

## Palo Alto community rallies in international climate strike

*Protests held at Palo Alto High School, City Hall to advocate for more action surrounding current climate crisis*

By Sarah O’Riordan  
& Benjamin Stein  
Senior Staff Writer  
& Staff Writer

Friday, Sept. 20 marked a global climate walkout — a worldwide protest named Fridays for Future. The movement, organized by 16-year-old climate activist Greta Thunberg, is calling for stronger laws to prevent climate change.

At 11:35 a.m., Paly students, along with students from Castilleja and Stanford, joined members of the community in protest on the Embarcadero-El Camino intersection.

“I want to see some action on climate change. I want the government to start listening to the scientists.”

*Emma Donelly-Higgins*

Protesters held handmade signs with slogans such as “denial is NOT a policy” and “New Green Deal NOW” as they recited chants and received honks of support from passing cars.

Students wanted to raise awareness about the severity of climate change in light of the Trump administration’s policies regarding environmental protection, according to Emma Donelly-Higgins, a senior who helped organize the event.

“I want to see some action on climate change,” Donelly-Higgins said. “I want the government to start listening to the scientists.”

Palo Alto residents were not the only people who took to the streets on Sept. 20. In fact, millions of people worldwide participated. Thousands of Bay Area res-

idents convened along the streets of San Francisco, downtown San Jose and Berkeley, and nearly one hundred Palo Alto residents marched through downtown and began a strike at City Hall at 6 p.m.

At the Palo Alto City Hall strike, impassioned students and adults spoke out in support of Thunberg and various environmental protection agencies.

“We need to recreate our broken systems built off of fossil fuels,” a Palo Alto student speaking for the Sunrise Movement said. “We must fight for justice not only for future generations, but also the people most affected by the climate crisis today.”

Senior Ellie Fitton said the purpose of the strikes, along with fighting for climate justice, was to empower youth around the world and emphasize the impact the next generation can have on the issues of today.

“I think that student voice and action are very important for policies to actually change,” Fitton said.

Though the primary principle of the worldwide walkout was to universally raise the voices of youth, support from adults from all over the world could be felt strongly as they joined in on local protests.

Stanford graduate Austin Park came to show his support at the 11:35 a.m. student-led walkout along Embarcadero Road, where he made a poster and protested alongside students and Palo Alto community members alike.

“I’m here to support what you guys are doing,” Park said. “I just got my masters in Energy Resource Engineering, and climate change is a problem that I have devoted my life to solving it. I hope to inspire other people to help create change, but it looks like you guys don’t need my help.”

## Global Climate Strike September 20, City Hall

PHOTOS BY MIRANDA LI/THE CAMPANILE

Below: The Raging Grannies Action League, an organization of passionate elder women activists, attend the climate strikes in both Palo Alto and San Jose.



Above: Don’t burn my future. A young girl participates in the international climate strike, urging people to consider the dangers of global warming and the future of the earth. Right: Save the turtles. A young activist helps raise awareness toward endangered turtles suffering from pollution.



Left: Climate action NOW. A Palo Alto student and advocate for the Sunrise Movement speaks about the need for legal action regarding the climate crisis. “It’s looking like today will be the largest climate action (demonstration) in the history of our country,” she said. The global climate strike, demanding the Green New Deal, respect of indigenous land, environmental justice, protection of biodiversity and sustainable agriculture, took place on Sept. 20 - 27.



Above: Community members and activists gather in front of Palo Alto City Hall to listen to speakers as well as protest lack of government action, on both the local and federal level, regarding climate change.

## Suspensions for bad behavior outlawed for California students



African American students are suspended three times more often than white students.

California students missed a total of 150,000 school days due to suspensions in the 2016-2017 school year.



ART BY SOPHIA MOORE

By Kaitlyn Lee  
Art & Photo Director

California legislators have taken a small step to combat the school-to-prison pipeline, an occurrence in which a disproportionate number of minors from underprivileged backgrounds are criminalized due to policies and practices in schools, such as suspensions.

With the implementation of SB 419, schools across California will not be able to suspend students in kindergarten through eighth grade because of bad behavior.

The bill, signed by Gov. Gavin Newsom earlier this month, is intended to provide a safer and more encouraging classroom en-

vironment for California students, according to its supporters.

The bill was approved by the Senate with a vote of 31 to 8 and by the Assembly 58 to 17.

SB 419 expands upon a previous law which banned behavioral suspensions for California students in kindergarten through third grade.

Assembly member Marc Berman, who voted in support of the bill, believes that the ban on suspensions for unruly behavior will be beneficial to keeping students in the classrooms.

“I do support the bill,” Berman, who represents Palo Alto, said. “I voted in support of the measure when it came to the Assembly Floor. SB 419 will keep students in the classroom, which

is far more beneficial to them than suspension.”

Palo Alto Unified School District Superintendent Don Austin agrees and thinks that suspensions for bad behavior have been overused in the past.

“Practically speaking, I’m personally in support of eliminating willful defiance from suspension forms,” Austin said. “Mostly because it does not mean we can’t discipline students, it means we can’t suspend solely for this one classification that historically has been overused in school districts across the state.”

In the 2016-17 school year, California students missed 150,000 days of school due to

**Suspension Ban | A3**

## Paly alumna killed in boat fire

*Tragedy near Santa Barbara impacts local community*

By Bruno Klass  
& Kris Risano  
Board Correspondent  
& Staff Writer

A horrific fire aboard the scuba-diving boat Conception earlier this month claimed the life of 2001 Paly graduate Carrie McLaughlin.

McLaughlin, a 35-year-old Oakland resident, was a fervent activist for women’s and LGBTQ rights, according to her father, Don McLaughlin.

“She was very passionate,” McLaughlin said. “She drew and painted every day of her life.”

Ms. McLaughlin was one of the 33 passengers who perished while on a Labor Day weekend recreational dive excursion. Built entirely of wood, the Conception was regularly used for commercial scuba trips but erupted in flames on Sept. 2 near the Channel Islands in Southern California during the final night of a three-day voyage.

“The crew seemed to be really aware of safety and all of the crew were really experienced boaters ... Most of them had, if not many, several years of experience on boats.”

*Mary Nemerov*

Subsequently, the National Transportation Safety Board released a preliminary report mentioning that all six crew members were asleep as the fire began.

The report reveals that one

of the crew members awoke to a noise and quickly noticed fire on the sundeck. By the time the crew could take action, it was too late to save the passengers sleeping below deck.

“(Carrie) was very passionate. She drew and painted every day of her life.”

*Don McLaughlin*

All but one of the six crew members survived by jumping overboard after being unable to rescue the passengers from the burning sleeping compartment.

According to the NTSB, the captain later confirmed the fire did not start in the engine room. No mechanical or electrical issues were reported before the boat took sail.

Investigators are uncertain where the fire began, but do know it started shortly after 3 a.m. However, they do not believe it began below deck.

The descriptions of the fire hit close to home for Palo Altan Mary Nemerov, who was a passenger on a similar boat owned by the same company and taking the same route a few months ago.

“To hear about the fire and what happened, I immediately pictured where all the passengers were because you do go down this staircase, and it’s this pretty small place with bunk beds stacked along the wall,” Nemerov said. “It is very tight quarters, and I could readily imagine that it would have

been really easy if a fire happened that you would not have been able to get out of there.”

Despite these concerns, Nemerov found the boat’s staff to be safety-conscious.

“The crew seemed to be really aware of safety and all of the crew were really experienced boaters,” Nemerov said. “Me and my daughter had talked to all of them, and most of them had, if not many, several years of experience on boats.”

The trip that Nemerov took with her daughter Anna was her first boat excursion of this sort.

Although an overall enjoyable experience, according to Nemerov, there was a concern that arose in her mind one evening during a barbecue for dinner.

“It is very tight quarters, and I could readily imagine that ... if a fire happened, you would not have been able to get out of there.”

*Mary Nemerov*

“They had built a barbecue on the deck near where the engine was, and it was a little weird that they were barbecuing meat on top of this wooden boat,” Nemerov said.

A memorial service has been scheduled for McLaughlin, but the family has not released details to the public.

*Editors note: Nemerov is the mother of Lucy Nemerov, a senior and Editor’s-in-Chief of The Campanile.*

### INSIDE the edition

News..... A1-A4  
Opinion..... A5-A7  
Editorials..... A8  
Lifestyle.... B1-B3, B6  
Spotlight..... B4-B5  
Science & Tech... B7-B8  
Sports..... C1-C4

### Lifestyle



PHOTO BY KRIS RISANO/THE CAMPANILE

#### Sticker Culture

Students express themselves through their choice of stickers.

**PAGE B1**

### Lifestyle

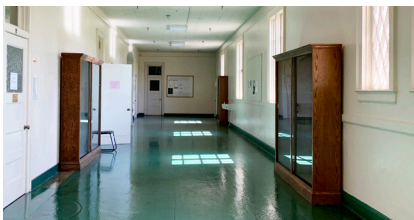


PHOTO BY ANNA MEYER/THE CAMPANILE

#### Ghosts on Campus

Staff members reflect on spooky encounters on campus.

**PAGE B3**

### Spotlight



ARIZONA COMMUNITY PRESS/CC BY 4.0

#### Ethnic Studies

Proposed ethnic studies curriculum sparks controversy.

**PAGE B4-B5**

### Sports



RIHAJI/PIXABAY/USED WITH PERMISSION

#### Dangerous Sports

Athletes risk their safety to free climb, helicopter ski and off-road.

**PAGE C1**



A2

NEWS

# YMCA hosts Welcome Week

Immigrants and refugees celebrated with 10 days of events

By Rebekah Limb  
Sports Editor

Celebrating immigrants, unity and Palo Alto history, YMCA's second annual Palo Alto Welcome Week came to a festive end on Sept. 21 after 10 days of events hosted by several community organizations. Joining the nationwide effort to recognize the contributions of immigrants and refugees to their respective communities, institutions such as the Palo Alto City Library, Palo Alto Museum, Kafenia Peace Collective and many more join hundreds of YMCAs and the nonprofit organization Welcoming America in this movement.

"We've been working with our group of community partners for several months in preparation for this year's festivities," Lily Stellmon, Welcome Week lead organizer, said. "It's been a true collaboration. We hope to create spaces, tell stories and provide resources that make everyone in our community feel welcome and bring people together in unity."

"We hope to create spaces, tell stories and provide resources that make everyone in our community feel welcome and bring people together in unity."

Lily Stellmon

Welcome Week kicked off on Sept. 12 with a Moon Festival Cultural Diversity Celebration at Cubberley Community Center, and closed with a potluck and Storytelling Lounge on Sept. 21 at the Mitchell Park Community Center. In between, Welcome Week featured other events such as self-guided walking tours and family story times. Another event highlighted in the Welcome Week were the English as a second language



Family fun: Families participate in one of the events during Welcome Week, which has been in the works for several months. "The national initiative is an annual celebration, bringing together thousands of people and hundreds of local events," Lily Stellmon said.

classes and discussions put on by the Palo Alto City Library. The ESL classes provide support and learning opportunities for immigrant families, according to Palo Alto City Library services manager Ruth Ann Garcia.

"Our partnership with the YMCA makes perfect sense for this week, or any time really, as libraries share the core values of youth development, healthy living and social responsibility," Garcia said. "We're pleased to be partnering with the YMCA and other groups to highlight our services and events that support new Americans."

The guided walking tours connect places with people, past and present, according to Assistant Director of the Palo Alto History Museum Crystal Taylor. The tour exhibits the impact and accomplishments of immigrants in the city, including opening the first business, building the first high school and selling the land to Leland Stanford that would become Palo Alto.

"The role of a history museum is to record our past and to teach from it so we can inspire a better future," Taylor said. "Immigrants have been shaping our community since they first started to arrive in the late 18th century; ... the children and grandchildren of immigrants continue to shape this community."

Junior Kylie Mies, who had the opportunity to check out

the online Made Into America archives, presented by the Mid-Peninsula Community Center and the city library, said Welcome Week is a nice opportunity for our diverse community to come together.

"I think that the event is a great way to celebrate the unity in Palo Alto," Mies said. "It's so great for Palo Alto to have an event like this, especially in our political climate."

"I think that the event is a great way to celebrate the unity in Palo Alto ... especially in our political climate."

Kylie Mies

As Welcome Week wrapped up, Garcia said she hopes the week left community members inspired to learn and do more for immigrants and newcomers.

"We want all newcomers to know that they are welcome in this country, in Palo Alto, and in our community organizations," Garcia said. "I can't imagine a public library not supporting new Americans, and I'm sure the YMCA and our other participating community partners feel the exact same way."

# Holocaust survivor visits Paly

Students will have opportunity to gain insight from Ben Stern

By Alex Liu  
& Adora Zheng  
Senior Staff Writer  
& Lifestyle Editor

Ninety-eight-year old Holocaust survivor Ben Stern is set to give a talk about his life at Paly.

