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Paws for a Cause benefits cancer survivors

Students and their dogs fundraised for Drivers for Survivors, a nonprofit that provides transportation for cancer patients

By JAYANTH PASUPULATI
Staff Reporter

When a husband and wife were both diagnosed with cancer, neither had transportation to the hospitals to receive treatment. Fortunately, the nonprofit organization Drivers for Survivors helped transport them to receive the necessary care.

Drivers for Survivors has helped an estimated 460 patients with their transportation in addition to this couple. This nonprofit provides free transportation services and support companionship for ambulatory cancer patients from initial diagnostics to completion of treatment. WHS ASB and Drivers for Survivors collaborate once a year for the largest fundraiser event at Washington, Paws for a Cause. With an estimated attendance of 350 to 400 students (and many dogs), this year's Paws for a Cause was a success, raising \$4,500 for Drivers for Survivors.

The origin of Paws for a Cause dates back to when the sister of former WHS Activities Director, **Helen Paris**, passed away from breast cancer. WHS ASB first collaborated with HERS Breast Cancer Foundation, a nonprofit that supports women diagnosed with breast cancer. They held the first Paws for a Cause event during the month of October, in honor of Breast Cancer Awareness Month. Gradually, ASB decided to collaborate with Drivers for Survivors instead to raise money to transport those with different types of cancer.

The relationship between Drivers for Survivors and Washington ASB is a supportive one. Sherry Higgs, the CEO and founder of Drivers for Survivors, praised the ASB officers responsible for organizing the event. She said, "The students put in much effort to organize the event and each year the students get more creative with different ideas." Mrs. Higgs appreciates that the ASB officers can simultaneously learn leadership skills while helping the community during the planning process of Paws for a Cause. **Maxwell Chao**, a senior and a Community Outreach officer—a commission within ASB responsible for community services in WHS such as Red Ribbon Week, blood drives, and canned food drives—said the relationship with Drivers for Survivors "has been a great and

successful partnership, especially with the amount we raised."

This year's Paws for a Cause was similar to last year's, in terms of the number of community service hours students can get from participating. Though this year had more attendees than last year, attendance is still low in comparison to numbers from before 2017. Chao speculates that ASB's decision to change the community service hours policy for Paws for a Cause in 2017—where students obtain service hours based on the number of laps they walk—could potentially explain the decrease in attendance. Criticisms from a few students, particularly juniors **Ishan Gala** and **Michael Paine**, include the short duration of the event, which is three hours, and a fixed number of hours, ten this year, that are given.

Besides the challenge in attracting more people, other obstacles include the time frame. According to Mrs. Higgs, an event like Paws for a Cause cannot be organized in a short period of time. She also believes that the ASB officers face pressure as they have to juggle Spirit Week, college applications, and SATs concurrently. Communication between ASB and Drivers for Survivors also requires more development. **Ashley Betchart**, a senior and a Community Outreach officer said that since WHS and Drivers for Survivors are two different organizations, a high school and a nonprofit, time conflicts made communication between them more challenging.

Another issue that ASB had while organizing Paws for a Cause was publicizing the event to a broader audience through news outlets, radio shows, and within the community. Chao states that it was hard to know the expectations that Drivers for Survivors had for the publicity of Paws for a Cause.

But despite these criticisms, this year's Paws for a Cause had a vibrant and energetic atmosphere which was complemented by upbeat music and a lot of dogs. Since Washington's mascot is the husky, and the event is called Paws for a Cause, the Community Outreach officers encouraged participants to bring dogs to the event. Overall, Washington and

Drivers for Survivors are both satisfied with the results and the impact that Paws for a Cause has created in the community.



Paws for a Cause participants walk down Country on a course that cuts through the school and loops to the flag pole. PHOTO PROVIDED BY WHS ASB

Students combat domestic violence with R.I.S.E and Mayor Lily Mei

Organizers of Domestic Violence Week say the problem must be talked about more

By MEHREEN CHAUHAN
Staff Reporter

Through extensive planning and a mission to initiate change, the nonprofit organization Respect Inspire Support Empower (R.I.S.E.) and Washington's Women's Empowerment collaborated to create Domestic Violence Awareness Week from October 22 to October 26 at WHS.

R.I.S.E. officers **Srishti Singh**, **Rishika Singh**, **Shreya Sathish**, and Women's Empowerment officer **Trinity Bandy** had a common goal: to raise awareness for domestic violence and provide victims with financial stability. They were planning to accomplish the latter through donations from a GoFundMe page on the R.I.S.E. website (<https://www.riseso.org/>). Along with the website, they hoped to spread awareness through activities prepared for Huskies to participate in.

The first featured activity was a workshop in Spanish teacher **Julianna Danner-Vera's** room that included a presentation introducing the creators and the purpose of Domestic Violence Awareness Week. Participants were tasked to write five things they admire about themselves. The activity served as an ice breaker before delving into an open discussion regarding domestic violence.

In addition to the workshop, the officers set up a rally at the

Washington amphitheater where over seventy students listened to guest speakers Lily Mei, the mayor of Fremont, and Neba Zaidi, a representative from Safe Alternatives to Violence (S.A.V.E.) which is a hotline for domestic violence victims. Both spoke about methods to spread awareness in Fremont and ways to be involved in S.A.V.E. to further help victims.

Although the events were, in the end, successful, they did not transpire without obstacles. One of the main challenges the officers faced was contacting people who were available to speak at the rally. Srishti Singh stated that two of the speakers they were depending on ended up canceling last-

minute. Even more so, they miscounted the number of post-it notes used for Happiness Day and left half of the lockers without empowering messages for students to see.

Even though these activities intended to spread awareness, the officers were disappointed that the activities weren't as effective as they would have liked to witness.

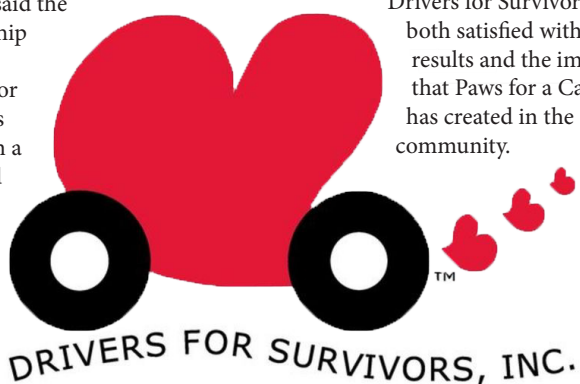
Bandy said, "This week did help, but not as much as I wanted it to. People still back away from the topic and because of this, people aren't aware as much as I would like them to be."

When asked why she believes WHS students are not as aware as they should be of domestic violence, Bandy said, "It is not taught as thoroughly as it should be. It is a very scary and bold topic that has students steering clear of it when really they should be doing the opposite: approaching and addressing it. This is the only way people can learn how much domestic violence impacts us and how we can stop it."

Rishika Singh concurred with Bandy, but remains optimistic that in the future, Domestic Violence Awareness Week will incorporate more activities and fundraisers to better inform students and staff as well as aid domestic violence victims.



PHOTO PROVIDED BY WHS YEARBOOK



Preparations for Multicultural Week

Clubs dance their way to Multicultural Assembly

By ERIC MEDINA and JOVAN BENIN
Staff Reporters

Among the most awaited events at Washington High School is Multicultural Week, a celebration of the diverse array of cultures during March. The week features the Multicultural Assembly in which clubs perform and display their respective heritages. However, the final performances are not so easily developed as they require months of practicing beforehand. In this behind-the-scenes article, several club officers give their two cents about what they encounter when orchestrating their performances.

Junior **Kenneth Alvarado** is one of the leaders of M.E.Ch.A, an organization uniting Hispanic and Latino students through their shared culture while also educating others about it. The M.E.Ch.A officers aspire to have more people involved in their dance, but face scheduling conflicts, including sports practice, that prevent members from attending. Fortunately, the club has a solution. Alvarado said, “The leaders decided to have practice during lunch at least once a week so that we don’t get behind with the dances.”

With a profound appreciation for the Pacific Island culture, senior and president of the Polynesian Club, **Xoelle Ignacio**, is optimistic about the choreography. The dance moves were finalized in two days and were inspired by videos and last year’s performance. Ignacio has delayed teaching the final dances to her members to ensure that they are all comfortable with the basics first.

She said, “One of the negatives is that people are not going to practice and it is hard for the leaders to keep track of who comes and doesn’t go to practice.”

Senior **Sanjana Rajagopal** is the president of K-POP (Korean Pop) club. The majority of K-POP songs are accompanied by choreography, some of which are covered for the Multicultural Week performance.

Preparation commenced during the summer when officers finalized songs to dance to, including “Idol” by BTS, “Ddu-du-Ddu-du” by Blackpink, “Lil’ Touch” by Oh!GG, “Shoot Out” by Monsta X, and “Fancy Child” by Fancy Child.

Rajagopal mentioned that this year’s music selection has an energetic vibe that she hopes will “hype up the audience.” She said, “Our dances are coming out great as we already finished learning one of them in one day.” On the flipside, practices can be more productive if people attend on a more consistent basis, states Rajagopal.

While the previously mentioned clubs have their Multicultural Week dances underway, senior and TAAL president, **Prachi Patel**, has focused on preparing for auditions and her team’s performance instead. A dance-oriented club, TAAL team members perform at different shows hosted by varying schools.

However, she and the two other team captains will begin planning out their Multicultural Assembly choreography soon, estimated to take one to one and a half hours.

Patel said, “I am inspired to do Bollywood, because of the community and music that we get to perform to.” Even if those who audition for TAAL were unable to make the cut, they are still encouraged to participate in TAAL’s Multicultural performance which is open to anyone.

Since the final performances are often short, it may be difficult to grasp how much effort is poured into the club choreographies. As these officers have shown, preparing for Multicultural Week is no easy feat. But for these officers, witnessing their efforts culminate into a celebratory spectacle is worth it.



K-POP members practice their dancing for their Multicultural Week performance in March. They practice near the Eggers Building lunch tables.

PHOTO BY SANJANA RAJAGOPAL

New scanners implemented

Students required to have schools IDs as they decide which classes to spend Husky Period in

By AREEJ ADNAN
Staff Reporter

As a result of a school-wide initiative, Washington High School has now implemented new scanners during Husky period. Students of all classes must use their school ID cards (or ID numbers if students fail to bring their cards) to sign in during the 30-minute period that is traditionally used for school work or reading.

