but just by one run! It was a fair a fun game so there was no need to be mad but rather proud that for the girls first game back they went all out and lost by one run but they had dominated the game.

Volleyball wins in a blowout against American 25-17

By **ERIC MEDINA**
Staff Reporter

On Tuesday, March 19th, Washington Huskies had a home conference game against the American Eagles. Both teams warmed up and preparing for the intense game that was about to come.

Starting the first set of the game, American serves the ball to Washington and the Eagles get the first point. Eagles serve once more and manage to get another after another, giving them the lead 0-4. Washington working back, manages to catch up 4-4.

With that point, **Jonathan Angel** serves the ball and the Eagles hit the ball back and forth, but **Justin Li** sets it for **Christian Menchaca** and Christian spikes the ball as if it were a fireball, unstoppable for American and bringing the tie breaker 5-4. Soon after, Justin Li and Jonathan Angel create a play and Christian Menchaca spikes the ball once again, making the score 7-6.

Jonathan Angel serves the ball and the Eagles spike the ball to Washington, tying up. The Huskies created phenomenal plays, faking the shots so that Justin Li, **Kekoa Garcia**, and Christian Menchaca could come in and spike the ball. Kekoa Garcia and **Onis Tripathi** block the shot from American, making it impossible for American to score and getting the point for Washington, leading them 20-16. The Eagles slowly trying to get back, catch up 22-19, but the Huskies continue pushing forward, getting point after point.

Near the end of the first set, the coach from American calls for a time out at 24-22 to talk about what they can do for the next couple of sets. It's Washington's ball and Christian Menchaca serves the ball and the Eagles fight for it, **Timmy Shultz** sets the ball for Christian Menchaca come in and spike the ball, giving them the point and winning the first set.

Second set comes in, Washington starts with the serve and Christian Menchaca serves the first ball and catches the Eagles off guard, making it impossible for American to have control of the ball, getting the point for Washington 1-0. As the game goes on, points are going back to back for both teams and the Eagles are coming stronger and getting more lethal spikes in, but the Huskies continuously save the ball and block their shots. With the work ethic that the Huskies are giving, the Eagles were beginning to slow down their pace. Justin Li notices that and spikes the ball like a rocket for three serves that come in, leading the Huskies 24-20. Christian Menchaca serves the ball and the Eagles hit it back, making it easy for Kekoa Garcia to come in and spike the ball in, winning the second set by 25-21.

Third set comes in and American serves the ball and get the first point in. The next serve comes in and Christian Menchaca spikes the ball and gets the tie, 1-1. The Eagles wanting to come back; they were on a streak and manages to take lead 13-19. Washington slowly catching up, they come to a close score of 21-24. Although the effort and hard

work was there, the Eagles managed to win that set 21-25.

Final and fourth set comes in and Washington start with the ball. Christian Menchaca serves the ball and gets one point in right from the serve. He continues serving for five consecutive serves and manages to get Washington on the lead 5-0. The Eagles weren't aware of the ball and how quick the defense was during the game.

Next serve comes in and both teams are hitting the ball back and forth, but a controversial play comes in, whether if it was out of bounce or an illegal block from the Huskies. The referees come together and discuss for a moment and to come to a decision if they should give the point to Washington or American, but end up giving it to the Huskies, leading them 6-0. As the game continues, American and Washington are competing well against each other and keeping a close game.

Having two sets already won, Washington decides to continue pushing through and get the victory. Towards the end of the fourth set, the Huskies are winning 20-15 and Timmy Shultz and Justin Li create a play and Justin spikes the ball, making it impossible for the Eagles to save it and gaining another point for the Huskies. Towards the end, Jonathan Angel serves the ball and gets the winning point for Washington, winning the fourth set 25-17.

Washington ended the game winning 3 sets to 1 against the Eagles.

Undoubtedly, the Huskies had a tremendous game against the Eagles and managed to pull through the game.