Stern will give the talk in the Performing Arts Center during sixth period on Oct. 15. According to English teacher and event organizer Marc Tolentino, Stern's talk is open to all students and staff who can fit in the PAC, and teachers have been notified about the opportunity to bring their classes.

"We're all very out of touch with what war can create, and we need to get real," said English teacher Lucy Filppu, an organizer of Stern's last talk at Paly. "Students need to see for themselves, while there's still time, an example of living history and hear it from a real person."

Stern was born to a Jewish family in Warsaw in 1921 and lived through two ghettos, nine concentration camps and two death marches between January and April of 1945. He was liberated by the U.S. Army on May 8, 1945, and eventually moved to Skokie, Ill. with his wife and three children in 1959.

It was there where the neo-Nazis of the National Socialist Party of America attempted to hold a march in 1977. Stern publicly stood up against the efforts to organize the event and fought for over a year to persuade the public to oppose the situation.

According to Tolentino, Stern's upcoming talk is especially relevant in today's political climate.

"Right now, if you look at the news, there's hatred, there's anti-semitism, there's immigration struggles and fights," Tolentino said. "People don't want immigrants coming to this country, but at the same time, hearing his story and hearing about what immigration allowed him to escape would be super powerful."

All attendees of the talk will be shown a documentary of



ART BY KAITLYN LEE

A Touching Tale: Ben Stern, who spent time in concentration camps during World War II, is speaking in the PAC on Oct. 15. Stern survived two death marches. "He was liberated by the American army but he wasn't freed until he let go of hatred," Charlene Stern said.

Stern's life, "Near Normal Man," which was produced and directed by Stern's daughter Charlene.

"I decided what I wanted to learn about was, 'How does a human being remain human while all humans around him are turning into beasts?'" Charlene said. "That's why I made a movie, because I thought that his message would mean the world."

According to Tolentino, Stern's story serves as a powerful reminder of the atrocities humans are capable of committing.

"Hearing (his) story is important, because oftentimes, we get so numbed by everything and how busy our schedule is that we lose sight of how horrible like the world can be — but it also shows how someone can rebuild or bounce (back) from that," Tolentino said.

According to history teacher Kenneth Tinsley, who was another one of the organizers of the last talk Stern gave at Paly, Stern's message consistently focused on forgiveness rather than anger.

"He has every right to be angry, going from surviving so many of those concentration camps (to) what happened in Skokie, Ill. with the Nazi demonstrations," Tinsley said. "But he still brings this power of unity, this message of forgiveness. Students walk away with, 'Yes, you can (forgive),' and that there is a power to for-

giveness." While Stern has spent the last five decades speaking to hundreds of audiences around the nation, according to Tinsley, this kind of opportunity will not be around much longer.

"If you find a person who's lived through that era, talk to them and hear their story, because they've unfortunately won't be around for much longer — especially a guy (who lived through the) concentration camps and the center of one of the largest civil rights or civil liberties cases in our country," Tinsley said.

This talk may be one of the only opportunities students will have to hear a Holocaust survivor speak out about their lives and witness a first-person example of one of the largest cases of social injustice in history, according to Tolentino.

"I hope that (students) will be impacted by one human being and his story, because that's how we learn: through good storytelling and that they remember him and remember the lessons he's learned through his lifetime," Charlene said. "Because one never knows when forces might seek to destroy you and your way of life — you need to have the courage in every human being and never forget that kindness to yourself and others and never give up hope."

# Minorities disproportionately in special education

Palo Alto School District working to prevent overidentification of students of color

By Sloan Wuttke  
Staff Writer

Palo Alto Unified School District appears to have too many students of color in its special education program relative to its overall student population, according to a new state study. Among the proposals to remedy the imbalance is identifying students sooner who might have learning disabilities such as dyslexia.

Recently released findings from the California Department of Education, which cite a disproportionately large number of students of color in the district's special education program, may indicate underlying issues of systemic inequity and overidentification of minorities in special education programs. Generally, disabilities would be proportional across all races, but PAUSD's disability population is not, thus catching the attention of the state.

Superintendent Don Austin explained that overidentification disregards the gradual steps taken to ensure proper classification. Austin said that plans are underway to find potential solutions to these over identifications.

"Too often ... we wait for kids to fail before we provide the interventions that they need."

Tara Ford

"If something like dyslexia isn't properly identified early, it could easily turn into an inappropriate special education identification, so by us trying to (screen children for dyslexia) earlier and find out the strategies for their learning, then we can help someone with dyslexia be more successful," Austin said. "That's a place where we can reduce future classifications in special education."

In the 2017-2018 review conducted by the CDE, PAUSD was found to be non-compliant in its disproportionate number of African-American and Hispanic

students classified as having a Specific Learning Disability.

The CDE discovered PAUSD's K-12 Specific Learning Disability population of 340 students consisted of roughly 46% Hispanic students, 31% White students, 8% African American students, 8% Asian students and 8% who identified as multiracial. This compares to PAUSD's racial makeup in 2017 of 38.6% White, 35.4% Asian, 12.9% Hispanic and 1.7% African American.

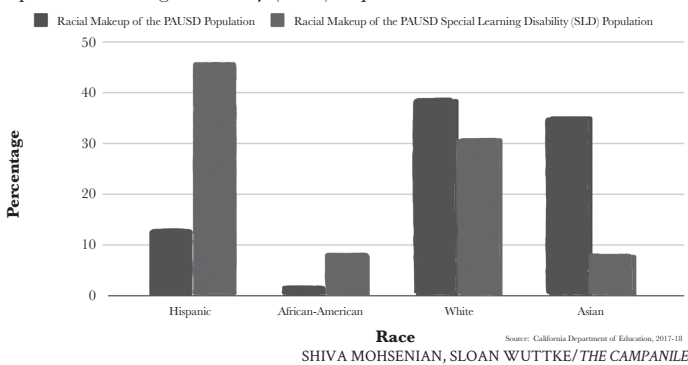
The CDE predicts that PAUSD will be labeled as "significantly disproportionate" for three consecutive years, including the 2018-19 school year. PAUSD would then, hypothetically, have to direct 15% of its Individuals with Disabilities Education Act funds toward programs aimed at reducing the apparent problem of the disproportionalities.

PAUSD aims to use part of these funds toward Goalbook, thereby ensuring that there are processes and programs implemented to mitigate the disproportionalities. Goalbook is a service that helps digitize goals for students in special education and streamlines relationships between teachers and their students to better track their progress. All special education teachers were recently introduced to the program during a board meeting, and Austin said they were "all overwhelmingly enthusiastic supporters of Goalbook."

In order to help prevent overidentification, Austin is implementing screenings for dyslexia, the most common specific learning disability, for students entering elementary school. This is in hopes of ensuring that students' disabilities don't snowball, potentially causing them to be later overidentified or misidentified.

Despite Austin's efforts, Tara Ford, a clinical supervising attorney for the Youth and Education Law Project at Stanford Law School and a policy advisor for the special education advocacy group the Community Advisory Committee, said she is particularly concerned about how PAUSD identifies students with disabilities and the intervention strategies for other specific learning

Racial Makeup of PAUSD vs. Racial Makeup of the PAUSD Special Learning Disability (SLD) Population



disabilities besides dyslexia.

"Too often what happens is that, in special education, we wait for kids to fail before we provide the interventions that they need," Ford said. "It's an important mechanism to make sure that kids get the interventions they need in a timely and targeted way and that (PAUSD) look hard early."

"Why spend anyone's time teaching or sitting in a classroom if it's not going to make a difference?"

Kimberly Eng-Lee

Ford said PAUSD's processes of identifying disabilities are sometimes inaccurate, causing a misrepresentation in identifying disabilities — whether that be overidentification, underidentification or misidentification. Following the labeling of a disability, whether incorrect or not, Ford said that students face difficulties, often hindering their opportunities and overall mental state.

"One of the things that Congress has recognized for students with disabilities, which I think is true for historically underrepresented students as well, is that (negative) assumptions and low expectations impede success," Ford said.

Additionally, Kimberly Eng-Lee, the chair of the Community Advisory Committee, noted there are factors potentially limiting minorities' potential for growth and their relation to overidentifi-

cation in special education.

"To some extent, I think (suggested overidentification of Hispanics) could be related to literacy and how they might've not been exposed to many words or, conceptually, whether those families have a different outlook on education," Eng-Lee said. "One of our board members, Lana Conaway, said, 'As a school district, we're only as good as our poorest kids.' Because families who can afford to get extra help don't reflect the district's capabilities."

Eng-Lee is proud of the district's accomplishments thus far but notes that more work is necessary to ensure correct placement in special education classes.

"The CAC is advocating that, regardless of the color of someone's skin or their socioeconomic status, if it's a student that needs help, we want to be sure they're getting the right kind of help," Eng-Lee said. If underrepresented students in special education "don't have to be in specialized classes, then they shouldn't be if it's not going to be effective. Why spend anyone's time teaching or sitting in a classroom if it's not going to make a difference."

Austin said he and the special education department are planning additional services that would help address the issue to accommodate all students' needs.

"Our whole special education department is working on this right now and will bring back a proposal which will go in front of the board of education which will be very specific," Austin said. "We're looking at better instructional practices that hit the majority of students."

## UPCOMING EVENTS

SEPT. 27	THE 25TH ANNUAL PUTNAM COUNTY SPELLING BEE Not actually a spelling bee.
SEPT. 30	ROSH HASHANA A second chance at New Year's resolutions.
OCT. 1	WALK & ROLL DAY Or keep driving...global warming is fake.
OCT. 2	PALY-GREENE JOINT CONCERT Make sure to roll up.
OCT. 8	YOM KIPPUR Get rid of your sins for second quarter.
OCT. 10	PALY JAZZ ORCHESTRA CONCERT Ya like jazz?
OCT. 12	FLEA MARKET You're not a dog!
OCT. 16	PSAT Be glad you're not a junior ... Unless ...



A3

NEWS

Board’s canceling of international trips sparks controversy

Parents contest Escondido’s immersion trip removal without their community input



He’s the man! Supt. Don Austin discusses the Cubberly lease between PAUSD and the city, and Melissa Caswell said a new bond committee might form. “The committee oversees a masterplan for building across the whole district,” Caswell said.

**By Andy Wang**  
*Staff Writer*

The hot topic of discussion during the Sept. 24 Palo Alto Unified School District Board of Education meeting was the approval for the conceptual design and scope of the projects for the Paly Tower Building renovation and possible plans for a Board Bond Advisory Committee.

Proposed additions to the renovation include a complete redesign of the two floors, an elevator and a new terrace. PAUSD board member Melissa Baten-Caswell said she hopes for the renovation to take make use of the old library room and to make the Tower Building more functional.

“We haven’t really been able to use that second floor of the

building, or even really effectively use the first floor,” Caswell said.

The board also discussed the establishment of a BBAC.

“The board talked about creating a committee to provide policy guidance on master plans and educational specifications for building,” Caswell said. “The committee oversees a masterplan for building across the whole district.”

More specifically, the duties of the committee would include facilitating master plans, designing guidelines, approving designs for projects, managing funds and directing other bond program matters.

At the Sept. 10 meeting, the board discussed the Leadership Institute PAUSD assessment practice models and a board decision to ban school-sponsored international travel.

During open forum, many residents questioned the decision to ban school-sponsored international travel, especially since it cancels the annual Escondido Elementary School Spanish Immersion trip.

“I believe our children and their families make up the school district, together with the teacher and staff. I hope for open and inclusive discussion and decision making,” said the mother of a fifth-grade Spanish immersion student. “The decision to ban school-sponsored international travel for elementary schools in the district was apparently made behind closed doors by the executive board only.”

Numerous Escondido Spanish Immersion parents said they were upset by this ban.

“This trip has a long and suc-

cessful history. Its educational value is undeniable. It is a true immersion in a language and culture. (The decision) is unacceptable without input from the teachers who have gone on this trip, prior administration, or the parents,” said the parent of a fourth-grader in the Spanish Immersion program. “What I would like to request is to have a path for discussion ... We would like to be able to present our views as well as the data to back up the (fact) that the change of policy is not in the best interest of our children.”

However, since the subject of the matter was not on the agenda, board members were prohibited from giving a response.

Karen Hendriks shared the plans for the 2019-20 Leadership Institute. Staff members who are interested in the program receive guidance and training in leadership skills. The program hopes to foster vital skillsets for future leaders to guide PAUSD.

The superintendents of education services shared the learning assessment methodologies used in throughout the district. Assessment methods are comprised of two components, formative and summative.

Formative learning serves as benchmarks; they allow students to see their weaknesses and to receive feedback and improve. In contrast, summative learning provides the results of students’ learning, evaluating the overall efficacy of learning at the end of a unit.

Suspension Ban

Continued from A1

suspensions for bad behavior. Sen. Nancy Skinner of Berkeley, who wrote SB 419, said the law will benefit students now and in the future.

“(SB 419) may be one of the best ways to disrupt the school-to-prison pipeline,” Skinner said.