When asked about what prompted the new scanners, principal **Bob Moran** said, “We’re just looking to have increased movement so that we can have more intervention opportunities for students and a better way of keeping account of students. We’ve had, obviously, focus groups for years here but we’ve never really come up with a really effective system, besides writing passes back and forth, that’s worked for keeping track of all students during Husky period.”

The scanners were implemented mere weeks ago, first launched in the Eggers building before spreading to the rest of the school. Newly-installed in classrooms, the devices have prompted relief for those involved with interventions and Husky period tutoring sessions. They have also, however, been a source of confusion for some students who wondered about the specific purpose of the scanners and its sudden introduction. Senior **Kunal Patel** said he was disgruntled by the scanners, calling them an “unnecessary hassle” that adds to the list of things he has to worry about during Husky period, such as last-minute studying for tests or finishing up homework.

Nevertheless, many teachers favor the new devices. **Mark Clevenger**, a math teacher at WHS, is one such example. He believes there is a “learning curve” for everyone, as it would be some time before staff and students are acquainted with the unfamiliar devices. With the new scanners, Mr. Clevenger said he will no longer have to worry about people signing in.

Mr. Clevenger isn’t the only one to share a positive view on the scanners. The original trio working on implementing the scanners—consisting of Mr. Moran along with English teachers **Jacob Moge** and **Julie Hockenson**, who often run interventions—see the scanners as a much-needed, convenient solution to a prolonged problem, where attending interventions caused inconvenience for both teachers and students. As the intervention coordinator of Husky period, Mr. Moge said, “It’s been a long-time issue where there hasn’t been a good way to keep track of where people are going during Husky. It can, sometimes, kind of be a free-for-all, you know, where students have a lot of errands they need to run, going here and going there.”

By knowing who usually signs in and who needs to attend interventions or tutoring, staff will now be able to create appointments for students to leave class to receive extra help and take part in the interventions. This is also a relief for campus security and school attendance clerks, as their duties often consist of knowing students’ whereabouts and ensuring student safety. Instead, they can now simply view where the students’ last location had been in the duration of Husky period. Not to mention, the scanners benefit the school as a whole. The long-term goal is for students to be granted more autonomy and freedom in how they want to allocate their time in Husky

period or if they need to go elsewhere besides their regular third period classroom.

The new scanners, interestingly enough, had humble beginnings. It started with failed attempts of using time stamps and surveys, but due to the disorganization such methods caused, the time called for a more effective system. Though the scanners are still in the data-collecting phase, where both students who have signed in and those who have not are noted, Mr. Moge, Mr. Moran, and Mrs. Hockenson are now following up with whether students are scanning in and on any technical issues teachers may have with the scanners.

“We have some procedural things to work out but we now have the list down to between 100 to 200 kids that we’re going to start calling in to ask why they haven’t been in their Husky period,” said Mr. Moran.

Besides calling in students to question their lack of sign-ins, some places, such as the library, will also begin sending students to the office to purchase a new ID card if found that students are manually typing in their ID numbers into the keypad more than three times.

However, WHS students aren’t alone by enacting such a system. American High School recently adopted the Flex Time app, which essentially functions the same as the scanners. John F. Kennedy High School has also been using a sign-in system for students, for a longer time than both American and Washington High School.

The scanners are, despite the confusion, an aid to the staff and administration, considering Mr. Moran’s frustration as he noticed that students taking the time in between classes to go retrieve a “forgotten” book from their lockers end up taking more time than necessary. Therefore, if you haven’t already, it’s time to find your school ID, as it looks like these scanners are here to stay for the long run.



English and Journalism teacher Debra Pacio scans junior **Gabriela Calvillo’s** ID card.

PHOTO BY JULIAN PEREZ

Be-LEAF in the environment

This year, Washington’s LEAF was among the thousands of Americans to support their communities

By FAIZ KHAN
Staff Reporter

As of now, high schoolers are at a pivotal point in their lives—able to choose the actions that are going to shape their entire future. Thus, embellishing the feeling that community service is something that high schoolers are obligated to do ensures healthy societal development and a concrete sense of self.

For instance, Washington’s Local Ecology and Agriculture Fremont (LEAF) club is a voluntary group that promotes the participation of students in learning about and working towards the conservation and sustainability of the environment. LEAF club also enables members to actively lead and participate in environmental workshops held at the California Nursery Historical Park in Niles, Fremont. The club members are trained to become youth leaders who connect through external events such as Make a Difference Day.

National Make a Difference Day is an annual event where the nation functions as a group to make a difference in people’s lives. Hosted on the fourth Saturday of October, Americans volunteer to support causes—such as planting trees and beautifying schools—and help people in need. This initiative is sponsored by USA Today and has been celebrated for over 20 years, having positively impacted many communities.

To honor this day, LEAF club hosted

their own event at the Nursery on October 27. **Preston Ly**, a junior and a member of LEAF, described the event as having multiple objectives.

He said, “Some volunteers helped repair some areas of the garden, some helped prepare the garden for a new season, some assembled new gardens.” However, with the intention of working alongside fellow Washington students, Preston was surprised to notice the small number of students present. He said, “I assumed there were going to be more since there were around 50 to 60 students in the last meeting we had. But the Paws for a Cause event was going on that day as well, so that probably explains why.”

Even if there were a lack of Huskies

present at the LEAF event, the motivation behind it aligned with the Make a Difference Day sentiment: to support the community.

Fortunately, LEAF is planning to provide their members with multiple service hour opportunities, thus demonstrating year-round representation for what Make a Difference Day stands for. According to senior and president of LEAF club **Ryan Ruhany**, “We believe that the participation of students in environmental workshops, scientific inquiry projects, school, and community outreach as well partnerships with external organizations in environmental conservation and protection will help students to lead, identify, and solve environmental problems.”



President of LEAF Club **Ryan Ruhany** waters plants during one of LEAF’s previous events. PHOTO BY HUBERT CHEN

Drama off-stage: Ohlone Theater Festival cancelled

Washington students and faculty are disappointed by the sudden cancellation of the Ohlone Theater Festival as they cope with the repercussions

By DIEGO SEVILLANO
Staff Reporters

For decades, Ohlone Community College has held an annual theater festival for high school students who are passionate about the art of drama. For the first time, however, students will be unable to participate in what is often considered an integral event in the drama department.

Many Performing Arts Club (PAC) members looked forward to this event and became emotionally and physically drained from the surprise of the cancellation of the event.

The cancellation was prompted by a budget deficit and the ongoing reconstruction of the theater and dance department.

An integral part of the Washington drama department, the competition serves as a mini-expose for aspiring

actors. Each year, the festival hosts students from numerous California and Nevada. High schools such as Newark, Mission, and Nevada Joint meet and perform many types of art such as non-contemporary dances, drawings, and more.

It is also one of the Bay Area theater festivals which will continue to be a disappointment to numerous local students due to continued budget cuts.

Sophomore and member of PAC **Alyssa Freitas** said, "I was really sad and looking forward to the festival and I really wanted to go to perform a comedic scene with junior **Sara Lowe**. My favorite part about it last year was seeing a lot of people who enjoyed theater."

Another PAC member and star of the winter play senior **Madeline Breitling** never had the opportunity to go, but still voiced her opinion of being disappointed that they're cutting

art from the Ohlone budget.

Washington's drama teacher **Yick Koppel** said, "I was extremely disappointed in this news as many students were looking forward to attending. It's a shame, as we were hoping to perform some scenes from the *Addams Family Musical* from last year and also some individual monologues both classical and contemporary."

"We will instead go to a competition in Lenaya, CA, which unfortunately due to it being an overnight stay, spots are limited and there will try-outs for it. I hope and have every reason that it'll resume next year and that this year will be the only year it was cancelled."

Tamara Cooper is the theater coordinator for Ohlone College and was contacted by senior **Hannah Martinez-Crow**. Cooper states, "Thank you for reaching out and for letting us know how you feel about the Festival

and about this news.

We've worked passionately over the years to offer this opportunity to thousands of students all over California, so we understand how you're feeling and share your disappointment."

In light of this cancellation, many are hoping that events like the Ohlone Theater Festival will continue next year.

Crow, the president of Washington's PAC, said, "While many Seniors are disappointed that they cannot compete for their last year, I wish that the festivals will continue for the following years so they can continue to experience the unique community given by participating in Drama."

Ohlone College and other institutions of higher learning are now reaping the effects and consequences of undernourished arts programs as some of their events are closing down.

Hopefully, this tendency to undervalue theater programming can be addressed with more urgency in an effort to nourish and revitalize arts education in school.

The Ohlone Theater Festival is often considered the epitome of the high school drama experience for many people at Washington, as students have a chance to express what they love to do.

As Cooper said, "people gained invaluable experiences that will hopefully last a lifetime," from the festival.

However, it is clear that due in large part to "budgetary and departmental restructuring, Ohlone is not in a position to offer the Festival this year.

The fact that the theater festival was cancelled demonstrates "the perpetuation of devalued art programs" as said by Crow. Currently, students are rallying for a change.

Peer Resource continues to offer inter-student outreach

After being designated as a class last year, Peer Resource has grown into a program filled with student interaction and activities for the entire campus

By HANNAH
MARTINEZ-CROW
Staff Reporter

This year, Peer Resource has been changed from a club to a class. Run by English teacher **Brandon Hines**, students are learning about emotional intelligence and how to be a supportive figure to other students. In class, they learn how to be mindful and empathetic as well as self-aware. This is a major focus of the class with the philosophy that students find it easier to help others if they help themselves first. They practice mindfulness activities like meditation and circles, where they can share and talk about things that they want to with each other.

The students can talk about things that have been worrying them or things they are looking forward to. "I really like circles because it helps a lot. We can learn about ourselves which helps us give other people advice. Discussions usually get really deep; sometimes people cry, but it's always nice to talk about everything," says class member **Kaly Barrera**. Another practice within the class is discussing their personal highs and lows of the week. Barrera said, "This helps because it's nice to listen to everyone and you can think about your week."

By listening to each other, students can learn more about how to help people because they can discuss real life situations before they are being asked for advice by students who need it.