The boys kept their head up during the whole game and all stood out throughout the whole game, contributing in plays, getting points back, and all having an excellent performance. With that victory, they hold a 4-1 record in league and a 10-8 record overall.



Husky Scoreboard

BOYS LACROSE

WHS 7 VS NEWARK 13 (L)
WHS 3 VS GRANADA 8 (L)
WHS 5 VS STUART HALL 17 (L)

GIRLS LACROSE

WHS 0 VS SAN RAFAEL 11 (L)
WHS 1 VS NEWARK 7 (L)
WHS 4 VS ALHAMBRA 16 (L)

BADMINTON

WHS 31 VS MOREAU 51 (L)
WHS 29 VS AMERICAN 48 (L)
WHS 41 VS IRVINGTON 39 (W)

SOFTBALL

WHS 8 VS ARROYO 9 (L)
WHS 1 VS GRANADA 6 (L)

BASEBALL

WHS 1 VS NORTHGATE 4 (L)
WHS 1 VS SAN LEANDRO 4 (L)
WHS 6 VS SAN RAMON VALLEY 7 (L)

BOYS TENNIS

WHS 3 VS MISSION 4 (L)
WHS 3 VS AMERICAN 4 (L)
WHS 4 VS AMERICAN 3 (W)

Drugs, alcohol, and steroids affect a person's physical activity

By **JACOB MUSTAIN**
Staff Reporter

When people use drugs, there can be a variety of different changes occur both mentally and physically. Some of these changes such as a heart attack occur instantly, while others like liver and kidney damage take time to develop in the body.

Nonetheless, every drug has the potential to be lethal, but the physical effects on body parts such as the heart, kidneys, and liver can be especially dangerous.

A person should therefore avoid the use of drugs, alcohol, and steroids during physical activity.

On the whole, exercise makes the body's systems work faster and harder due to the demand

for blood and oxygen in many muscles and organs. While the changes that are experienced during exercise are typically healthy for you, the physical side effects of drugs can be dangerous or even life-threatening.

When the physical effects of drugs are combined with exercise, the body can go into shock or even completely shut down.

If a person engages in exercise, especially very demanding exercise that requires a lot of cardiac fitness, he can put himself at risk of permanently damaging his body. For example, Xanax and other benzodiazepines can cause dry mouth, excessive sweating, and fatigue meaning that it's a lot easier for your body to run out of energy and shut down. These

shutdowns or "blackouts" aren't necessarily good for your body either as these shutdowns can lead to severe brain damage and memory loss.

For example, professional athletes are especially prone to using drugs while exercising. One type of performance-enhancing drug that is abused quite often by athletes is anabolic steroids.

The National Institute of Health explains that these drugs are synthetic substances similar to the male sex hormone testosterone. Athletes use these drugs to build muscle mass and increase their athletic ability.

However beneficial they may seem, these substances can cause severe health problems such as heart disease, high blood pressure,

kidney damage, and liver disease. Because of the many harmful side effects of combining drugs while engaging in physical activity, it is recommended that people avoid mixing the two together.

Alcohol is completely detrimental to the human body and physical activity. One of the main reasons that alcohol is so bad for sports performance is because alcohol is diuretic, meaning that drinking too much can lead to severe dehydration because the substance makes your kidneys produce more urine.

Exercising after drinking alcohol can make the dehydration worse because as you sweat, your body temperature rises more. Secondly, alcohol interferes with the way your body makes energy.

When your body is breaking down the alcohol, your body cannot produce glucose, meaning that your blood sugar would be low. Exercise requires high levels of blood sugar and while your liver is busy breaking down the alcohol, it doesn't have the time to produce glucose, therefore causing your performance to be adversely affected.

As high schoolers, it's important to know that these kind of things aren't safe for the human body. Combining drugs and alcohol with physical activity can lead to many types of damage in the body and even death.

Whether you're physically fit or not, alcohol and drugs can both affect physical performance drastically.

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