Berman said the school-to-prison pipeline is a significant issue and SB 419 can begin to address it.

“Data has demonstrated that students of color, students with disabilities, and LGBTQ students are disproportionately affected by willful defiance suspensions — these same populations are also disproportionately imprisoned at a point in their lives,” Berman said. “I believe this legislation is a step towards changing those statistics.”

However, Austin believes that reversing the pipeline is a larger issue than what is being discussed.

“I think the pipeline (being discussed) in theory is much more complex than eliminating one category of suspension on a form,” Austin said. “I think that that’s overstating the importance of what’s being proposed here. I think for chipping away at the mentality of suspension, this is the first step.”

The bill does not ban all suspensions. Some exceptions include when students are violent or threaten to be violent, possess a weapon, engage in an act of bullying or possess, use or sell intoxicants of any kind.

Because the law is set to stay in

effect until July 1, 2025, the Legislature will now have time assess how the bill is working, according to Berman. This will allow lawmakers to expand or narrow the list of exceptions and grade levels.

Additionally, the five-year sunset period allows the Legislature to see how effective the law is, and decide whether or not it should be extended to higher grade levels.

“I know as a school district, we’ll be bringing a board policy for it very soon to remove it for grades K through 8. I think we have plenty of support.”

*Andrea Struve*

“It will be important for us to see these results before expanding the law” to grades nine through twelve, Berman said.

Austin said while it is not the current focus, extending the bill to high school in PAUSD could happen in the foreseeable future.

“I can’t think of a strong reason not to extend (the bill) through high school,” Austin said. “I know as a school district, we’ll be bringing a board policy for it very soon to remove it for grades K through 8. I think we have plenty of support to make that move, and we haven’t gotten into the high school discussion yet, but I’m sure it’s coming.”

High foothills wildfire risk endangers major ecosystems

Rangers train to combat potential fire, minimize damage to vulnerable wildlife



Watch out! In recent weeks, Foothills Park rangers have warned of dangerous fire risks, according to Foothills Park Ranger Christopher Cadewell. “The land our park preserves is also composed of many canyons and valleys,” Cadewell said. “Fire in that kind of terrain can be particularly dangerous.”

**By Shiva Mohsenian & Olivia Ericsson**  
*Staff Writers*

The Palo Alto foothills have become at elevated risk for wildfires due to the lack of precipitation in the area, increasing the land’s flammability.

If ignited, the wildfire would be detrimental to local residents and animals inhabiting the park as it would increase the concentration of air pollutants and be destructive to nearby neighborhoods.

According to Foothills Park Ranger Christopher Cadewell, if the wildfire were to occur, it would impact local ecosystems.

“An increase in flammability ends up being problematic in an area where there is not enough rainfall, as rain acts as a preventative method against fires.”

*Aparna Sankararaman*

“Foothills Park protects three major ecosystems, the Oak Forest, California Grassland and Chaparral,” Cadewell said. “All of these ecosystems are adapted to the infrequent wildfires that naturally occur throughout California. The land our park preserves is also composed of many canyons and valleys. Fire in that kind of terrain can be particularly dangerous. As droughts and drier conditions become more prevalent in our region, the risk for wildfire also increases.”

“The park is huge, making it the location for a hiking spot, a wildfire would be a local catastrophe.”

*Thomas McGall*

Rangers at the Palo Alto foothills have been training to counter to the potential fire in an effort to mitigate the risk and impact it fire would have on neighboring areas and within the park itself.

According to Cadewell, rangers work throughout the duration of the year to manage the risk of a fire. Rangers train and work with agencies within the area, including the Palo Alto Fire Department and the Midpeninsula Open Space District, to establish a support sys-

tem in the likely event of a wildfire.

“All of the rangers are trained to respond to wildfires, and all of our patrol trucks are equipped with water tanks and hoses to fight the fire,” Cadewell said. “We also work to prevent fire by breaking up or removing potential fuels in certain areas of the park. We call these ‘fuel breaks,’ and they can serve as a barrier to spreading fire in the future.”

According to Paly chemistry teacher Aparna Sankararaman, California’s recent heightened temperatures and increased vegetation density make circumstances throughout the state drier. These conditions lead to the terrain being more prone to a wildfire.

“Typically, you have an increase in wildfires in an area where there are a lot of flammable materials,” Sankararaman said. “An increase in flammability ends up being problematic in an area where there isn’t enough rainfall, as rain acts as a preventative method against fires. Hopefully, this year we will have a better season that will allow the ecosystem to retain enough of its moisture to prevent the wildfires.”

The potential for wildfires would also affect student-life, as the fire would not only decrease the air quality of the city, but also

restrict people from attending the park. According to junior Thomas McGall, president of the Hiking Vikings Club, the preserve is one of the most suitable for hikers in Palo Alto in comparison to other hiking trails.

“The park is huge, making it the location for a hiking spot,” McGall said. “A wildfire would be a local catastrophe.”

“Foothills Park protects three major ecosystems, the Oak Forest, California Grassland and the Chaparral.”

*Christopher Cadewell*

If the wildfire risk continues to increase, the club will be forced to find an alternative location to hike.

“Foothills Park is the most fitting location for hiking, and if it were to have a wildfire, we would most likely have to hike at the Stanford Dish,” McGall said. “The hiking trails there don’t compare to those at Foothills ...The loss of the park would be a tragedy for even non-hikers who visit the park just for its scenery.”

ASB holds Quadside Lands, plans Spirit Week activities

**By Emma Todd**  
*Staff Writer*

With Spirit Week right around the corner, September is a busy month for ASB. Events like Quadside Lands, which happened from Sept. 18-20, as they have finally been settling into the school year.

“I got to plan Quadside Lands this year, and during my entire ASB career, freshman, sophomore and junior year, I have always wanted to plan a Quadcert,” said junior class president Avantika Singh, referring to a concert that takes place on the quad.

“Paige Knoblock and I worked really hard to try and get the Night Rally or a blackout advisory rally on the schedule, but due to past student behavior at both events, it wasn’t possible.”

*Emma Lin*

In preparation for Spirit Week, the juniors were first to finalize their theme, followed by the seniors and sophomores. The freshman are still choosing their theme. Spirit Week deadlines, such as choosing class T-shirts, are coming up near the end of September and October.

Singh talks about the work she’s doing with the junior class vice-president Chris Chen.

“Chris and I knew that starting the beginning of the school year, we would have to be doing things in preparation for Spirit Week,” Singh said. “So in end of July, we made a calendar with all our personal Spirit Week deadlines so we can be sure to have everything. If we follow the calendar, we end up making the week less stressful for ourselves. So far we have been following our schedule. We are actually ahead in our schedule.”

Beginning on Sept. 13, ASB members were assigned to committees for activities later in the

year. The committees this year are working on are things like class bonding and fundraisers, anti-juul campaign, ASB fishbowl, ice cream social, tea with teachers, ASB vlog and the advisory curriculum.

“I got to plan Quadside Lands this year, and during my entire ASB career, freshman, sophomore and junior year, I have always wanted to plan a Quadcert.”

*Avantika Singh*

As for the planning of Spirit Week, according to Junior Spirit commissioner Emma Lin, ASB is planning enjoyable activities.

“We’ve started finalizing games and rules for the lunch time rallies,” Lin said. “Paige Knoblock and I worked really hard to try and get the Night Rally or a blackout advisory rally on the schedule, but due to past student behavior at both events, it wasn’t possible.”

“Chris and I knew ... we would have to be doing things in preparation for Spirit Week. We are actually ahead in our schedule.”

*Avantika Singh*

Lin said she hopes students will improve their sportsmanship so that future students could have those opportunities.

Senior vice-president Teddy Butler have been also helping to the participation of the preparation of spirit week.

“I’m mostly part of the senior portion of spirit week,” Butler said. “We’ve already chosen our theme, and we’re getting all the other affairs in order. Also ... we’re trying to figure out how to get the underclassmen the most enthusiastic and dressed up they can be.”

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# College Board releases new software for AP students to utilize in, out of classes

*Rollout of 'AP Classroom' struggles with user interface issues, aims to resolve bugs*



Grind time! Juniors Brian Lee and Neel Fulton take advantage of the new AP Classroom program, which allows them to get personalized practice problems and information for their exams. Previously, College Board-certified study sources for APs were all secured.

By Andrew Toteda  
Staff Writer

In previous years, studying for AP tests was an antiquated experience: secure practice questions could not leave the classroom, and the only paperless aspect was the surrendering of study materials when the bell rang. This has all changed with the College Board introducing technology for high school AP classes nationwide. The AP Classroom online suite, launched August 1, contains modern tools that offer test creation and data analysis, and Paly teachers geared up to incorporate the software into their curriculums at the start of school.

AP teachers nationwide will have access to 15,000 practice questions designed to replicate those given on the AP exams to better prepare students for the exams. The collection was not readily available to students in previous years given the time restrictions involved with only being accessible during class time.

In addition, the online suite allows teachers to track class and individual student progress throughout the year, as well as highlight the strengths and weaknesses of each student on the covered material, according to the College Board website.

AP Spanish Language teacher Maria de Pilar said she is excited to use the new system.

“I have more flexibility to put the things that I want on each test,” Pilar said. “The tests I give in class are already done for me, which gives me less control. With AP Classroom, I can create and then assign tests where I have selected the questions and readings by hand.”

The new software doesn't necessarily mean more material that staff will assign as homework for students, though. AP Environmental Science teacher Alicia Szebert said she has plans to use the program as a resource for students to reference outside of class when reviewing for the AP exam at the end of the school year, as opposed to assigning it as homework.

“Every unit, I'm planning to collect all of the old AP questions through AP Classroom, so that I can give them to students in the form of a practice test,” Szebert said. “It will be optional in APES, so it will still be on the students to use it, but it's a really good resource to use if they choose. They can see the questions they got wrong, and for each one that is incorrect, an explanation why.”

Though staff say they are excited about the possibilities AP Classroom brings, the debut of the software has been anything but smooth. Many teachers said communication about issue resolution between the College Board and Paly staff was helpful and effective, but issues involving

user account creation still proved difficult to resolve. Furthermore, on launch day, the software did not work for world language teachers.

“I had problems with the software where some students couldn't get to a test, because I had given it a name that had some specific Spanish characters,” Pilar said.

“It (the program) is a really good resource to use if they choose.”  
Alicia Szebert

In an ironic twist, AP Classroom software did not allow the creation of any spanish test with a tilde in the title, like the common spanish letter “Ñ”, according to Pilar. This bug resulted in a week-long delay before the issue was resolved.

Students have also experienced their own issues with the new software. Junior Gaurav Tyagi, who uses AP Classroom for his Chemistry class, said the software has glitched multiple times, including during a timed quiz.

“One of the technical difficulties I've had is when AP Classroom randomly logs me out,” Tyagi said. “It has crashed on me three times in the four hours I have spent online — once even in the middle of a quiz.”

Tyagi also said he worries that the website does a poor job of helping students study and learn.

“I say it's not designed well for regular use, because navigating the site is so unintuitive,” Tyagi said. “I've had a hard time finding the scores for quizzes that I have already completed, which makes it hard to review.”

Szebert agrees and said the interface is not as user friendly as it could be.

“(The new AP Classroom) has crashed on me three times ... once even in the middle of a quiz.”  
Guarav Tyagi

“It is honestly better than I thought it would be, but there is a serious learning curve that you have to get used to,” Szebert said.

Though the departments plan to utilize AP Classroom differently, the common end goal is to have students getting practice before final AP exams in spring according to Pilar. With an online version of preparation resources available, the students will be encouraged to review material gradually through the year, as opposed to cramming study time into the two weeks leading up to the exams.

# Council votes yes on ‘Safe Parking’

By Tien Nguyen  
Art & Photo Director

After a unanimous vote, Palo Alto City Council plans to incorporate the “Safe Parking” memo throughout the city of Palo Alto, which would provide homeless people with lots to park their vehicles and stay overnight.

Drafted by Palo Alto City Council members Lydia Kou and Tom DuBois, the program will start with church parking lots and eventually branch out to larger city-owned lots, according to DuBois. The designated lot would be open for overnight stay from 7 p.m. to 7 a.m.

To obtain a parking space, vehicle owners would have to have a driver's license, valid car insurance and agree to receive aid for housing and jobs by working closely with a case manager to help get them back on their feet, according to DuBois.

“A lot of the times people aren't aware of the programs that are available, so to qualify to park at these safe lots, you have to be looking to work with the program and be looking for a job,” DuBois said.

The program will have to go through multiple steps and many approvals before it becomes a reality.

If the plan is continues to be approved throughout the process, the program will be funded by the County of Santa Clara.

The proposed start date is still being decided, as there are many stages such as obtaining the permission of the neighboring houses of the lot to go through.

Palo Alto attempted Safe Parking previously, but the lack of organization and management led to its downfall.

However, according to DuBois, another attempt is necessary.