The students come to class every day to aid other teenagers at school in things like homework, friends, or their personal life by being able to listen and provide advice. During Husky period, students that are looking for advice come in and talk with the people in Peer Resource. They are aimed mostly at freshman who need help transitioning into high school but they are open to anyone who needs homework help, or someone to talk to; they try and be a best friend.

The experience is rewarding for both the ones enrolled in the class and the students who are receiving help because of the way the class is structured. The class also allows for the program to be more proactive

than the club alone because of the way that students are working hard everyday. When the class was only a club, they were limited because they only met bi-weekly. This made it harder for students to properly learn about how to help others, whereas now, helping others is part of their daily lessons.

Peer Resource is different from other classes because the students involved are split up between different sections: events, fundraisers, inclusivity, and Link Crew, so each person is able to deeply focus on the tasks they are given because of how it is individualized.

They are able to give their attention to one thing as opposed to spreading their concentration. In events, the students plan days to help other students with various challenges. The most recent event was planned to give people information about college applications, SAT prep, and scholarships. In fundraisers, they plan out ways to earn money to help the class thrive.

The most recent fundraiser was with Halloween Candygrams. Inclusivity helps bring in people that need help and give them someone to talk to with confidentiality. When the class first began, there were no committees, but after some consideration, the class found that it worked better when people had only to focus on one thing.

Hines enjoys the way that he has been able to truly learn about all the great students involved through teaching this type of class. He learned that everyone enrolled is extremely hard-working, dedicated and that they all have amazing new ideas to bring to class every day. He said, "I was not apart of the club last year so this is my first year teaching it. I really enjoy learning about these kids. They are hard-working and I think they are real role models to the rest of the campus and I think that I enjoy that the most."

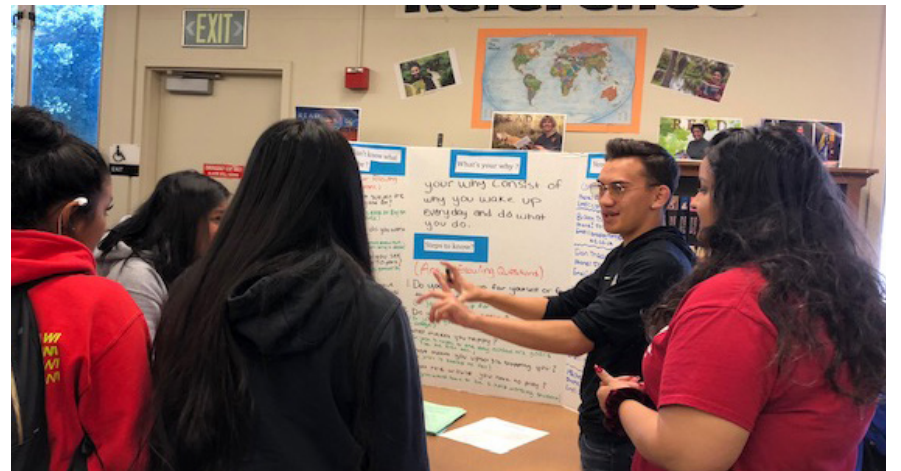
Hines wants people to know that "Peer Resource is not an A-G course but it is a great option to learn about yourself and others. It can also be something to put on college apps. In addition, a lot of amazing things are happening in the class every day to make life on campus better."

Drop by Peer Resource during Husky period any day of the week and they will be happy to help you with anything.



Mr. Hines and his Peer Resource students pose outside of the E-building after discussing College Wednesday; each student wore a piece of clothing that represents a school they would like to attend.

PHOTO FROM PEER RESOURCE INSTAGRAM (@WHS.PEERRESOURCE)



Senior Dillon Anaya speaks to fellow Huskies about their inner-potential and its connection to success after high school with fellow Senior Royina Thapar. This is a prime example of the mentorship offered to students.

PHOTO FROM PEER RESOURCE INSTAGRAM (@WHS.PEERRESOURCE)

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Crow's nest



Only '00s kids will understand

By HANNAH MARTINEZ-CROW
Opinion Columnist

To the young people born in the early 2000s, we seem to be excluded from the very popular *Only '90s kids understand* jokes, when we've experienced the same childhood. Many of us still remember the times when our classrooms had giant overhead projectors, Disney Channel still had shows like *Lizzie McGuire* and *Kim Possible*, and we had toys like Tamagotchis and Bratz dolls. I know I experienced a lot of the same things my '90s-born friends remember.

On the contrary, we also remember noticing the technology shift between the two decades. I remember seeing my best friend get her brand new iPod Touch and seeing the rise of iTunes. Anyone else remember when the theme was the silhouettes of people with earbuds? Being born in the early 2000s has made people develop into strange hybrids of the 1990 and 2010 generations without really being accepted into either. It feels like we are too young to be considered millennials, but too old to be part of Gen Z. Depending on who you ask, millennials are people born between the years of 1980 and 1999 and Generation Z (also known as iGeneration) are people born in the year 2000 or after. They are seen as less focused and lazier than millennials because of the advantage that technology has given them. This makes it really hard to relate to anyone who was born slightly before or after us.

On social media, we can see how millennials seem to love being an exclusive club with all of their inside jokes and nostalgic memories. In reality, their experiences lasted a whole lot longer than just the '90s. On the other hand, younger Gen Z members are too young for us to relate to. It just feels like people want there to be a huge divide between the two generations when there isn't a big difference in experiences.

One advantage of being surrounded by the technology shift is that we were able to learn from the mistakes of the first users of the Internet. We now know to be cautious of what we post and to be careful with who we talk to. They showed us examples of why we should be cautious, like how future employers can look up what we do online and that we need to think before we post. As social media was becoming more popular in the late '90s, many people were not sure how to act. There was a cultural lag in society as more people began posting their lives for all to see. They posted whatever they wanted, and as we can see with celebrities in the media today, these actions are coming back to haunt them. As they figured out what to do with this new experience, those lessons were taught to us. This has led to the development of the technological education we experienced moving into middle school. I remember having computer lab classes to teach us what was okay to post and what was not, how to type, and how to research things using the internet.

People should be wary when they believe that they were the only ones to receive the 1990s experience. Time is constantly moving and generations are blended together. Technology is developing and there shouldn't be a cut-off date for people to believe that they are superior. I don't mean that millennials should discard their '90s identity; instead I feel like I'm getting tired of seeing tweets that say things along the lines of *Anyone born after 2001 will always be a baby*. As we grow and develop into an adults, we don't need to be invalidated by those who grew up before us.

Burning California is the least of our worries

With the Camp, Woolsey, and Hill Fires burning down thousands of acres of land and the recent shooting in Thousand Oaks that left thirteen people dead, there are plenty of problems that urgently need to be addressed in California alone. But, there does exist a world outside of the Golden State, and it's also not all sunshine and rainbows. Something obviously needs to be done to remedy all of the terrible things happening in this world, but how can that be done and where should it start?

Maybe in Haiti where one in forty-eight people are currently enslaved. Although, there are currently no largely publicized movements in the United States to bring awareness to this issue and it would be difficult to start one, especially because most Americans have no connection to Haiti.

How about everyone tries to end animal abuse? People love animals, so that might be easier. When Cecil the Lion was illegally killed in 2015, it caused a huge public outcry and a call

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to action to donate to animal rights groups. But, that mobilization only lasted so long, and now it's unusual to see anyone care so much about animal rights.

If both abused animals and enslaved people haven't been enough to spur onlookers into action, then surely a threat to themselves, their families, and their communities would be enough. According to some predictions, global warming could all but destroy the world in as soon as thirty years.

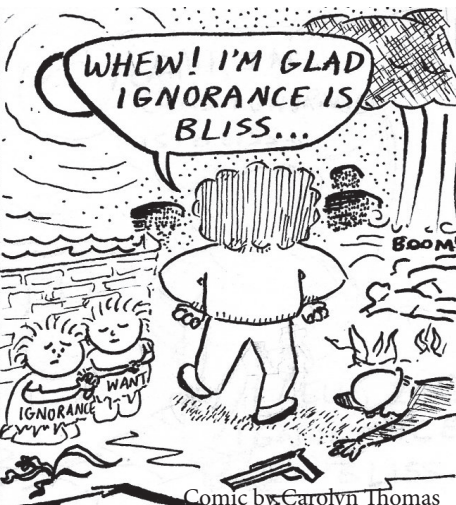
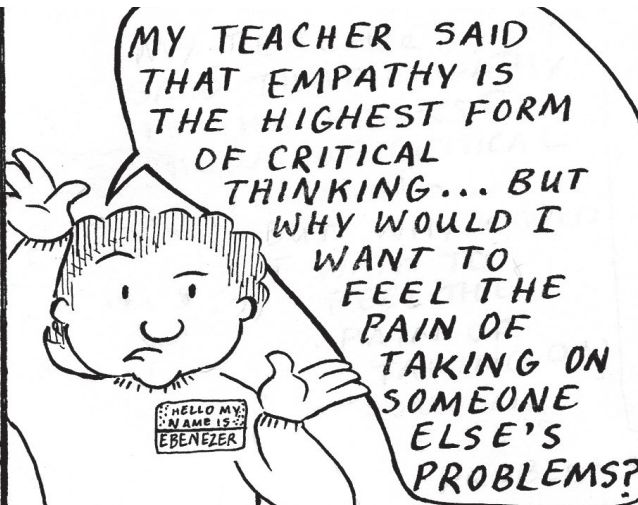
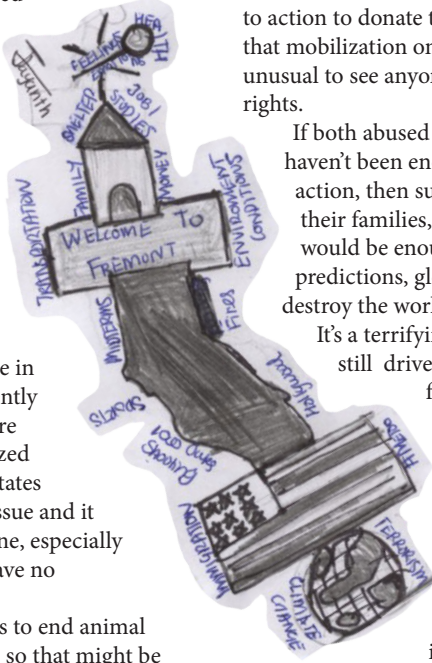
It's a terrifying thought, yet most people still drive gas-guzzling vehicles, waste food they don't eat, take too long of showers, don't power their homes with renewable energy, and the list goes on. Global warming is like a doomsday clock, and most people haven't tried figuring out which wire to cut to make it stop.

If all of these problems really are so bad, then why isn't there more effective help?

Do people not care? Are they simply unaware? Is there not enough help? Maybe.

It comes down to two main reasons. The first and more obvious is that the more directly a person feels affected by a problem, the more they will do to try to fix it. But not enough people feel the weight of the same problem in the same way. The second reason is more subconscious. If there's a clear entity to blame or a perceived "easy solution," people will focus more on that problem. Nobody likes to admit it but it's easier to divert blame than to accept you could be doing more to be part of the fix. That's why so many people give up when there doesn't seem to be an end in sight. They think others aren't doing enough so why should they?

Ideally, the mindset would be the opposite, and everyone would do their part to repair the world, accepting that our society is imperfect and taking on the challenge of fixing it. Addressing close-hitting issues first is fine but shouldn't be the stopping point once a solution seems too difficult to find. At that point, there is a need to persevere, but also to recognize that there are other problems in the world that can be tackled with a larger group in the meantime. Only when an effort is large enough and groups learn to collaborate can any real change be effected, and then worldly troubles will slowly be done away with.



Comic by Carolyn Thomas

Work and school are more similar than you think

By COLTER ADAMSON
Staff Reporter

At the ages of 15-17, high school students realize that a job will be worth a weekly/biweekly income. My first choice was to apply at Raley's, since my sister had been working there. Due to my sibling working there, the hiring process was fairly easy and my first day was at the end of the first month of summer.

Once I started there, I was always nervous to go, because the adult world that school had been preparing me for, for so long, had finally become a part of my life. One mistake high school students make showing up to a job, especially with a job with a majority of adults, is that they treat their work as a part-time job. I know that it's factually correct to call it a part-time job. However, there is a fine line between treating your work as a job and treating it as a part-time job. This is generally what determines

the amount of respect you get from your adult colleagues, because this is how they make a living, so if a high schooler comes in and treats their work as part-time jobs, it's rightfully insulting.

Recognizing this, I stayed quiet and did quality work, while maintaining respect for my co-workers' jobs. Eventually, I developed a pretty good reputation, by having their backs when they needed me, (i.e. staying late, taking shifts, etc.) and this gave me the ability to observe how the work field operated.

Starting with some of the colleagues closer to my age, there seems to be a frequent pattern of mistrust in those workers due to the reputation that some have given us. For example, all high schoolers become baggers, so all the people my age do the same work. Yet, there was a guy who got fired for stealing alcohol from our supply, some high schoolers who quit after two shifts, etc. This is what you want to avoid

as a high school student at work.

The bottom line is that when you treat your job and adult colleagues with respect, you will be treated like a respected adult, which is a positive difference from school.

The first difference I noticed at work versus school was the initial respect you get treated with. Your co-workers rely on you to behave as an adult, so the majority of them will treat you that way, whereas in school you're being treated like you aren't an adult yet.

Of course, some of your older co-workers might treat you like a child, but the difference of how you're treated at work is still surprising. In school, what you see pretty often is teachers that think the way to control your class is to strip the students of their rights, instead of letting them learn how to behave like adults on their own. This practice then causes people to rebel out of spite of the teacher, which in turn creates a more childish classroom

environment. That is why when I had started working it was different to see the adults treating me like one of them.

As much as I noticed a difference in the treatment from co-workers vs. people from the school, the adults were surprisingly immature. There was too much gossip and petty rivalries happening among people older than me, and it honestly made me feel like the oldest one there. With that I learned an important life lesson, not just about work or school, but about people. That lesson is that people don't necessarily grow up.

Although most may act like adults, the truth is they are just as immature as your average high-schooler. There are always going to be immature people everywhere you go, and part of growing up is being able to recognize that it's something you can't control, and have to work with. My final take on this is to take information on adulthood with a grain of salt.



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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/nV7llL0KxTEOV4m33>

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Community service hours are not constructive

By RITA MENCHACA
Staff Reporter

Community service hours as a requirement is not a good idea. You don't really learn anything from doing community service hours, so some may think it's a waste of time. I might be helping others decorate or set up an event, but I'm not doing anything that can help me learn more. From my experience, most of the community service hours I've done have taught me basically nothing. If anything, the only thing that I have learned from them were simple things, such as painting or building gingerbread houses, but never something that I will actually use in the future. There might be some community service hours that could be for a good cause, but the thing is that not all of them are.

One of the struggles I have had with community service hours in the past was having someone to take me to where I needed to be, since my parents both worked at the same time when there were community service hours available. There are also a lot of students who have the same issue, or don't have time since they may be in a sport or have a job that is not very flexible with time off to complete community service hours. At most of the community service events, all you have to do is stand and tell people where to go. Sometimes, you sit and just do nothing, when you could be doing something more important like homework or going to work, if you have a job.

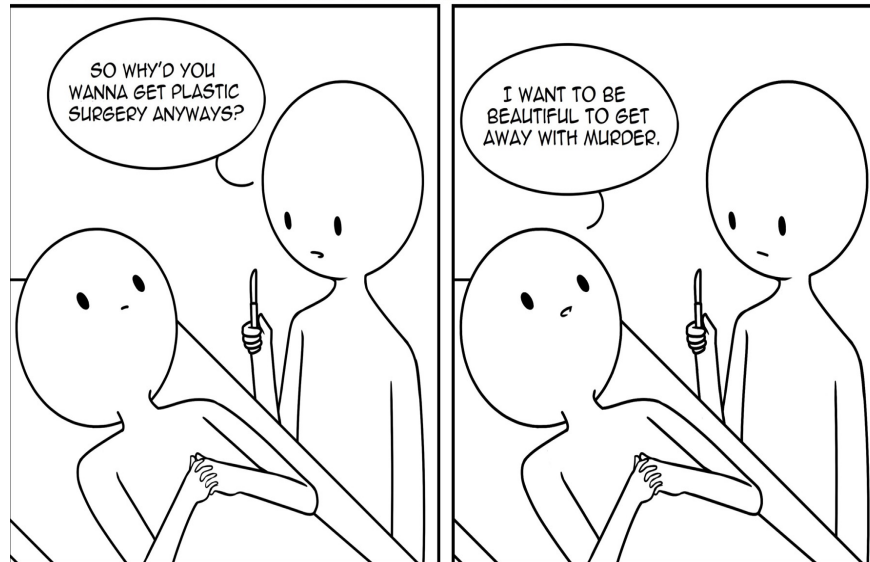
If the hours weren't a requirement, I believe that not everyone would do them for the sole reason that they have other things to do or don't have the time. While I'm doing my hours, all I think about is all the things I have to do when I get home and how bored I am and how I have to do these hours to be able to graduate high school. We shouldn't be required to do so many hours. At the most, we should at least be doing a minimum of 20 hours. There really aren't many community service hours that are fun to do.

What should happen is that there should be more community service hours that teach us things that we will need and use for the future. There should also be more community service hours that can help the community, for example picking up trash and collecting plastic bottles and cans. These types of community service hours can lead to more students doing them, learning more, and having fun. It can also help the community be better.

Mandating community service hours as a requirement can stress students since most of them leave them until their last year of high school due to being lazy, not having anyone to take them since they were not able to drive, or just not having time to do them the previous years. By senior year, many seniors are able to drive but have jobs, sports, and other responsibilities. They don't have a lot of time to complete all of their hours.

Overall, timeliness, transportation, and lack of passion for these activities are all factors in whether or not students enjoy fulfilling this as a requirement. Making community service hours an obligation for high schoolers not only stresses them out, but takes away a huge chunk of their free time. There should be more flexible and local community service hours for those who don't have transportation.

"EVERYTHING'S OKAY AS LONG AS YOU'RE BEAUTIFUL"



BY ALEXANDRA HUM

Are we blinded by looks?

By VAISHNAVI SUNKARI
Staff Reporter

The debate of looks vs. personality has been around for a long time. It all depends on one's perspective, but it seems that we automatically favor how someone looks over how someone is as a person. We care more about attractiveness than personality. However, as we get older, we try to find people that have a loving personality than looking for people who simply look good. We become a lot more selective and we will be more mature when evaluating a person.

It's evident that when choosing friends or partners, we instinctively look for people who are attractive. We approach a person because they "look nice" and don't approach others because they "look impolite." We also think that attractive people are more credible and even if they do something wrong, it's justified. All of us care about our appearance which is why we spend money on makeup and other cosmetics. Some people will go so far as to undergo plastic surgery because they think other people will view them in a more positive way. Psychology has an explanation as to why and how we judge people solely on their looks.

Imagine Person A as someone with soft hair, big eyes, and a glowing face. Then imagine Person B as someone who has messy hair, a pimply face, and a unibrow. Who seems like the person you would aspire to be? Most of us would say Person A. Now, who do you perceive as more organized and intelligent? Again, we would say Person A. But what if I told you that Person A has an IQ of 80 and is the rudest person you will ever meet, while Person B has an IQ of 130 and is a humble person? Without even getting to know the person, we make assumptions on their entire background and character. Physical attractiveness is a key factor when determining your first impression of someone. If you find someone beautiful, you make direct assumptions about their intelligence, morals, and ambitions. This is called the "halo effect," and as the name implies, we see attractive people as those who would never commit any wrongdoings. For example, according to *Cornell*

Chronicle, Cornell University's source of official news, "it pays to be attractive," in the sense that people are more merciful towards good looking people. A study conducted by Cornell found that unattractive people get longer and more severe sentences in jail. We've all heard stories about people getting out of speeding tickets by flirting with police officers. When evaluating a convict, we tend to "consider such legally irrelevant factors as a defendant's appearance, race, gender and class and report that the less-attractive defendant appeared more like the 'type of person' that would commit a crime."

It does seem like we look at someone's physical attractiveness rather than the crimes they committed. Just because the convict looks like someone who would commit a crime doesn't mean we can quickly jump to conclusions. It may seem justified to us, but the convict is the one that has to endure that sentence.