“We have a lot more cars on the streets now and a lot more cities are doing this program, so I really think it's time Palo Alto tries it again,” Dubois said. “If you think about sleeping in a car, sleeping on El Camino, it's not necessarily safe, it's noisy. Having a quiet place, and knowing you have a quiet place to go to, it's about people literally having a safe place so they are able to get back on their feet.”

Nearby cities, such as San Jose, San Mateo and Menlo Park have similar initiatives.

LifeMoves in San Jose was initially founded in November 2018 and has two Safe and Supportive Parking locations within the city.

In these lots, people can

park overnight for shelter after obtaining a LifeMoves permit.

In May 2019, LifeMoves plan to expand the program, adding two more Safe Parking locations along with a motel for families with young children.

On the first night of the program, Chelsea Tercero who is the program director of the Safe and Supportive Parking program for LifeMoves, said she was amazed by the gratefulness of those who took advantage of the program.

“It was kind of sad but happy at the same time, because, I mean, they were just so grateful to have a parking spot for all parking lots exist in the Bay Area,” Tercero said. “So I just thought it was so cool how on the first night people just trusted us, showed up to stay humble and safe. They were so thankful for and amazed by the simplest things, like just being able to stay in a parking lot, which is nothing.”

“We have a lot more cars on the streets now, and a lot more cities are doing this program, so I really think it's time Palo Alto tries it again.”  
Tom Dubois

LifeMoves was started because with about 6,000 homeless people in the city of San Jose, shelters were beginning to fill up.

As a result, people started living in their cars, but the homeless had nowhere to park their cars legally, Tercero said.

Churches in Palo Alto have also already been participating in this type of service.

For example, Peninsula Bible Church recently hosted Hotel de Zink, an event first started in 1989 by local churches and religious groups to provide shelter and space for the homeless, including parking, and a meal to eat every day. Twelve churches rotate hosting the event every month, with Peninsula Bible Church hosting every August.

Schulze said, “Jesus commanded his church to love your neighbor, and I believe that Safe Parking could potentially be a tangible way for several churches to come together to love our neighbors living in vehicles by providing them not only with a regular place to park with access to bathrooms, but more importantly the offer of friendship and support.”

# New Stanford University Hospital opening in November

*Introduction of larger space to promote more natural environment, alleviate overcrowding of previous building*

By Jace Purcell  
Staff Writer

With embellishments of gardens and glass domes, as well as top-notch care, Stanford University's soon-to-be-opened hospital is hoping to provide patients with an enhanced environment for healing.

Stanford Hospital is known for its excellent care, state-of-the-art medicine and effective learning environment for students.

Yet the current hospital, built in 1959, has limited space and is often overbooked, meaning patients sometimes have to be referred elsewhere, according to Stanford surgeon Gordon Lee.

To address these issues, Stanford has spent a decade planning and building a new hospital, which is set to open in the middle of November.

The new hospital is seven stories tall, spans 824,000 square feet and boasts four acres of gardens and park areas dedicated to patient use.

An open house event earlier this month marked the first time the hospital was accessible to the public. Lee attended the event to get a first glimpse of his future work space and he was excited.

“I am excited to move into the new space and perform surgery,” Lee said. “Stanford Hospital is known throughout the world to be one of the best, if not the best institutes of medicine, and I'm ready for its new home.”

Stanford Hospital is ranked number 12 in the country according to US News' Best Hospital Honor Roll.

Lee said, this is a long overdue upgrade for the hospital because it was frequently packed with people and was an uncomfortable place for him to work in and see patients.

“The old building served its purpose,” Lee said. “The new hospital should have enough resources and rooms to treat everyone and anyone who might need it.”

The new hospital is equipped with a 42,000-square-foot emergency room and trauma center, 368 private rooms and 20 operating rooms.

Along with getting access to the newest medicines and technologies, Lee is excited to see the additions of some of the less orthodox implementations of the hospital.

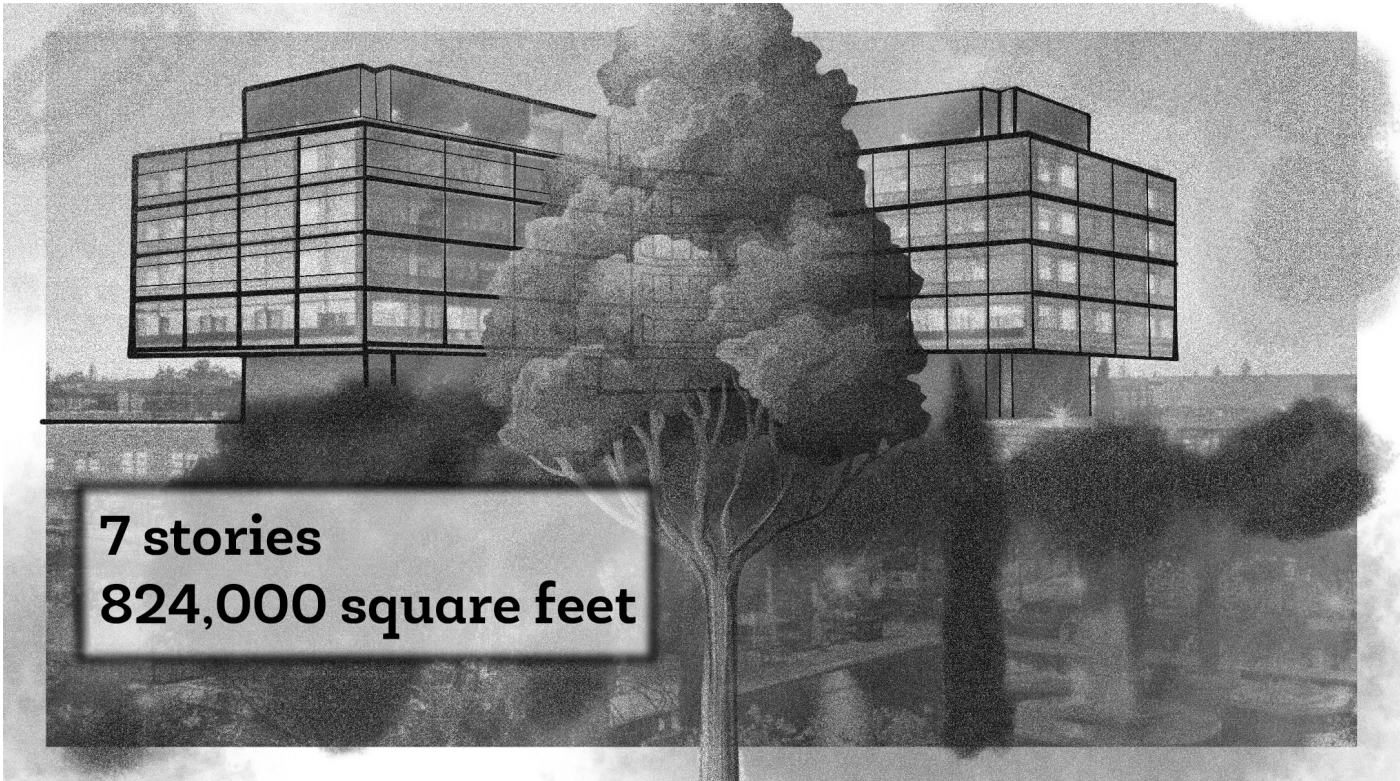
“Some of the benefits of the hospital are, of course, it will feature state-of-the-art medicine, but it will also have an area that is almost like a park,” Lee said. “There will be trees and benches for our patients and guests.”

The new building features a glass dome overlooking acres of gardens and trees, interspersed with comfortable seating and floor-to-ceiling windows.

This portion of the hospital aims to foster the mental well being of patients and provide them with a more comfortable atmosphere compared to the traditional, white-walled theme of most hospitals.

This theme of naturalizing work spaces can be seen elsewhere nearby, such as at Apple and Hewlett-Packard.

By switching to this natural aesthetic, employees are made dramatically happier and more productive, according to a study



ART BY SLOAN WUTTKE

conducted by Cornell University in 2016.

“When I had my concussion, I definitely would have liked to have the natural atmosphere, it may have even helped my recovery,” junior Ryan Yeung said. “The hospital I visited isn't extremely inviting, and it's always a chore to go.”

Yeung said he looks forward to the benefits that will come with the new hospital and said the gardens would help any future stay be more enjoyable.

Senior Grace Thayer, who has had a concussion as well, also believes the garden may improve the

patient experience, she expressed concerns.

According to Thayer, people with concussions or other injuries involving sensitivity to light may be negatively affected by the large amount of light entering the building from the glass walls.

“Pretty much every time I have been to the hospital it was a horrible experience, and the environment was really dreary,” Thayer said. “I think it could be beneficial to patients who are in need of long-term recovery, but concussions can cause a sensitivity to light so my fear is if there are more windows it can actu-

ally increase pain in patients with concussions, but most people concussed don't spend that much time in the hospital.”According to Lee, when building anything this immense, there are bound to be a variety challenges that will arise.

“It will be hard for employees, doctors and nurses to get acquainted with the new systems and technologies,” Lee said. “There will definitely be an adjustment period. The computer systems may also fail, and there could be an overhaul near the beginning.”

Lee anticipates it may be difficult for clinical staff to adjust to

the new building, and it may take some time for everything to start running smoothly.

However, according to Lee, after some time working in the new facility, the staff team should be able to run the hospital smoothly. Despite the initial anticipated challenges, the new Stanford hospital is sure to become a hotspot for quality medical care and a healthy environment, Lee said.

“The new hospital will be great for the community,” Lee said. “Having the best medicine in the world in your backyard is sure to be a game-changer for many families here.”



# High college tuition caused by flawed loan system



ART BY NOA LEHRER

**By Alex Liu**  
*Senior Staff Writer*

For a select few students, the answer to the question, “How will I pay for college?” is an easy one — their parents will bear the cost.

But for the vast majority, this is not an option, leaving these students under the weight of immense student loan debt.

Over the past five decades, the average cost of college has increased four-fold, outpacing wage growth 20 times over.

According to the Federal Reserve Bank of St. Louis, wages have grown a mere 22% since 1984, rising from an average of \$51,742 to \$63,179. In contrast, what used to be an average of \$8,375 a year to attend a private university now averages \$33,500.

But what led to the dramatic increase in college tuition?

The answer lies in the lenient student loan policy implemented by the Federal Reserve since 1958.

Due to an increase in financial aid, the value of a modern-day education has been driven up artificially, hiking prices and disadvantaging college students and their families.

In a free market where prices are not artificially high, businesses are forced to compete with one other to provide quality products at a reasonable price.

Thus, every time a product goes up in price and the business continues its natural course, the non-monetary value of said product has increased by similar proportions.

However, because most students are able to access

college so easily through loans, demand is artificially driven up, threatening shortages and forcing colleges to increase their prices in order to maintain a stable supply. This spurs a vicious cycle, one that involves an increase in college tuition because of government subsidies and the application of government subsidies due to the price increases of college tuition.

The cycle can only be stopped when the government stops handing out loans and subsidies to college students.

It is a fact that some people will be unable to afford a higher education and will also lack the finances private institutions require in order to take out a loan.

This prevents demand from artificially inflating, thus preventing ridiculous price hikes from also taking

place.

The entire reasoning behind the Federal Reserve’s decision to finance these loans is that they’ll help those on the lower-end of the socioeconomic spectrum with tuition and costs. However by flooding the market with consumers who have an abundance of cash, college tuition is going up, further disadvantage these unfortunate consumers.

The current college loan and student debt situation can be likened to the events that led up to the Great Recession in 2008. During this period of economic decline, because banks and other institutions were handing out low-interest mortgages and loans to high risk lenders who didn’t have the capital to back them up, the banks went bankrupt, and a mortgage crisis ensued.

Today, the government

can lend up to \$57,500 to undergraduate college students who have no assets that can be used as collateral. When these lenders can no longer pay the government back, what happens?

What happens is that the U.S. government is left with an enormous financial burden to bear, thus spurring another recession.

This financial burden comes at the expense of American taxpayers. Ultimately, directly or indirectly, American taxpayers subsidize the enormous cost of a modern college education.

For a presidential candidate to announce that they’re going to defund the Department of Education or stop subsidizing the higher education industry is political suicide. Public opinion is not on their side.

However, if someone doesn’t take that step, the

cost of college tuition is going to increase until it becomes increasingly unaffordable. When financial institutions hand out college loans like candy, college moves even further out of reach. This is true especially for people on the lower end of the socioeconomic spectrum.

*Directly or indirectly, the American taxpayers subsidize the enormous cost of a college education.*

The first step towards a more cohesive and fairer market for higher education is to stop subsidizing student loans. Subsidizing the cost of higher education in the name of equality is only causing more inequality; it’s time people realize that.

# Euphoria depicts stigmatized aspects of teenage life

**By Bruno Klass**  
*Board Correspondent*

In her bedroom, with her mom next door, Rue (Zendaya), takes a Vicodin, giving her an addictive feeling of pleasure.