Another study was conducted by Dr. Fugère, a professor of Social Psychology at Eastern Connecticut State University. She showed pictures of somewhat unattractive individuals and asked her students if any of them would be interested in dating them. Fugère stated that none of the students raised their hand even when she told them that those individuals are extremely kind and honest. However, this experiment was conducted with young students.

Do we change in any way when we become older?

Based on an article written in *Today*, as we grow older, we start to become more happy and accepting of how we look. "Only 35 percent of baby boomers, those ages 50 to 68, give a hoot about other people's opinions about their looks. That compares with more than 60 percent of millennials, ages 15 to 34, who worry about being judged for their appearance," the article states.

Although looks may seem important, gradually, we will realize that looks aren't the only thing that matters when meeting people. Kindness, humor, loyalty and other positive personality traits matter more. The debate of attractiveness vs personality will never have a legitimate answer, but we can still analyze different perspectives.

Humiliation is not the same thing as discipline

By BHAVYA DHULIPALLA
Staff Reporter

Humiliation as a form of discipline is very apparent in many classrooms. When a teacher decides to single out a student, there is a point where the punishment no longer feels like a punishment. The other students see their classmates' experiences and understand that they should not do something because they want to save themselves from getting publicly humiliated. In the end, the entire purpose of the punishment is diminished.

The atmosphere of the classroom afterwards becomes hostile, unable to provide a good learning environment for the students. Students require the classroom to be a place where they can express themselves and their ideas without harsh judgment. High schoolers are at the age where they are still trying to understand themselves in multiple ways, meaning that the many experiences they face now can impact their futures. Understanding and mutual respect from both the students and the teacher is crucial to students' emotional and educational development.

"[Humiliating] punishments can lead to all kinds of problems in the future, including increased anxiety, depression and aggression," states Grogan-Kaylor, an expert on social work and child development, in an article from *Life Science*.

In an interview with **Alice Darknell**, she told me it is never in a teacher's intention to purposely humiliate a student, which I agree with. Becoming a teacher requires patience and passion, and teachers are human beings with feelings too. However, it is very important to consider the limitations of a student, such as being unable to reason without seeming disrespectful.

At times, it is definitely the fault of the student when they purposely provoke teachers. But educators should know how to properly react to these kinds of situations. The academic journal *Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success* said, "[A study based on many past studies] concluded... that [the] communication skills of a teacher [have a] significant role in the academic success of the students."

Junior **Sophia Dehart** says some teachers made her feel ashamed for asking questions rather than encouraging them. From my personal experience, punishment by humiliation has a very lasting effect on students. Last year, as punishment for forgetting to bring my PE clothes, I was told to stand in as a "fence" between courts for an entire period. I still remember the embarrassment that I felt while I stood there, hands in my pockets, and watched everyone play around me.

Many other methods of discipline exist, such as detentions, Saturday school, suspensions, and even meetings with the counselors. Mrs. Darknell describes her tactic as telling the student what they are doing wrong first and then calling their parents if nothing else seems to work. I find this effective and harmless because, in my opinion, the best way to correct students is to simply talk to them one-on-one; if the behavior continues, then other consequences, such as a call home or detention, can be put into place.

Students deserve to be treated with mutual respect and learn exactly why their actions are wrong, rather than fear humiliation.

HUSKIES IN THE HALLS

We are surrounded by news and media that brief us daily on the latest issues in the world. At times, it can become overwhelming, as yesterday's problems are often buried in favor of more recent headlines. We asked our fellow Huskies what they believe to be the biggest problem today, and why it is important to them.



Veronica Nunez
Freshman

"The biggest problem today is ethnic people not getting the same rights as people born here. How can someone be handed something that we had to work for? It's not fair."



Isabelle Menchaca
Sophomore

"I believe the biggest problem today is how people lack empathy. People are unable to understand that their decisions affect others. Everyone is just focused on themselves."



Andrea Menchaca
Junior

"The biggest problem is how difficult it is for people to meet the minimum cost of living, even though we live in one of the wealthiest nations."



Zoe Schurman
Senior

"I think the biggest issue is that both of our political parties are corrupt."



Brian Hsieh
Staff

"I don't really know what the biggest problem today is. There's too much going on that I can't tell what to focus on. At this point, I don't really pay attention."

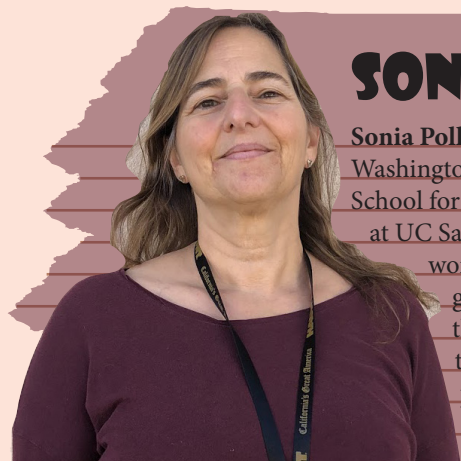


2018

New Husky Staff

2019

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 Cameron Dean
 Bhavya Dhulipalla
 Da'Shae Hall
 Sonali Whittle



SONIA POLLITT

Sonia Pollitt is the new Physics and Living Earth teacher. Prior to coming to Washington, she worked as a scientist and taught at San Mateo Union High School for a year. Pollitt received her PhD at UC Berkeley and her postdoctoral at UC San Francisco. So far, she has found her time teaching at Washington worthwhile. "The student body is wonderful and it's been amazing getting to know everyone. Washington has a different demographic than I'm used to teaching, so it's been very interesting." Pollitt's goal for this year is to spread her passion for science to all of her students. Her pastimes include fusing glass at home with her kiln and maintaining her saltwater fish tank.



NICOLE NORMAN

It has been nine years since the last time a teacher-librarian position opened up in Fremont and **Nicole Norman** didn't hesitate to jump at the opportunity. Prior to coming to Washington, Norman worked as a library technician and as a teacher at Parkmont Elementary School. She attended Las Positas College and California State University East Bay, where she received a degree in creative writing, and California State University Monterey Bay, where she received her teaching credentials. Currently, she is continuing her studies at San Jose State University where she is focusing on library science. This year, Norman is working towards making the library's website more user-friendly for students.



DEBRA PACIO

Debra Pacio joined the Husky family this year as the new Journalism and freshman and junior English teacher. Prior to teaching at Washington, Pacio taught at Lincoln High School in San Jose, a magnet school for the "Academic, Visual and Performing Arts." She decided to teach at Washington because she was "drawn to the opportunity of teaching journalism." Despite teaching at Washington for only a few months, Pacio loves the environment she works in and is continually amazed by the sheer "maturity of the students," not to mention "how sweet and genuine they are." Aside from teaching Journalism and English, Pacio is the new FSU (Filipino Student Union) club advisor as well. Outside of school, she enjoys high intensity interval training and yoga.

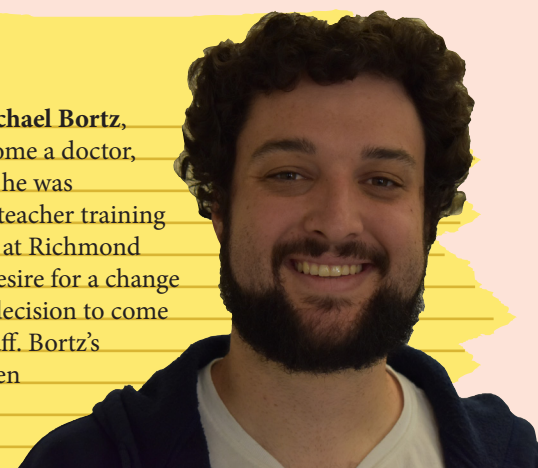
CATHERINE ZHANG

Meet **Catherine Zhang**, the new Living Earth teacher who joined the Husky staff this year. Initially, Zhang had no idea she wanted to pursue a career in education, first studying pre-physical therapy at UC Davis while teaching in Dixon, and later working in pediatrics. However, her experience working in the field showed her how much she enjoyed working with children. This led her to switch her career path and become a biology teacher. Currently, Zhang is working towards obtaining her master's degree at UC Davis. In her spare time, she enjoys cooking and exploring new recipes, along with biking. As a teacher, Zhang wants to make learning fun and ensure that students understand the material.



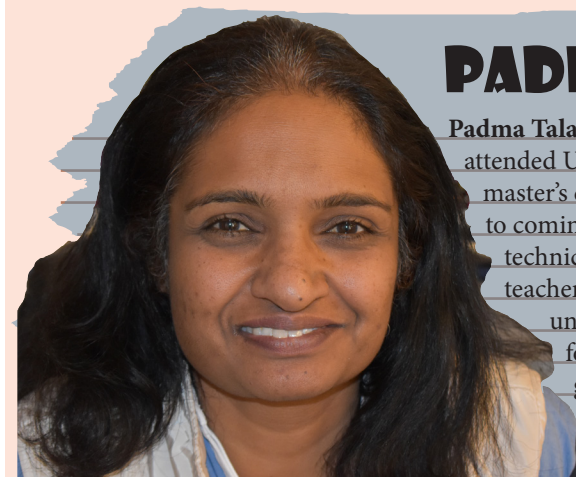
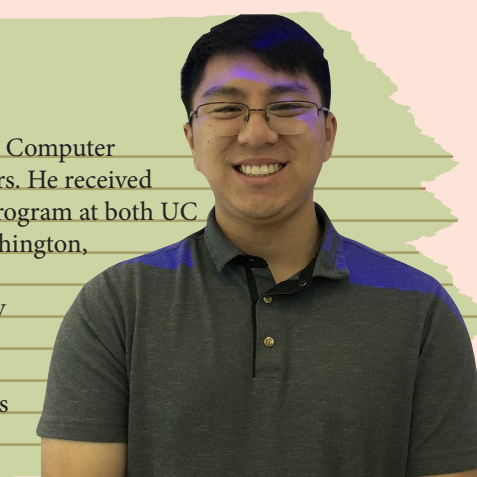
MICHAEL BORTZ

Huskies, meet the newest edition to the Science Department, **Michael Bortz**, the new Living Earth teacher. Initially, Bortz was on track to become a doctor, but he had a change of heart after disliking the courses in college he was required to take to pursue the career. Instead, he decided to take teacher training courses and began his career in education teaching in Richmond at Richmond Charter Academy and Kennedy High School. However, Bortz's desire for a change in scenery and a broader demographic led him to Fremont. His decision to come to Washington was because of the diversity of its students and staff. Bortz's experience teaching science at Washington, though short, has been fulfilling. He is looking forward to helping students grow to their fullest potential throughout the rest of the year.



GABRIEL LEE

Gabriel Lee joined the Husky staff this year as the new Algebra 1 and AP Computer Science teacher. Before becoming a teacher, Lee was a tutor for seven years. He received his undergraduate degree from UC Merced and later completed a joint program at both UC Merced and UC Berkeley. So far, he is pleased with his experience at Washington, enjoying his interactions with both students and staff. When asked about his goals for this year, Lee said, "This year I definitely want to work on my organization skills. Aside from that, I also want to create curriculum that I can use next year that will help my students better learn the material." Outside of school, Lee enjoys bowling and playing badminton to de-stress and help him maintain a balanced lifestyle.



PADMA TALASETTI

Padma Talasetti is the new Algebra 1 teacher at Washington. Talasetti attended UC Berkeley for her undergraduate degree and received her master's degree at Sheffield University in the United Kingdom. Prior to coming to Washington, she worked as an information technology technician at Walters Middle School. Talasetti decided to become a teacher because of her love of working with students. She finds them unpredictable and enthusiastic and loves the excitement and passion for learning that they bring to the classroom every day. Talasetti's goal for this year is to equip her students with the skills needed to navigate the world of mathematics so they can be successful in their scholastic career.



CANDACE BROUSSARD

Candace Broussard began working as a resource teacher at Washington in February. Broussard taught special education students at her former school, but experienced high levels of stress there, pushing her to switch to Washington. So far, it has been a success. From the few months she has been teaching here, Broussard "likes the environment, teachers, and colleagues." Her main goals for this year are to help the seniors graduate and help everyone pass all their classes. Aside from that, she wants to help improve "communication between teachers." By doing so, she believes that the staff will be able to smoothly and effectively set up meetings and other important events. Outside of school, Broussard loves to play sports basketball and tennis with her children in her free time.



VICTORIA LIN

Victoria Lin is the new ERWC and AP Literature teacher joining us this year at Washington. Her transition into the job was difficult, as she joined the Husky family four weeks into the school year with little time to prepare lesson plans. However, despite her rough transition, Lin is happy to be at Washington. "The environment is very friendly, and the students here are very well-rounded and know how to balance grades with extracurriculars. All the teachers have been really nice to me and have helped me get through these first few weeks," Lin said. Her desire to teach English is rooted in her love for language and her affinity for literature. "I love the ways that we, as humans, can connect with one another through writing. I also believe in the power of a book and its ability to influence our lives and help us see the things that we aren't seeing for ourselves. English is just a broad, beautiful subject and that's why I love it so much."

SONIA LOPEZ

Among the many new staff at Washington this year, **Sonia Lopez** is the only returning Husky. Prior to her return, she lived in Monterey and later worked as a teacher in Kuwait for a year. Currently, Lopez teaches a multitude of subjects to special education students, including Physics in the Universe, Health, and sophomore English. So far, Lopez says that she is "ecstatic to be back, happy to be around students," and is "overall enjoying being back at Washington." This year, she wants to help her students maintain their grades and achieve their academic goals and aspirations. Outside of school, Lopez has a number of hobbies, some of which include salsa dancing, hiking, gardening, and restoring old furniture.



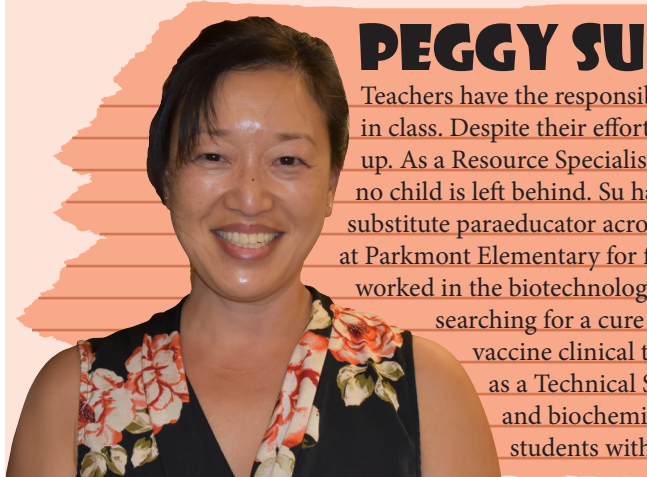
JENNIFER HARDY

Jennifer Hardy is Washington's new registrar. Prior to coming to Washington, Hardy worked as an enrollment specialist and as an interpreter coordinator for the District Office. As a result, she was already familiar with the Fremont Unified School District before coming to Washington. Her desire to commit fewer hours to working and more to taking care of her children was the main reason for her transition. Hardy's dedication to her children extends beyond changing her job; she works as a teacher's assistant at her son's elementary school and even makes her children's Halloween costumes from scratch. So far, Hardy believes she made the right choice in moving to Washington. Not only does she love the environment, but she enjoys interacting with the students and the staff as well.



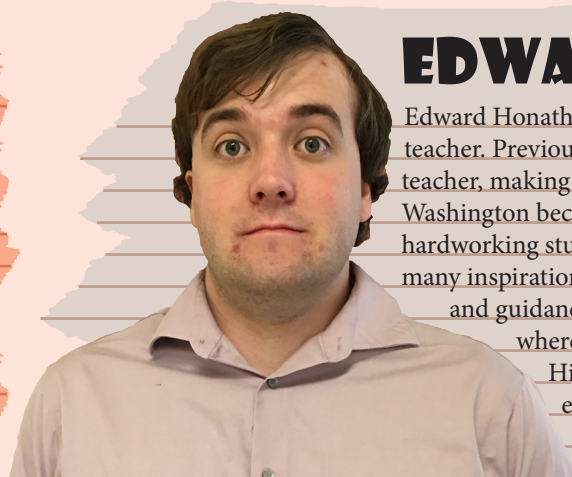
HANNAH OLSON

Hannah Olson is Washington's new freshman and sophomore English teacher. Olson's decision to come to Washington was driven in part because of the diversity of its students as well as the supportive and accepting culture of the school. This past year, she taught at Alpha Public School in San Jose, making this her second year teaching. According to Olson, her focus on English is due to her love for language and her affinity for reading. Her favorite novels include F. Scott Fitzgerald's *The Great Gatsby*, Jeannette Walls's *The Glass Castle*, and Margaret Atwood's *The Maddaddam Trilogy*. Olson's goals for this year are to create a positive environment for students to hone their writing and comprehension skills and to learn from and collaborate with other English teachers in creating engaging and pertinent curriculum.



PEGGY SU

Teachers have the responsibility of ensuring that all students learn the material covered in class. Despite their efforts, however, kids are often left behind and struggle to catch up. As a Resource Specialist Paraeducator, **Peggy Su** assists teachers in making sure no child is left behind. Su has worked in special education for six years, serving as a substitute paraeducator across the district for two years and as a permanent paraeducator at Parkmont Elementary for four years. Prior to working in special education, she worked in the biotechnology industry for thirteen years as a Senior Research Associate searching for a cure for cancer, as a Clinical Trials Coordinator conducting HIV vaccine clinical trials, as an E-commerce Vendor Accounts Manager, and as a Technical Support Specialist for rapid detection of clinical diseases and biochemical warfare agents. As an educator, she wants to empower students with lifelong skills for success.



EDWARD HONATH

Edward Honath is Washington's new World History, US History, and Economics teacher. Previously, Honath worked at Newport Harbor High School as a student teacher, making this year his first as an official teacher. Honath decided to work at Washington because of its abundance of school spirit, as well as its motivated and hardworking students and staff. Honath decided to become a teacher because of the many inspirational teachers he had in high school, who provided him with support and guidance to fulfill his goals. As a result, he attended Chapman University where he received his Master's in Education and Bachelor of Arts in History. This year, Honath is looking forward to making learning exciting for his students by teaching using documents, text analysis, and projects.



DAVID CARPENTER

David Carpenter joined Washington's staff this year teaching World History and U.S. History. Prior to becoming a Husky, he worked as a substitute teacher and taught at Hopkins Junior High School, Mission San Jose High School and the Xian Yun Academy of the Arts in San Francisco. Outside of his career in academia, Carpenter worked as a journalist for the *Davis Enterprise*, the *Yacaville Reporter*, *The East Bay Times* and the *Sacramento Bee*. However, his childhood passion for history drove him to make a career change from journalism to teaching. It hasn't been without its growing pains, however. "It's been a lot of fun, but it's been really challenging too. I teach 6 classes, meaning I have about 180 students, and I'm not used to that." We have the feeling he's going to do just fine.

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Day of the Dead keeps culture full of celebrations

By KEERTHANA RAGHURAMAN
Staff Reporter

Colorful clothing swish around as dancers move around the stage, girls in flowing dresses and guys in shirts and pants, tapping and spinning to the music. The United Latinos Activists were performing for Dia de Los Muertos, or Day of the Dead.

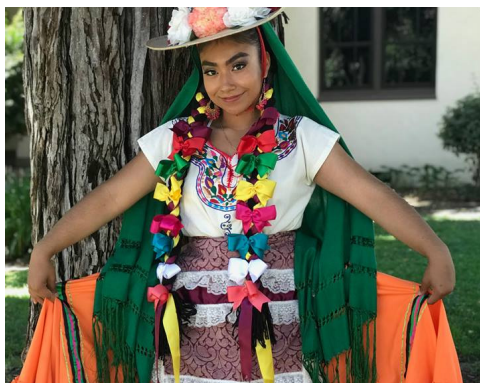
ULA is an organization, founded in 2016, that empowers underprivileged latinos to pursue higher education through folkloric dance and college resources. They have meetings every Tuesday and Friday after school, and perform at elementary schools across the district, such as Niles, Cabrillo and Vallejo Mills.