Zendaya, mainly known for her appearances on children’s television shows such as “Shake it Up”, and “K.C. Undercover” is now entering unfamiliar terrain, as she makes a starring appearance in the HBO teen drama show “Euphoria.” This series is an attempt to realistically portray teenagers and what goes on in their hectic and complex lives.

Due to the difficult issues covered, the series may be hard to watch at times since there are many explicit scenes.

For example, Rue is recently out of rehab and still abusing painkillers, even though they are destroying her body and familial relationships.

*Although the show revolves around teens, many may not have the maturity to watch considering the amount of nudity, inappropriate language and drug use.*

Even though they offer a small escape from her problems, Rue does not take into consideration the long-term effects the drugs will have on her.

Unknown to many, this show is actually an American adaptation of an Israeli show with the same name. The American version follows the life of 17-year-old Rue and her peers circling her, who all suffer from problems of their own.

For example, Jules is a transgender girl searching for a sense of belonging and



ART BY ZANDER LEONG

replacing her loneliness with dangerous relationships; Nate is a jock who suffers with anger issues to mask his sexual insecurities; Kat is a self-conscious teen exploring her sexuality.

As these classmates struggle to plan their futures, the series follows their lives partying and day-to-day anxieties.

Although the show revolves around teens, many may not have the maturity to watch the show, considering the amount of nudity, inappropriate language and drug use.

Despite the show’s explicit nature, which is more suitable for mature audiences, there are pros that can come with the show.

One of these pros is the amount of awareness the show spreads on topics that are often stigmatized. An example is domestic violence and abuse, which is a topic that comes up many times in the show and shows the reality behind it.

Junior Georgia Byer

agrees, and said the show is for teens and based on teenage experiences, but definitely not for kids.

“I personally think that the show is for teens in high school because there is a use of drugs, in the show, and there are certain images and scenes that younger kids should not be allowed to see,” Byer said.

Byer also said the show gives viewers, specifically adults, an insight into the intricacies and difficulties of teenage life.

Another thing that Byer likes about this program is how Zendaya is represented. She has stressors that are relatable to an everyday teen, making the show more popular.

The reason this show is conveying reality only to a certain extent, though, is that it contains a lot of exaggerations about the average life of a teenager. For example, most characters in the show use hard drugs and engage in casual sex.

This exaggeration could

lead teens to question their own lifestyle and wonder if they should be acting more like the characters in the show do.

Despite these concerns, teens can find new perspectives on different issues throughout watching the show.

“I would recommend this show because it has a lot of heart to it, and I think if you really watched it, it would give you a chance to look at the world differently,” Byer said.

Junior Rachel Lysaght agrees with Byer in the sense that Euphoria should only be watched by mature audiences.

“It is a very mature show, which portrays a lot of nudity, and not all high school students are exposed to that or ready to see that,” Lysaght said.

Even though Lysaght will continue watching future seasons, she believes viewers should be over the age of 18 due to the graphic nature of the show.

The reason that she thinks this program is beneficial to the viewers is because it spreads information on the LGBTQ community, with the transgender character Jules, which she thinks media does not always portray in a realistic manner.

Despite the show’s explicit nature, some adults in online forums are saying that viewing the show could be beneficial for parents of 5 to 10-year-olds, and while this may sound crazy, there is an interesting explanation behind it.

Proponents of the show argue that parents usually still have strong relationships with their kids when they are between 5 and 10 years old.

Starting discussions about uncomfortable topics when kids are young might help establish a healthy dialogue between parents and their children which may improve communication in their teenage years.

The show does explain the teenage decision-making

process, which can help parents further understand choices they may not understand.

What parents can understand through this show is that teens are caught between a growing emotional and physical maturity, often-times making it difficult for their brains to catch up.

*The series follows their lives, from partying to day-to-day anxieties.*

With wildly racing emotions, teens will sometimes act destructively and they tend to think that they are doing what is right. Despite the controversy built around this show, teens and parents can benefit from watching it together.

Even if it was to be watched individually, Euphoria can be informational on subjects such as domestic violence, the LGBTQ community, and struggles that teenagers often face.



Musical instruments provide benefits to students' lives



ART BY GINA BAE

By Andy Wang  
Staff Writer

Music is ubiquitous. It dwells in every corner of our society. Dating back to primordial civilizations, music has been an integral part of our culture for centuries. To learn the art of playing music is a gratifying and elating experience. Students should pursue music to gain cognitive benefits in a variety of areas.

Playing an instrument allows us to take a set of **abstract symbols created by a composer and interpret those symbols, transforming them into sound.**

As a guitar and piano player, I have experienced the joy and benefits that come with playing instruments.

At the onset of my musical journey, I was lucky to be propelled by my parents to learn to play the piano. However, I took little interest and initiative in my practicing. It was not until after five long and tedious years of playing that I perceived the value and benefits of music.

The rhythm, melody and tunes are perceived as stimuli, causing various effects on the human mind. Music can express emotion, portray imagery and evoke vibes. The benefits of learning how to play an instrument are endless.

Jonathan Berger, a professor at Stanford University who studies include music perception and cognition, describes music as pervasive and, to an extent, even an addictive human behavior.

According to Berger, simply listening attentively and engaging with music is creative; we tap our feet, hum along, expect what will come next, delight when we

are right and delight, even more, when we are wrong.

However, the act of actually creating music is a whole other level. Playing an instrument allows us to take a set of abstract symbols created by a composer and interpret those symbols, transforming them into sound. Being able to create music is almost magical and a revered skill to achieve.

However, the benefits of playing an instrument reach far beyond simply pleasure, junior Simon Minami said.

Minami's musical experience as a guitarist and cellist involves daily practice, playing in competitions and playing in groups. The process of playing and learning an instrument entails critical problem-solving skills and diligence.

Bumps in the road are inevitable when learning to play an instrument. Whether it's playing a precise note correctly, struggling to read a music sheet or even los-

ing the will to practice, these adversities can cause people to stop practicing and learning. However, persevering through these challenges will help foster a mindset that allows musicians to thrive in other settings — needless to mention the exquisite melodies that can be created.

Learning and playing an instrument instills the notion that it takes practice and effort in order to improve a skill.

Berger said the frustrations of learning a new instrument can be great — one never gets as good as one hopes — but the joy is unfathomable. The gains are not academic — they are intellectual.

According to senior Davis You, who has been playing the cello for 13 years, music has also taught him to be incredibly constructive and detail-oriented, since it is the subtle details that take music from being just “good”

to superb.

These skill sets are often applicable in school. For example, having discipline helps ensure better work and better time management. The numerous skills and qualities that can be derived from playing an instrument are more pertinent than people think.

In addition to providing cognitive benefits, music also fosters a community. You said he has made several of his best friends through music, whether that be in orchestra, chamber music (small ensembles of 3-6 players) or summer programs. Having shared experiences related to music makes it easy to develop a nexus or be “in tune” with one another.

Music also conveys sentiments. More than simply evoking them, music can also change them. Especially in a competitive society rife with stress and worries, playing an instrument is a way to

refocus negative feelings into something positive.

Additionally, it is a great stress-reliever because you can play without thinking about other problems that are going on. Minami said playing an instrument makes him feel better physically, and puts him in a tranquil state of mind.

*The sounds of **rhythm, melody and tunes** are perceived as stimuli, causing various effects on the **human mind.***

Having music is a part of my life and has not only given me a source of pleasure, but also a variety of skill sets essential in life. To pursue music is to pursue a lifestyle.

As Albert Einstein wrote, “If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music.”

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9/11 discussion should be incorporated into curriculum

By Emma Todd  
Staff Writer

The 9/11 terrorist attack in 2001 killed thousands of people when two hijacked planes crashed into the World Trade Center, one into the Pentagon and another into a field in Pennsylvania.

Every year, the tragic event is remembered around the country. Paly students may recall having annual class discussions about the attack during middle school, with teachers planning lectures and videos as the date came around.

*(9/11) not only destroyed buildings but also forced families who lost their loved ones to confront an empty seat at the dinner table every day.*

Recently, however, it seems as we move farther away from the year 2001, teachers do not talk about the event anymore at Paly.

September 11 was more than just an attack on the country: it not only destroyed buildings but also forced families who lost their loved ones to confront an empty seat at the dinner table every day.

The terrorism and racial discrimination in this country today partially stems from this attack. Because of this, 9/11

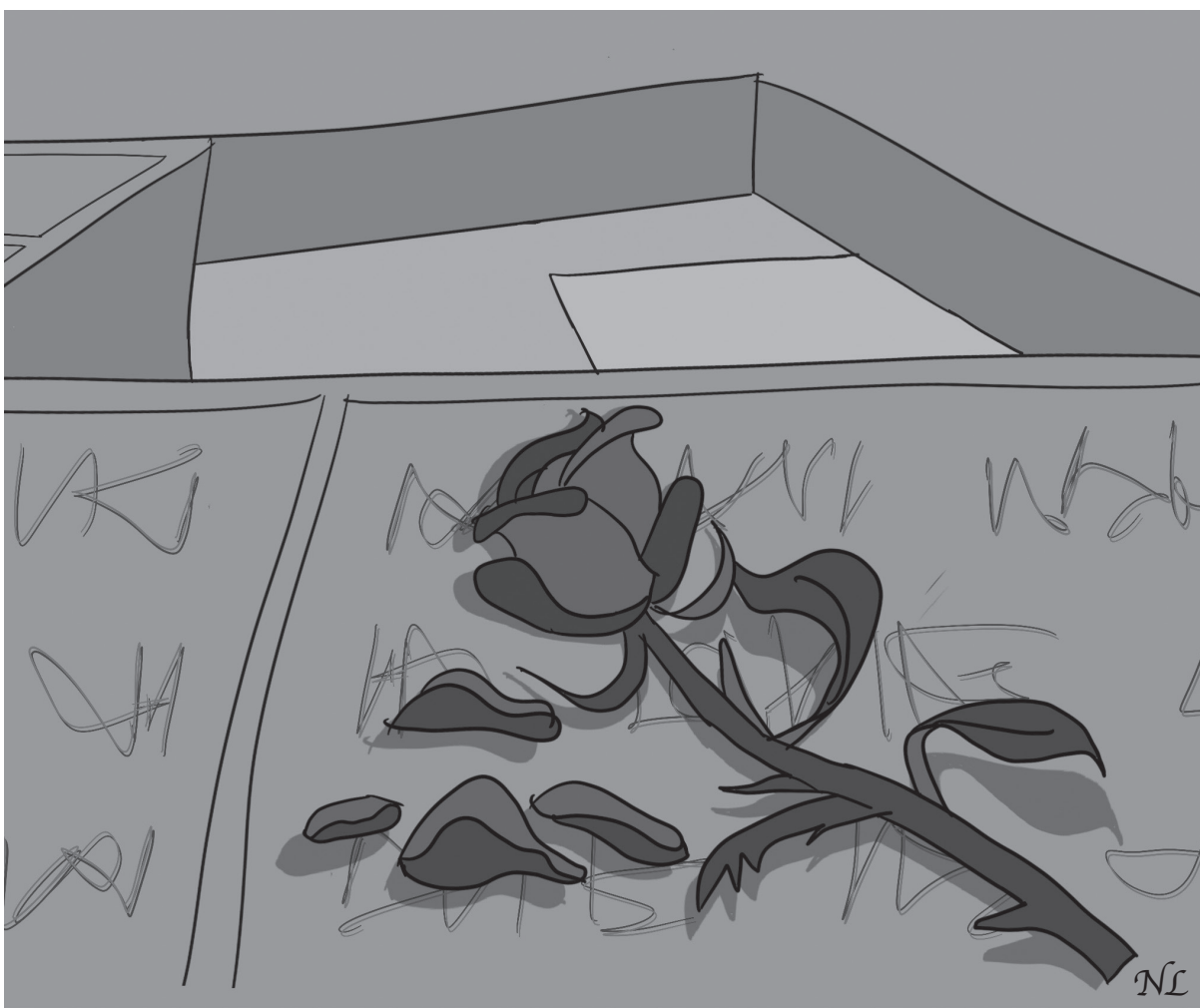
should be a mandatory topic of conversation in classrooms on its anniversary each year. It should be talked about for at least half of the period, and could range from sharing personal stories and having group discussions, to educational films and movies about the attack.

However, it has been 18 years since 9/11, and on Paly's campus, the anniversary this year seemed to go on like any other day.

There seemed to be a missing topic of discussion, a gaping hole in the conversation between teachers and students. It did not seem to be the teachers' fault that there was no talk of 9/11, it just seemed to be the way that it was — or the way that it is becoming.

It is not this way everywhere across America. According to The Virginia School District, teachers in Virginia are required to talk about 9/11 in their classes. A teacher in one of Virginia's school districts, for instance, takes about two days to fully show his students documentaries and stories from the attack. Something like this would show respect for the tragedy and those who lost their lives because of it.