It was ULA's second year performing at the 8th annual Dia de Los Muertos Altar Walk on Saturday, November 3. The Altar Walk is a reunion of the hispanic community in Fremont, for Day of the Dead, where people can walk around, looking at altars that honor deceased family and friends, and watching performances that are put on. Some dress up as La Catrina, "a skeleton who wore European clothes to 'fit in', but found she was Mexican to her bones," says Julian Perez, a senior at Washington and President of ULA. "People dress up and wear face paint and have fun watching different group's dance performances."

Along with ULA, Ballet Folklorico de James Logan High School also performed, and the two groups have worked together in the past to perform at schools. They performed dances from regions that celebrate Day of the Dead, or las huastecas: specific geographical locations that have a strong presence of indigenous populations, such as the Teenek people.

When asked about the importance of the Altar Walk, senior Julian Perez stated that it was a holiday heavily celebrated in Mexico, and this event "allows these traditions to be introduced to Fremont." A lady at the event said, "It was a beautiful representation of cultural preservation."

The impact of ULA goes beyond performances. It gives Latino students a chance to explore their identity outside of conventional pop culture. Mexican traditions have been lost among Americanized culture, and ULA allows them to go back to their roots and learn about where they came from. Gemma Rodriguez, a junior at WHS and one of the two teachers at ULA, says that the club "allows me to go back to the culture and environment my ancestors lived in, and gives me a sense of identity."



A ULA performer shows off her Michoacan costume.

PHOTO BY JULIAN PEREZ



Performers Julian Perez, Ximena Canales, Carolina Barajas-Ceja smile for the camera.

PHOTO BY JULIAN PEREZ

Senior shines on paper and in real

Artist SPOTLIGHT

By DIEGO SEVILLANO
Staff Reporter

In Washington, people who partake in expressing themselves through art would most likely find themselves as a member of the Art Academy Program. In it, the members are given many forms of media to create what they want and when they want. Senior Sonia Leal has been a member of this program since her freshman year; through it she has been able to figure out her own path in the artistic world.

Her favorite type of art is painting. When asked of how she started doing art Leal said, "I never was a painter before. I started doing drawings of cartoons but when I got to the Art Academy here at Washington I saw other students who were talented with other mediums of art which got me interested into painting."

In her family, she credits her father who inadvertently pushed her to start art because he grew up doing it. Leal says, "Art Academy has also helped me build up my art skills. It's helped me learn about the different components going into the final piece and I'm honored to be with students since tenth grade who create amazing pieces of work and inspire me to do better."

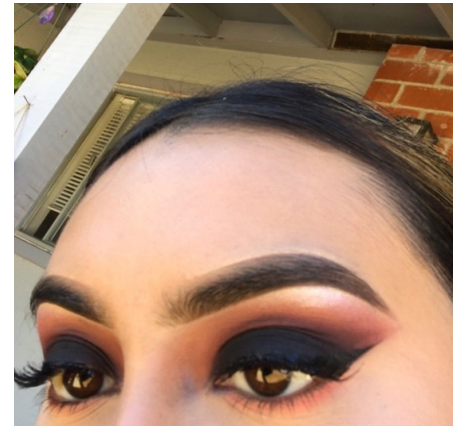
Everyday, Leal creates an art look- her

makeup. "I wouldn't say I'm the best but I am getting there. To me makeup is an art and its another form of expressing yourself. I do have an account for my makeup, I mostly post my makeup looks and I do hope I can use it as a platform for my future career which I will hopefully get as I plan to go to beauty school after high school. I do plan on posting more including which products I use and methods I utilize to create my look of the day," Leal says.

Leal was inspired by Jaelyn Hill to start makeup. Moreover, she continued to learn and gain tips and skills by contemporary popular makeup artists such as Jeffree Star.

In the more conventional side of art, Todd Elkin is one of her inspirations because he is the teacher for the Art Academy. When asked if art had helped her as a person she immediately replied, "It has helped me become who I am today. When I do art I express how I feel; there's always a visual metaphor that I'm trying to put across when I do art and I feel good when people are proud of me and it helps me keep on going doing what I do."

Leal has also been working at Michael's which is an arts and crafts store for over a year. At Michael's, there are art and crafts classes held for kids where Sonia is an instructor. She has worked with kids multiple times and shows them easy crafts that can be completed all by themselves. She is always honored to teach people her passion. If you ever visit at Michael's, her artwork is displayed all over the wall in the classroom. You can also find her makeup page on Instagram @beautybysonia_leal.



Leal creates a bold eyeshadow look.

PHOTO PROVIDED BY SONIA LEAL



Leal made a scenic painting of the moon, a river, and a branch.

PHOTO PROVIDED BY SONIA LEAL

#BREAKINGBINARIES HUMANS OF WASHINGTON HIGH SCHOOL

By JAYNATH PASUPULATI
Staff Reporter

In today's society, there has been a rise in LGBTQ+ representation in mainstream media. Members of the LGBTQ+ community are embracing their identity and are proud of it. Here are a few huskies part of the LGBTQ+ community and their stories.

KATHERINE ALM, JUNIOR



"We met at SF Pride. I didn't know her very well. Frankly, I thought she was out of my league. We started talking more during the parade and really hit it off! I just chatted with her in a friendly way; I was too nervous to even try and flirt. However, that totally changed. It's really crowded at SF pride, so at really jammed spots my group held hands to keep track of each other. Once it got less squished, we'd let go. At one point, she and I stopped letting go of each other's hands."

ISABELLA KINSER, JUNIOR



"To my immediate family, I wrote a letter, individually, to all of them. I was going to mail it, but it would take too long. So, I texted my close friends informing them that I am Bisexual. Nowadays I'll sarcastically say something about not being straight, when people ask me why I am Bi. Most of my family still don't know I'm Bi and I'm okay with that. There are many people I kept it from because I think they don't deserve to know."

CARL BULLARD, TEACHER



"I met my husband and we were together for a while before I had a conversation with my parents, who- of course- had already met him. My mom was like, 'Of course I always knew that.' So it was a pretty easy breezy situation just to deal with my immediate family. This life has changed since when I came out in the '80s. And it's very easy to be an out, gay teacher in Fremont; to be able to do the advocacy that I do both as a union leader and as a gay man in the community."

HINA CHOWDRY, SENIOR



"Well, coming out was scary so I did it subtly and spontaneously. All I did was post a picture on my Snapchat story saying 'why is it so hard for everyone to believe that I'm gay' and everyone started messaging me. Most of my friends halfheartedly said, 'Oh cool,' but didn't really react because they didn't completely believe me and they still don't."

Getting the dirt on organic farming at Ardenwood

Question & Answer

By **CINDY WANG**
Staff Reporters

“Organic.”

We frequently see this little green logo on fresh produce, dairy, and meats—often accompanied with a much higher price tag. Organic farming refers to the phrase coined early in the 20th century in reaction to rapidly changing farming

practices. Recently, however, this has even migrated from traditionally “healthy” products to candy bars, burgers, and ice cream. Although this word is becoming increasingly prevalent in our lives, we rarely take into account what organic truly means. Is an organic product truly

healthier? What makes organic farming differ from conventional farming? How does this impact the world that we live in?

To get a better idea of this topic, I reached out to Aris, the farmer at Ardenwood farm, who welcomed providing some answers.

Ardenwood Historic Farm

34600 Ardenwood Blvd, Fremont, CA 94536
(510) 544-2797
Tuesday to Sunday: 10:00am-4:00pm

What does it mean to be organic and to run an organic farm?

The general idea of organic farming is that you don't want to put anything harmful into the land. Instead of synthetic fertilizers, what organic farmers put on crops ultimately comes down to carbon-based inputs, which means anything that can decompose, [such as] poop, plant matter, and paper. There are also organic chemicals available, and something that is considered as an organic chemical is copper.

However, this is where it gets tricky. Although copper in large quantities is toxic to you and me, it is still technically an organic product. So organic isn't always good for you... [it] can be harmful as well. But in the end, I would still rather put something natural, such as copper, on my plants than put something really harmful and toxic from a lab. So overall, the idea of organic farming is to take care of the land, the ecosystem, and the future as best as you can.



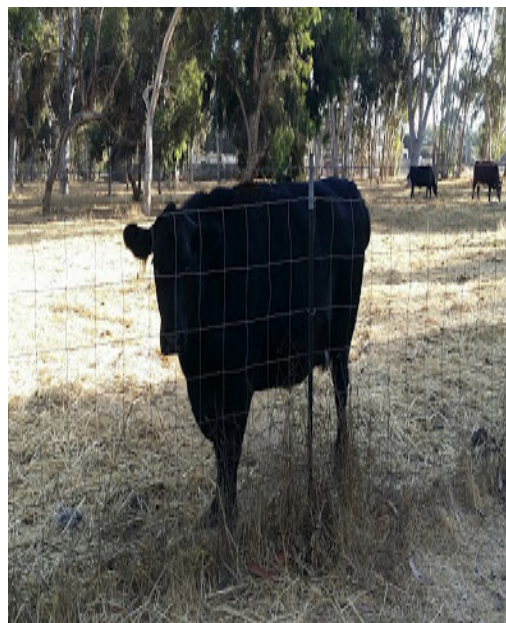
Pictured above is Ardenwood farmer Aris (L) and author Cindy Wang (R).
PHOTO BY CINDY WANG



This mini-garden facilitates the composting process.
PHOTO BY CINDY WANG

How do you manage these pests and invasive species without pesticides and/or herbicides?

This is tricky. Organic farmers rely heavily on management practices since we can't just spray [pests]. One popular approach, developed by UC Davis, is IPM, which stands for integrated pest management. You start with management options such as mechanical, cultural and biological, and work your way down—relying on spraying only as a last resort. The mechanical aspect would be tractors and equipment that will physically pull out the crop. Biological would mean relying on beneficial insects, so if you create a healthy ecosystem that attracts a lot of beneficial insects, their sheer population will keep the bad pests in check. Then there is cultural, so that would mean what plants you are choosing. Are they resistant to disease? Can they withstand pests? Do they compliment each other? For example, if I plant marigolds next to my crop, the allelopathic chemicals released by the marigold's roots can prevent pests from attacking below ground.



Many animals, including cows, are present at the Ardenwood Historic Farm.
PHOTO BY CINDY WANG

How does an organic farm's soil compare to a conventional farm's?