Of course, having talks on 9/11 each year would cost a full day of curriculum. Teachers and admin-



ART BY NOA LEHRER

istrators have to focus on keeping the right balance between instructional minutes and enrichment activities.

One possible approach would be to incorporate 9/11-related topics into curriculum on other days, not just on Sept. 11. It could be talked about in history or English classes as part of a specific course.

The tragedy could also be talked about in terms of sociology: researching the efforts to try to find

survivors and their stories, or how the trauma affects their brains to this day.

Weaving this curriculum into regular instructional minutes is another way to remember what happened on that day.

It can be hard for everyone to talk about a tragedy. It serves as a reality check for many, that even one of the most powerful countries in the world takes hits as bad as the 9/11 disaster.

But 9/11 needs to be discussed every year, no matter how many times people have heard it.

The event and its significance, even today, is so great that it remains relevant. At the end of the day, the 9/11 talk is more than just a history discussion.

Teachers may have personal anecdotes to share in class about where they were on 9/11 and students may want to tell stories about where their

parents were when it happened.

**Weaving this curriculum into regular instructional minutes is another way to remember what happened on that day.**

It should be a day of sharing stories about an event that affected every person in the U.S. in one way or another.



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SAT, ACT should replace CAASPP

Each year, as the end of March approaches, many juniors scramble to obtain a written request for the principal from their parents or guardians excusing them from the dreaded California Assessment of Student Performance and Progress.

However, this may change with the passage of Assembly Bill 751, known as the Pathways to College Act, introduced by Assembly Member Patrick O'Donnell and is currently on Gov. Gavin Newsom's desk awaiting his signature. The bill would allow schools to use approved, nationally-recognized high school assessments, including the SAT and ACT, in place of the CAASPP. *The Campanile* supports the passage of this bill and urges Newsom to sign it.

According to school board member Melissa Baten-Caswell, replacing the CAASPP with the SAT or ACT would likely significantly increase test taker turnout. While the state-required participation rate for the CAASPP is 95%, Paly's turnout has been far lower. Director of Research and Assessment Christopher Kolar said the estimated participation rate of Paly juniors for 2019 is 49%. Failure to meet the 95% participation rate has a negative impact on a school's Academic Indicator, which may decrease their measured performance levels, according to California School Dashboard website.

One factor contributing to the low turnout is that while the CAASPP provides the district and state with valuable informa-

tion on overall achievement and progress, many students, and even parents, do not see the value in taking the CAASPP, as it does not provide obvious, direct individual benefits. The assessment also does not match the curriculum students are learning in their day-to-day classes. However, if the SAT or ACT were offered instead, the district would likely be able to easily meet the 95% participation rate because the exams would be offered for free and taken during the school day based on the law.

The combination of the exam being free, during the school day, and having prep support is an effective equalizer for all students' opportunities in college.

By requiring students to take the SAT or ACT instead of the CAASPP, not only will PAUSD increase its testing rate, but a greater percentage of students would qualify to apply to colleges requiring one or both of these college entrance exams. With this change, students unable to afford the regular testing fee or travel to a further testing location would still be able to take the assessments.

According to a study conduct-

ed by Joshua Hyman, a researcher at the University of Connecticut, many more low-income students took the ACT and performed well as a result of Michigan making the exam mandatory for all public high schools. Thus, there was a large increase in percentage of students who qualified to attend a four-year college, which they would not have otherwise.

While opponents to this change may argue that requiring students to take college preparatory tests creates a more stressful environment, PAUSD would also likely implement SAT or ACT test preparation outside of the classroom and regular curriculum if this law takes effect, according to Caswell. The combination of the exam being free, during the school day, and having prep support is an effective equalizer for all students' opportunities in college.

Additionally, Caswell said CAASPP results are positively correlated with SAT results, meaning teachers, the district and the state would still be able to utilize student results on ACT or SAT to gauge overall performance and progress of the district.

Because implementing the SAT or ACT requirement in place of the CAASPP assessment would boost the number of students eligible for college admissions, still provide data and feedback to the district and help level the playing field in terms of college admissions, *The Campanile* backs Assembly Bill 751 and urges Newsom to put his signature on it as soon as possible.

Paly ought to implement platform for students to connect with alumni

With college application deadlines approaching, many seniors are scrambling to consolidate their post-Paly plans, longing for guidance through the process and knowledge of what the possible outcome could be. Although advisors and college counselors offer critical information and advice, they often lack a unique student perspective.

*The Campanile* thinks Paly ought to implement a platform for current students to communicate and consult with alumni throughout high school, especially through the process of deciding their post-Paly plans. Guidance from those who have been through the same process in the same environment is invaluable for decisions that may frame the rest of our lives.

Guidance from those who have been through the same process in the same environment is invaluable for decisions that may frame the rest of our lives.

Parental and cultural pressure in Silicon Valley can often lead students to think future success

depends on following a certain path. Although our community offers resources for students who wish to attend a 4-year university, other tracks are less discussed.

*The Campanile* thinks connecting with Paly graduates should be an organized part of the advisory curriculum in all grades.

Through an alumni network, students would have the opportunity to communicate with Paly alumni who chose less traditional paths, such as attending community college, taking a gap year or entering the workforce. Recent Paly alumni would be able to offer a student perspective on the process, rather than counselors advising students based on standardized test scores and transcripts.

To implement an alumni network, *The Campanile* thinks connecting with Paly graduates should be an organized part of the advisory curriculum in all grades. Through advisory, time should be allotted to allow students to contact Paly alumni who are currently attending colleges or participating in other post-Paly plans.

Currently, there is a binder in the College & Career Center with

the names and contact information of alumni at various colleges who are willing to talk about their experiences. While this binder is useful, it is a relatively unknown and underused resource. We think the binder should be better publicized and should include information from graduates who pursued less traditional paths.

In addition, *The Campanile* believes school officials should help set up one-on-one monthly calls or meetings between current students and Paly alumni at colleges or other paths the students are interested in during advisory.

Through an alumni network, students would have the opportunity to communicate with Paly alumni who chose less traditional paths, such as attending community college, taking a gap year or entering the workforce.

Communication with Paly alumni would ensure that current students are prepared and given the resources necessary to make well-educated decisions about their futures.

Blended periods should count as valid instructional minutes

In the midst of overwhelming coursework and extra-curricular activities, blended classes can offer relief to students since they provide time to work on assignments outside of classrooms and a more flexible schedule.

Starting the 2019-20 school year, however, the Palo Alto Unified School District placed a hold on the release of students in blended courses. At the beginning of the school year, blended teachers received an email from District Ed Tech & Libraries Coordinator Emily Garrison, requesting that they not release students, as the District has encountered a conflict regarding the definition of instructional minutes. District officials did not respond to *The Campanile's* request for comment.

Students no longer have to be confined to a classroom in order to work on tasks.

*The Campanile* believes that the California Department of Education should have a more flexible definition of instructional time and recognize the increasing diversity in modes of education that diverge from traditional class settings.

Blended courses allow teachers to create release days where students don't have to physically be in class. Instead they can show their learning in other ways, including online using Schoology.

Therefore, blended periods should continue to be implemented, as they offer opportunities for independent learning and flexible schedules. Students are able to retain ownership of their education, allowing them to have control

over their learning and time management skills.

According to English teacher Kindel Launer, who teaches blended AP Language and Composition, the concerns were rooted in the terminology used in Infinite Campus records to describe blended periods, which, prior to this year, have been marked as "Does Not Meet."

This label was chosen due to the California State Ed Code, which states that teachers are legally liable for a student's safety and health during a given class period, Launer said, as DNM implies that instructors are not legally responsible for students.

However, according to Launer, this nomenclature is a misrepresentation of student activity during a blended period, because it insinuates that no learning is occurring on release days.

While some may speculate about the link between blended periods and productivity rates, most students spend their release days fulfilling their academics needs, whether it be meeting with their instructors for one-on-one feedback or working on group assignments.

This misconception that students are not receiving education because there is not a teacher in front of them fails to recognize the alternative learning that occurs outside a classroom. With most Paly curriculum currently being taught through online or digital media, learning has become increasingly more diverse as technology progresses.

Students no longer have to be confined to a classroom in order to work on tasks. They can complete many classroom assignments asynchronously.

Additionally, research shows blended learning can be more effective than traditional forms of

education. A 2010 meta-analysis and review of empirical studies by the U.S. Department of Education showed "students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction." It also noted that combining blended instruction with traditional instruction produces significant benefits for students.

The district recently released the PAUSD Promise, which highlights six main priority areas: High Quality Teaching & Learning; Equity & Excellence; Wellness & Safety; Special Education & Inclusion; District Office Operations; and Moving the Needle.

One goal recognized in the High Quality Teaching & Learning category is expanding blended learning opportunities.

*The Campanile* praises the district for including this in the PAUSD promise, which sends the message to students that it is a priority in the Paly community.

Blended periods should continue to be implemented, as they offer opportunities for independent learning and flexible schedules.

As students prepare to pursue their post-Paly plans, they must equip themselves with the necessary skills to succeed in institutes that require them to manage their own work, be it educational or vocational. By giving them authority over the time and place of their learning, blended courses are beneficial to students for developing life skills.



"Blended periods be like..." ART BY FRIDA RIVERA

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Our Vision Statement:

*The Campanile* strives to uphold the highest standard of journalistic integrity through diverse mediums of storytelling and responsibly informing readers about local news, culture, opinion and athletics.

- SEPTEMBER'S TOP TEN LIST
- Top Ten Ways to Ace Your Next Test
- 10) Take it later than everyone else
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  - 8) Overdose on Philz Coffee
  - 7) Pull an all-nighter before
  - 6) Use your meditative skills
  - 5) Pneumonics
  - 4) Make a study group with your five loudest friends and meet at the Rinconada library
  - 3) Eat six full meals before
  - 2) Bribe your teacher
  - 1) Find motivation within yourself to succeed



# LIFESTYLE

## STICKER CULTURE

STUDENTS USE UNIQUE STICKERS TO REPRESENT THEMSELVES AND COMMEMORATE EVENTS

Junior Joey Edmonds' green water bottle is plastered with stickers, ranging from a Rubik's cube to Captain America's shield. According to Edmonds, her stickers represent her personality and the topics she is passionate about — and other students say the same. An online survey of 50 random Paly students through a Google Form distributed on social media showed that 74% of respondents have stickers on their personal possessions — and of those respondents, 97% said they use them to represent themselves.

"I think (stickers) are like a little intro to

I COULD BE WEARING A PLAIN BLUE T-SHIRT AND PEOPLE WOULD NOT KNOW AS MUCH ABOUT ME AS THEY WOULD SEE FROM MY WATER BOTTLE.

JOEY EDMONDS

who I am before you meet me, as well as just being a topic of conversation," Edmonds said. "It's a lot more approachable if you see somebody and you already know what they're into."

Stickers often operate as conversation starters and can establish similarities between people even before they start talking to each other.

"I could be wearing a plain blue T-shirt and people would not know as much about me as they would see from my water bottle," Edmonds said.

Seeing a stranger with a sticker from a favorite artist or of a quote from a popular movie can reveal common interests that may inspire people to start talking, according to Edmonds.

such, many music artists, like the indie-alternative student band Metro, choose to create and distribute stickers to publicize and start conversations about their music.

According to Marina Buendia, the lead singer of Metro, the band chose to create and sell stickers with their band logo as their first form of merchandise.

"It's a good starting place to make (merchandise) because it's pretty inexpensive to make

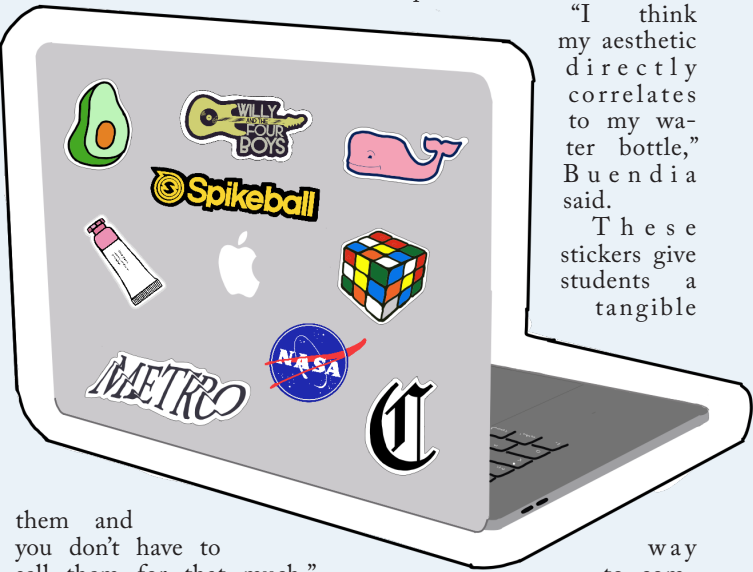
Liao chooses to hand-produce her own stickers.

"I first started making my own stickers because the stickers I wanted to buy online were too expensive," Liao said. "And so I just decided, if I have sticker paper, then why not just do it myself?"

According to Buendia, stickers can communicate the kinds of things people like, such as their unique music taste and the niches that they are part of.

"I think my aesthetic directly correlates to my water bottle," Buendia said.

These stickers give students a tangible



them and you don't have to sell them for that much," Buendia said. "And it's also very good publicity because people put them on their water bottles and sometimes, people will ask each other, 'What's this?' and then start talking about the band."

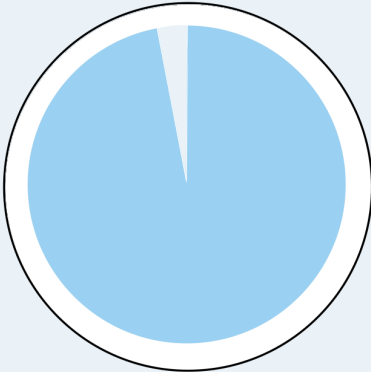
On top of mass-produced stickers — for example, those distributed by restaurants like In-N-Out or Boba Guys — more niche stickers have begun to appear on sites like Etsy and Redbubble. All stickers sold on these sites are digitally or hand-drawn by individual users who submit artwork then have it printed on-demand.

way to commemorate events, places or people they want to remember every day — Buendia said that every time she sees her Golf Wang sticker, she is reminded of Flog Gnaw, a music festival in Los Angeles she attended last year.

"(Making stickers) is just a way of showing my artistic abilities and what I think — if I draw something, for example, and I really like it, I'll make it into a sticker," Liao said. "It's kind of like a way of showing other people parts about me that I can't really say."



4 IN 5 STUDENTS USE STICKERS



97% OF STICKER USERS USE THEM TO REPRESENT THEMSELVES

SOURCE: GOOGLE FORM SURVEY OF 50 PALY STUDENTS



LEILA KHAN/THE CAMPANILE

Column:  
How to kill  
the college  
application process

By Rebekah Limb  
Sports Editor

At last, the time has come upon us. The last time you can wear all those Ivy League sweatshirts. The last time you can have hopes and dreams. It's a strange human phenomenon where 2.2 million high school students simultaneously experience a heart-racing, mind-destroying, confidence-busting academic Hunger Games — a.k.a the college application process.

Admissions officers get to play God, the College Board rakes in millions of dollars and your 17 years of life accomplishments are seen for a grand total of 45 seconds. Sorry folks, looks like you can't pay \$50,000 to be on the USC rowing team anymore — but don't fret, because if you're looking for the recipe for success, here is your College Admissions Cookbook.

The "Unique" Essay

Arguably the most important aspect of your applications are your essays. Unique! Unique! Unique! If you don't learn anything else from your \$15,000 private college counselor who writes your essays for you, you must remember this. Those college admissions officers will rave about your essay detailing how you're 1/254 Moroccan or that your hamster suffered from meningitis. Everyone should try to be unique. But if everyone is unique, are you really...unique?

Activities

For those of us who can't rely on our grades to push us through, the activities section is our place to shine. You will sit down, open your computer, see those glaringly empty 10 open slots and realize that you were too cool for club day and literally haven't done 10 notable things in your life. But don't worry! This is the time to pull out that two-day required volunteer work you did in Living Skills and your position as social media manager of the Scooby Doo Club in freshman year. PSA: If you desperately need an automatic leadership position to fill your 10th extra-curricular, start a club that will never meet.

Campus Visits

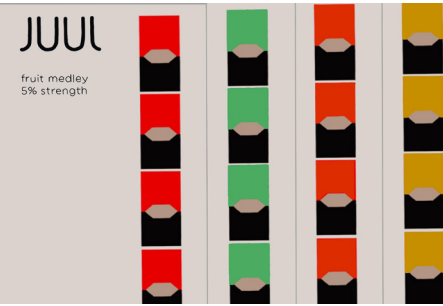
This is where you spend \$5,000 worth of plane tickets, hotel rooms and Ubers to visit a college you will never get into. Make sure to attend the information sessions and campus tours because if you didn't know, the admissions officers are watching your every move from above. Even something like tripping on the sidewalk can break your application, so think twice before you sneeze. You will find yourself waltzing down the university plazas and falling in love with the campus food court, and at this point, that impossibly low acceptance rate has left your brain.

The End

The college application process may have side effects that include unhealthy stress, a quarter-life crisis and temporary depression. This is the time when you will feel like running away anytime there is senior advisory or crying when the school counselors tell you all your schools are reaches. But don't worry, imagine yourself just seven months from now — everything will be over. But until then, good luck 2020.

### SCIENCE & TECH

#### Juuling



SOPHIA MOORE/THE CAMPANILE

We examine how nicotine addiction affects students and Juul usage among students in light of the recent vaping-related hospitalizations and mounting political pressure on e-cigarette producers.

PAGE B8

### Lifestyle



OREGON STATE UNIVERSITY/CC BY-SA 2.0

#### Recreational Cooking

Students spend their free time in the kitchen baking and cooking.

PAGE B3

### Spotlight



ERIC CASTRO/CC BY 2.0

#### Ethnic Studies

Implications of the state's dilemma with adding grad requirement.

PAGE B4-B5

### Lifestyle



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#### Helper Helper

How the platform has altered the student volunteer experience.

PAGE B6



B2

LIFESTYLE

Eighth period classes allow students to explore unique topics

*Afterschool courses strive to provide exposure to potential career interests through less traditional curriculum*

By Ben Stein  
Staff Writer

As the bell rings, signifying the end of another school day, junior Katie Cheng walks through the masses of students leaving class. Every Tuesday and Thursday, instead of heading home or to sports practice, Cheng makes her way to her eighth period Advanced Authentic Research class.

Cheng is one of many Paly students who take an additional class during eighth period after the regular school day is over. Students can choose to take these classes on Infinite Campus when selecting their schedule for the following year.

Paly offers several eighth period classes, including AAR, Advanced Problem Solving, Stage Tech and Jazz Ensemble. Cheng said these classes help students pursue unique interests by facilitating a student-driven learning experience.

“AAR is a research class where you choose a project to work on for the year,” Cheng said. “I love that it’s so independent and that I get to spend an entire year working on a complex research question that I’m really passionate about.”

Instead of learning out of textbooks with a guided curriculum, students in AAR use a project-based learning model to explore their own interests.

“We focus on our research projects, which is ultimately how we learn instead of just reading out of a textbook,” junior Avantika Singh, who also takes eighth period AAR, said.

AAR teacher Hilary McDaniel said being able to offer the course during eighth period is one of its major selling points. Because it is not attached to a set curriculum, the class gives students additional flexibility.

“AAR is a way for students to augment their education in a field that they are interested in,” McDaniel said.

Advanced Problem Solving is another course that students have the option of taking during eighth period. Over the course of



JACE PURCELL / THE CAMPANILE

Exploring alternative options. Junior Emily Cheng and Aarti Malhotra are working on their research topics during AAR. Eighth period classes allow students to pursue their unique interests in a variety of areas. “My project is basically trying to understand the role of CT47 biomarker in brain cancer,” Malhotra said.

the year, students learn alternative methods of solving complex math problems, skills they often take with them to math competitions.

“Students are choosing to take this class because they are really interested in a particular topic.”

Hilary McDaniel

Junior Ishan Tripathi, a student in Advanced Problem Solving, said the class is different from traditional classes taken during the school day.

“(Advanced Problem Solving) is more relaxed and has a lower pressure environment,” Tripathi said.

Tripathi also said the nature of the coursework is more independent than other classes.

“The class is highly student-driven because we pick out our own problems to submit as homework,” Tripathi said.

Cheng said this is also the case in AAR. The project-based learning model of AAR is flexible, allowing students to conduct varying degrees of research.

“You can really make the class as difficult as you want, depending on how in depth you want to go for your project,” Cheng said.

However, taking an eighth period class after school comes at a cost, according to Cheng.

“It’s really difficult for someone with after school commitments, such as athletics, to take an eighth period class because of practices and games,” Cheng said.

According to Singh, the extra class can also interfere with time otherwise spent studying for regular classes.

“When all of my friends are leaving school early to go home and use their time to study for

their next test, it makes me feel very unmotivated,” Singh said.

Although taking an eighth period class does require extra work, many students consider the ability to balance a larger workload to be one of the most important skills that they gain from the experience.

“It’s difficult for someone with after school commitments to take an eighth period class.”

Avantika Singh

“My favorite part about taking an eighth period class is that it teaches you to be disciplined,” Cheng said. “Because you don’t meet for as many hours, you have to spend time at home doing what other students do during their class period.”

Eighth period classes also cultivate a learning environment in which everyone is engaged and excited to take the course, McDaniel said.

“If we didn’t offer eighth period (classes), students would be missing out on a chance to pursue their passions,” McDaniel said. “Students are choosing to take this class because they are really interested in a particular topic.”

McDaniel said this shared experience creates a tight-knit classroom community that bonds not necessarily over shared interests, but a common drive that compels students to seek out knowledge even when school is out for the day.

“I get an interesting, diverse group of students, and we bond,” McDaniel said. “It is the end of the day and we are all tired, but we are here and we are going to do this together.”

Although eighth period is one of the lesser known elements of the Paly schedule, McDaniel be-

lieves it is among the most important. Instead of being another class to get through, eighth period classes provide an opportunity for students to explore their individual interests unfettered by an often inflexible curriculum.

“Students would be missing out on a chance to pursue their passions.”

Hilary McDaniel

“I’m so glad that we offer eighth period, because I’m not sure that students have the ability to (explore their passions) during the (typical school) day,” McDaniel said. “So I do think that it is very important that we offer eighth period, and I think it is important that we continue to do so.”



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B3

LIFESTYLE

Students cook, bake various dishes for family, friends to enjoy

Teens show creativity by displaying culinary skills in the kitchen, cooking their favorite foods, from cake to barbecue

By Leila Khan  
Managing Editor

A mixture of nitrogen and other gases fumes from large pot, creating a dangerous yet thrilling feeling for senior Lavender Ledgerwood as she concocts home-made liquid nitrogen ice cream in her kitchen.

“What I love about it for the ice creams is that the texture is creamier, and the time it takes is quicker as well,” Ledgerwood said. “(It is) so much fun to work with. Plus, a lot of people are impressed when I tell them I make liquid nitrogen ice cream.”

Ledgerwood has been working in the kitchen ever since she was in elementary school, intrigued by the endless possibilities that cooking and baking offered.

“Thinking back on my childhood, I was always attracted to cookbooks and so eager to bake or cook what was in them,” Ledgerwood said.

For many students like Ledgerwood, baking and cooking provides an outlet to connect with family and friends in a manner that is creative and practical.

“I almost always cook dinner for my family every night during the week,” Ledgerwood said. “On the weekends, I help with the meals then as well, but I focus more on some other treat.”

Senior Jackson Druker also has a passion for cooking and often finds himself spending his free time making food for others. He usually bakes or cooks around five to six times per week for his family or fulfilling orders from his peers.

“My favorite thing to bake are my chocolate chunk cookies,” Druker said. “I’m on InFocus, and they wanted a video of me making them, so I was more than happy to do so. They’re so good that I’ve had orders backed up for two weeks, making a batch every other day during my prep when I got a new order.”

Along with cookies, Druker has mastered the craft of cooking burgers and other meats on the grill for large groups of people, bring them together at gatherings.

“Because I’ve got the process down so well, I can cook for 15 or more people at once if everything goes right,” Druker said.

Just like for Druker, Ledgerwood said food is about community as well as feeding their family on a regular basis, students may choose to cook in order and a way to honor or remember ancestors through special recipes.

“I love baking angel food cake with dark chocolate frosting because...it was my grandfather’s favorite cake, so I would bake it for him every year on his birthday and every year since his passing now,” Ledgerwood said.

Ledgerwood said she was inspired initially to bake and cook by her two grandmothers during the holidays, volunteering to help out with each meal. She has since learned to explore more new recipes and not just follow each one exactly, just as her grandmother showed has shown her.

Junior Sasha Lehrer also makes herself lunch every day of the week, experimenting with foreign recipes and types of food.

“I really like making breakfast and lunch,” Lehrer said. “I also really enjoy trying new healthy recipes and making my own recipes.”

“I love baking angel food cake with dark chocolate frosting because ... it was my grandfather's favorite cake, so I would bake it for him every year on his birthday and every year since his passing now.”

Lavender Ledgerwood



JOEY PASSARELLO/USED WITH PERMISSION

The sausages sizzle on the grill as senior Louis Passarello cooks at home for his family. He usually grills once per week on the weekend. Passarello first began grilling because of his love for eating barbecue. "My favorite thing to cook is tri-tip (steak)," Passarello said.

ability to whip up almost anything at home without having to pay a lot of money to obtain a meal of the same caliber from outside.

For others, cooking can simply be a relaxing pastime that they do once in a while as a hobby.