If you go to a conventional farm, the soil will be stripped of life: it's going to look light brown and have little to no microbiology; whereas if you go to an organic farm, [the soil] will not only be darker in color, and full of life, it will also have a higher micronutrient blend. [This is because], in conventional farms, they are only interested in 3 macronutrients that plants need the most: nitrogen, phosphorus, and potassium. But plants need micronutrients as well, and since these micronutrients are often found in compost, an organic farm's soil will thus have a higher concentration of these micronutrients and a much stabler concentration of macronutrients.

What are some foods you recommend buying organic, and what are some that you don't have to?

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.



This is a field at Ardenwood Historic Farm.
PHOTO BY CINDY WANG

Ceramics sales does good deed in order to raise money

The ceramics class, with the leadership of Mr. Rodenkirk, organizes sales annually to raise money to improve the classroom environment

By **JESSICA BERMUDEZ**
Staff Reporter

Mr. Rodenkirk, the ceramics teacher, holds several ceramics sales throughout the year. By doing so, he raises money to improve the classroom environment and buy supplies.

There are various items sold from vases, bowls, plates, and jars to anything else ceramics-based. Although most ceramic items sold are made by

him, some are also made by fellow Washington students or are decorated by them. As a former student of the ceramics class, I am aware of how much time and effort goes into making one mug. For example, when it comes to handcrafting a ceramic piece, everything is dependent on the individual's creativity. The process includes grabbing a wet piece of clay, smoothing out the clay, cutting the clay, grabbing a tube, wrapping the clay around it with a paper towel, making a base for the bottom of the cup, and finally

attaching the handle. The fact that Mr. Rodenkirk makes enough ceramic items to sell is truly astounding and makes the item so much more meaningful.

These sales take place at different times throughout the year. Last year, he hosted a summer sale, a pre-winter break sale, an end-of-the-school-year sale, and a Mother's Day sale. According to a student from Washington High school, senior Esmeralda Orozco, “There were a lot of options to choose from and all items were

reasonably priced. It was also nice knowing that the money was going towards the classroom because that makes it's a win-win situation.”

These ceramic sales are a great alternative to raise money for the class rather than asking for donations at the beginning of the school year because students as well as parents are more likely willing to give money if they get something out of it. At this time, there are no set dates for this year's upcoming sales. Please contact Mr. Rodenkirk for more further information.

Fremont Natural Healing Center

Monica Lee
Owner/
Certified Foot Zonologist
fremontnatural@gmail.com

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Varshita takes the reigns of the court this season

Athlete OF THE MONTH

By COLTER ADAMSON
Staff Reporter

Varshita Kurapati is a junior at Washington High School known for playing many different types of sports. She is just coming off of a hard-fought volleyball season and is looking forward to a new badminton season. Right now, Varshita has her focus on basketball.

Varshita has been playing basketball since the fifth grade and is training for her next season in her third year at Washington. Logistically, this alone demonstrates Varshita's dedication to the sport.

"Basketball was a sport that I immediately fell in love with. I took an interest in it and developed a passion for basketball even before I started playing it," Kurapati said.

Since Varshita plays a total of three sports in three different sports seasons, she keeps busy all year-round. Despite this, she has a special preference for basketball. "Basketball is something I can refer to as my happy place. If I'm having a tough day at school, I can just go to practice or to the park to shoot around and it will relieve me of my tensions." Her love for the game is undeniably different from other sports through the activity's stress-relieving effects.

To every athlete, their sport is their "happy place," but it doesn't start that way for everyone. The love of the game starts with initial amazement, followed by inspiration to play and succeed at it. Varshita commented on this, saying "I would think my parents invest a lot of time into my athletic life. They are always there for me during good and bad games. My dad is definitely one of my biggest supporters because he will come to my games no matter what. I wouldn't be the athlete that I am today without them consistently driving me around from practice to practice or without their support."

While all the support and groundwork has been laid out by Varshita's parents, Varshita also has another source of inspiration. "Another person that has influenced my game would be Stephen



Junior athlete Varshita Kurapati smiles for her basketball photo, just one of the many sports that she participates in throughout the year.

PHOTO BY YEARBOOK

Curry. People might say I'm just a bandwagon fan, but I genuinely love how he plays. He has a great sense of the game and I aspire to be a great player like him," she said.

At some point, student athletes in high school

must come to a decision about the future of their sport. Do they try to continue playing for a college or do they stop playing after high school?

"I would love to continue playing basketball after high school, but I don't know if I would be

able to because of my height...so I might keep basketball as a pastime activity," Varshita said. According to Varshita, her experience playing basketball at WHS will be invaluable, and something to always be fondly remembered.



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JAMES LOGAN CENTER FOR THE PERFORMING ARTS

Girl's Volleyball makes NCS

By JOVAN BENIN
Staff Reporter



Girls varsity volleyball comes together for a cheer, finally winning the game against Ukiah. PHOTO BY MR. HUBACEK

Washington's girls volleyball team made it to NCS this year, NCS being the first round of playoffs out of six games. They set a great example and tried their hardest to be make it to the final but fell short, getting knocked out in the second round. However, their effort and teamwork was enough to take their team to MVALS.

Their first match was against Ukiah High School, where they had a victory of 3 sets to 1. Their second game was against Northgate, where they lost with a score of 0 sets to 3.

In order to prepare for MVALS, they practiced every day, including Fridays, while also training outside of practice. Some players, like sophomore **Deanna Orta**, have come to see the team as a family over time and are extremely proud of each person. Orta believes in her team; as she says, "I really wish we could have beaten Northgate because I believe we have the ability to."

Junior **Camdyn Albrecht** is a talented player remaining humble to her faults and mess ups. She is a player who learns from her mistakes and rebounds throughout the difficulties of a game. No matter what, "I want to work more on being a supportive teammate," she explains.

All in all, the teams put in a valiant effort and will try their best to improve themselves in order to be even better next season and, hopefully, have an all-inclusive win. They were proud of their effort this season and look forward to an equally exciting one next year.

Gymnastics wins MVALs '18

By JOVAN BENIN
Staff Reporter



Washington varsity gymnasts line up together to celebrate their win for a memorable season. PHOTO BY MRS. DASKALOFF

The Washington High school gymnastics team is your 2018 MVAL Champions with an undefeated record dominating the competition. Their last MVAL win was 11 years ago, back in 2007. This win strikes the Husky community as a significant stepping stone in the team's progress.

Many people underestimate the sport of gymnastics, calling it easy, but, in reality, it's skillful and complicated to learn. Each intense meet involves performances at each event, scored by deductions in points. During a match, each gymnast will start off with an E score of 10.0 and get deducted for their technique and other things like execution and landing.

There are seven different events: vault, balance beam, uneven bars, pommel horse, parallel bars, still rings, and horizontal bar. Gymnast **Rose Chong** is very proud of what her teammates can do on the mat, feeling that they all work as a team, but also have fun doing it as well.

According to junior gymnast, **Yvonne Daskaloff**, the team starts practicing in early August so as to prepare for the season. She is proud of her teammates' talent and glad to win the MVALs. Junior **Jasmine Patrice** said she loves helping out her teammates so they can get the perfect routine in and, in exchange, people also help her out.

These girls take their time to represent our school and they are having fun doing it. As a takeaway, the team said they should be more productive during practice so as to maintain their excellence.

Husky Scoreboard

FOOTBALL

10/27 WHS 56 VS AHS 0 (JV)
10/27 WHS 28 VS ASH 14 (VARSITY)

GIRLS WATER POLO

10/24 WHS 8 VS NMHS 4
10/25 WHS 9 VS IHS 7
10/26 WHS 2 VS IHS 10

GIRLS TENNIS

10/24 WHS 0 VS MSJ 7

BOYS WATER POLO

10/25 WHS 18 VS LOGAN 10
10/26 WHS 12 VS IHS 8
11/3 WHS 13 VS FOOTHILL 11

GIRLS VOLLEYBALL

10/24 WHS 3 VS UKLAH 1
10/27 WHS 0 VS NORTHGATE 3



Girls varsity volleyball plays hard in their game against Northgate. PHOTO BY MR. HUBACEK



Although stadium speakers are a second thought, they are crucial in arena events such as the homecoming game. PHOTO BY JAYANTH PASUPULATI

TAK speakers take away from game

By VIVIANA GARCIA
Staff Reporter

Could you ever imagine yourself going to a sporting event and it's completely silent? If you're a huge sports fan like myself, you know sound is a huge part of simply being able to enjoy a game. The sound from the actual game and the added noise from the crowd can hype athletes up and even get them to play a better game.

"Sound is a huge part of watching sports because, for those who do not completely understand the game, they rely on what the refs say to at least get an idea of what's happening in the game," says senior **DeAnna Lopez**. A lot of people pay professional sports corporations outrageously overpriced tickets to feel the energy of the crowd and the loud atmosphere of the game. I myself have paid those prices, mainly to feel the thrill of excitement that is evoked from the loud acoustics in the arena.

Sound doesn't have to just be for sports; it can be for any big event. Tak Fudenna Stadium holds significant events year-round, which includes football games for the district's high schools, our big homecoming game, and the most substantial of all: graduations.

If you've ever been to an event at Tak you know that the sound quality is not that great. With the stadium constructed the way it is, one would think that it wouldn't

be too hard to position the speakers in a way that would make it easy to hear what is announced despite one's location. Then again, any sound projected in this low-sided stadium has the tendency to bounce around. This can cause echoing, which can get so bad to the point where you can't hear anything at all.

This constant fight for acoustic peace can be very frustrating. The way cheerleader **Stephanie Swayzer** sees it, "When we can't hear the music playing; it's hard for us to know what part of our dance we should be doing." Not only does the poorly-directed sound affect the cheerleaders, but also players and spectators in the stands, all trying to take part in the same events.

Last year's graduation, unfortunately, showed little, if any improvement with the acoustic quality, leading to disjointed speeches and inaudible announcements.

"It was pretty bad," said senior **Kwamtavious Frenchwood**. "I couldn't hear any of the names being called for a good part of the beginning." At memorable moments like this in a person's life, there should be no excuse for not being to hear the graduates' names or the valedictorian speeches.

There are many reasons, some financial, for why the school may not be able to replace the speakers anytime soon. Until then, sports attendees can try to sit closer to the speaker locations.

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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