Senior Louis Passarello said he can be found grilling about once a week, usually on the weekends.

“My favorite thing to cook is tri-tip because it is a long process but the results make it worth it,” Passarello said. “I got into grilling because I love eating barbecue, and I make it for myself and my family.”

Similarly, Lehrer said she cooks when she is home around meal time. She also said she but does not necessarily run to the task if she has free time.

However, she does enjoy waking up early before school to make coffee and breakfast to begin her day.

For some students like Ledgerwood, The mastery and interest in cooking can be attributed to several factors. Some find that the gratification of a delicious meal is motivation to continue to cook, while Ledgerwood says she sometimes chooses to remain in the kitchen as a coping mechanism in stressful certain situations.

“When you start to master things, other people will trust you to make food for yourself and them, which can lead to some really cool opportunities.”

Jackson Druker

when I was excluded as well as a way to bring family together with the joy and experience that comes with food. The kitchen has always been my happy place or safe haven so it has, and always will, stick with me.”

For Druker, his interest in cooking began after he broke his femur in seventh grade and had extra time at home.

“I didn’t have anything to do for a year, so I picked up cooking,” Druker said. “I had been cooking prior to this but never as often or as creatively as I do now. Then I found myself enjoying it, so after my leg had healed I just loved cooking, there’s not much more to it.”

According to Druker said, anyone can cook if they have the right attitude and don’t give up.

“A lot of people say that they can’t cook, but to me that isn’t true,” Druker said. “People who say that they can’t cook just gave up after they tried doing it once.”

“Cooking is about repetition and perseverance, and once you get the basics down, everything seems so much easier.”

Jackson Druker

“Cooking is about repetition and perseverance, and once you get the basics down, everything seems so much easier,” Druker said. “When you start to master things other people will trust you to make food for yourself and them, which can lead to some really cool opportunities.”

Stories, memories of Tower Building ghosts haunt Paly staff

Custodians recount strange personal experiences with paranormal activity while at school during late hours

By Anna Meyer  
Science & Tech Editor

During his first year working at Paly, custodian Albert Hidalgo was looking at a picture of a few former custodians when he suddenly felt a mysterious, unexpected tap on his shoulder.

“When I went there, I saw two old men with canes. They were talking, but I could not hear the sound.”

Rowel Gregorio

“We were talking about all the good things that happened here at Paly, and I happened to look at this picture...which has all the newer custodians,” Hidalgo said.

All of the other custodians were sitting at least a few feet away from where Hidalgo was standing during the discussion — further than an arm’s length away.

“I was just looking at this picture, and somebody taps me three (times) — I felt this, I felt this,” Hidalgo said. “Honest to goodness, I felt the tap on my left shoulder.”

“I was just looking at this picture, and somebody taps me three times — I felt this, I felt this.”

Albert Hidalgo

Since no one was seated close enough to reach Hidalgo, he could

not figure out who tapped him.

“There was no way anybody was able to physically tap me but, honest to goodness, I felt the tap, and it’s been on our mind all this time,” Hidalgo said.

One of the custodians pictured, named Jill, had passed away since the picture was taken. According to Hidalgo, the only feasible explanation for his experience, seems to be that a ghost — perhaps Jill — had tapped him.

“We just think it’s a ‘hello,’ like, ‘Hello. It’s me, Jill,’” Hidalgo said.

Despite widespread skepticism that ghosts are real, Hidalgo said he is confident that his experience was legitimate.

“It was fast, but I know what I felt,” Hidalgo said. “And I honestly believe it wasn’t a muscle spasm.”

“There was a time (when) there was a repeater or something upstairs from buses so you could hear communication between people.”

Albert Hidalgo

Although often dismissed as a figment of the imagination, Hidalgo is not alone in his experience. His story seems to corroborate the existence of Paly’s apparent ghosts in the Tower Building.

Rowel Gregorio, another Paly custodian, said he also had an encounter with ghosts on campus.

His incident occurred in the Tower building one evening in 2015 at around 9 p.m.

While checking the building to make sure that the lights were



ANNA MEYER/ THE CAMPANILE

Boo! Ghosts are rumored to haunt the hallways of the Tower Building. While many people do not believe in the spooky ghouls, Paly custodians said they may have encountered them in recent years. Custodian Albert Hidalgo has experienced a frightening encounter with what he believed to be paranormal activity. "I happened to look at this picture...which has all the newer custodians I was just looking at this picture, and somebody taps me three (times) — I felt this, I felt this, Honest to goodness, I felt the tap on my left shoulder." Hidalgo said.

off and the doors were locked, Gregorio said he noticed one room — Room 33 — seemed to still have people in it.

“When I went there, I saw two old men with canes,” Gregorio said. “They were talking, but I could not hear the sound (of their voices).”

Gregorio went downstairs, leaving the light on in the hallway of the ground floor for the people he thought were still in Room 33, yet when he returned, he discovered an unexplainable occurrence.

“I looked up at Room 33. The

light was off,” Gregorio said. “So it went off by itself.”

Hoping to figure out how the light turned off, Gregorio decided to back upstairs to Room 33.

“I opened the door to Room 33 — there were no more people in there,” Gregorio said. “That was only one minute; how can old men get out of the building that fast? And when I was still there in the building, I didn’t see them (leave).”

This was Gregorio’s first and only encounter with ghosts in the United States.

Gregorio said that he also had multiple experiences with ghosts in the Philippines, before moving to the United States.

In the past, other custodians have also reportedly heard voices coming from the top floor of the Tower Building.

According to Gregorio, one of his co-workers witnessed a girl and a boy in the Tower Building at one point.

Assistant Principal Jerry Berkson attributed this to bus repeaters.

“There was a time (when)

there was a repeater or something upstairs from buses so you could hear communication between people,” Berkson said. “And I think that tripped people out.”

Additionally, cobwebs can appear to resemble ghosts in security camera footage, Berkson said.

But, Gregorio and Hidalgo said they are certain their brushes with ghosts are not imagined.

“A lot of this has to do with having superstitious beliefs. Me, I’m probably one of them,” Hidalgo said. “But with my experience, there’s no explanation.”



Design & Text by Maya Rathore

# AN ETHNIC

## Who and what should be included

### INTRODUCTION

Thousands of letters, including more than 200 written by local Jewish congregants from Congregation Beth Am, piled on the desk of the California Instructional Quality Committee in response to California's recently proposed, and subsequently rejected, ethnic studies model draft curriculum.

As a Democratic stronghold with a diverse population, California has always been a progressive torch bearer for the U.S. In a bold attempt to lead the way in diversifying high school education and to reflect the experiences of the many underserved minorities that live in California, legislators proposed and passed a bill in 2016 that would make ethnic studies a graduation requirement for all high-schoolers by 2024. In May, after years of deliberation, the state released the highly anticipated draft of a model curriculum.

In a state where only 37.2% of the population is non-Hispanic white, according to the 2015 US Census estimate, an ethnic studies graduation requirement seems sensible. Despite the ethnically diverse roots of the state, a typical Californian high school education largely overlooks minorities in social studies classrooms. Community leaders, such as Palo Alto school board president Jennifer DiBrienza, agree that there is a need to mention more marginalized communities in the state history curriculum.

"There are definitely groups in California and across the country that have long thought that our social studies curriculum are still very whitewashed," DiBrienza said. "There were such high hopes to address something that has been so sorely needed for such a long time, and for there to be a model curriculum and for it to have gaping holes...I think it has set back the work to get a very needed ethnic studies moniker to come out."

In the wake of the national and local outcry this model curriculum triggered, a bill now sits on Gov. Newsom's desk that would provide an extra year for the state to recommend and adopt a new model curriculum.

"Thanks to the feedback it received, the IQC (Instructional Quality Commission) has realized the shortcomings of the ESMC (Ethnic Studies Model Curriculum) and has chosen to re-write sections of the Curriculum," said Rabbi Janet Marder of Congregation Beth Am in Los Altos. The upheaval was not targeted at the ethnic studies graduation requirement, but at a myriad of fatal ideological flaws within the curriculum, according to Palo Alto Unified School District Superintendent Don Austin.

The opening paragraph of the draft model curriculum read: "Ethnic Studies courses operate from the consideration that race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans and other racialized peoples in the US."

According to many critics, there were overtones of anti-capitalist sentiment — smearing the economic system that underlies most developed countries in the world as a "form of oppression that dances with power and racism."

"Taking capitalism and saying putting in the same category as white supremacy (is) a very political statement that's making a biased judgment on capitalism, which is sort of strange, since it underlies basically our whole society," Baten-Caswell said. "And I hope white supremacy is not something that underlies our whole society, right?"

Baten-Caswell said that despite the downsides to capitalism, the model curriculum left no room to explore it in a balanced way. "Our country was built on capitalism," Baten-Caswell said. "I just feel like that's very unbalanced. I can't think of any positives for white supremacy. But I can think of a lot of positives for capitalism. There may be some negatives for capitalism, too, but (it's) just not balanced."

In addition to being anti-capitalist, several groups such as the California Legislative Jewish Caucus and the American Jewish Committee alongside Armenian, Hindu and Korean civic groups have publicly disapproved of the curriculum.

These disparate groups all argued that the curriculum left out their stories, even it made room for the stories of other communities that had not been covered in the past. Neither the Holocaust or the Armenian Genocide were mentioned in the curriculum.

Furthermore, Jewish groups said that not only did the curriculum omit any story of the Jewish struggle in the United States, it revealed an anti-Jewish bias in its treatment of antisemitism.

"(The curriculum) offers definitions of a wide range of terms related to prejudice against minority groups, including Islamophobia, homophobia, xenophobia, dehumanization and microaggressions," but failed to mention antisemitism, said Rabbi Marder of Beth Am.

This omission came despite FBI data from years leading up to 2015 that found

### THE CONTENT

“There’s a really big problem when you make political judgements in what you’re providing in the classroom.”

MELISSA BATEN-CASWELL

"It had a political slant and agenda," Austin said. "It went well beyond what I would call ethnic studies."

The content crosses several lines while failing to approach others, according to a variety of marginalized communities in California. Hindu, Korean and Armenian cultures were not mentioned in the curriculum, despite being a considerable part of California's population. One of the few mentions of Jewish people was a song that explicitly accused Jews of running the press.

To some, the content of the ethnic studies curriculum was morally questionable and biased.

"I think there's a really big problem when you make political judgments in what you're providing in the classroom," said Melissa Baten-Caswell, a member of the PAUSD's Board of Education and president of the Santa Clara County School Board. "We have a policy that says that anybody who's presenting anything in the classroom needs to provide a balanced perspective. Because it's not our job to color your political views. It's our job to educate you, and to give you the tools you need to look at different sides and decide on what your own opinion is."

Furthermore, the model curriculum was not easily accessible — only available to read over the summer, and even more difficult to comment on, according to Austin.

"It was not communicated well to any interested party that the curriculum was under development and what the content of the curriculum of the was going to be," Austin said. "When it was posted, it was done over the summer months, when many families are off doing things not school related ... it just felt like that was done in a way to make commenting more difficult."





Design, Text & Art by Kiana Tavakoli

# C DILEMMA

## l in an ethnic studies curriculum?

Jewish people and institutions were the most frequently targeted in hate crimes motivated by religious bias, making up 58% of religious-based hate crimes incidents in America.

Marder also said the curriculum mischaracterized the role of other countries in the Middle East in the birth of Israel and that the curriculum falsely portrays Israel as a “white” privileged state.

According to Marder, it completely omitted information about Arab countries in the Middle East that expelled millions of Mizrahi and Sephardic Jews, forcing them to seek refuge in Israel.

The curriculum also leaves out the stories of other “California diaspora groups,” Marder said, including Indians, Hindus, Armenians, Greeks and Koreans.

“Communities featured in the current draft should be recognized, but not at the expense of other ethnicities and faiths,” Marder said. “California high school students deserve an opportunity to learn the role of ethnicity, race and religion in the life of all of its citizens, especially including those previously ignored. But the proposed curriculum could not achieve this admirable goal.”

DiBrienza agrees that, ultimately, the curriculum was written to have a left-wing slant, which would explain its anti-capitalist stance and its anti-Israel sentiment.

“I would say that the intention was for it to be what most would say, would be left wing,” DiBrienza said. “The intention was to call out the United States system structures, and how there are qualities baked into it, and have been since the founding of the country.”

DiBrienza said the main problem with the proposed curriculum was an attempt to create a groundbreaking, radical curriculum that exposes the structures of the United States and how they oppress minorities.

“It’s not just that the inequalities are a bug in the system, but that they are the basis for the system, and so I think they really wanted to kind of make people react,” DiBrienza said. “There’s a belief that the only way to fix (national problems) is to be really radical.”

### INACCESSIBILITY

The model draft curriculum and portal for public comment were made public in May, right before the school year ended, and closed for comment on Aug. 15, only a couple of days after PAUSD resumed school. This left only the summer months open for students, teachers and community members to comment on the draft model curriculum. The timing was curious, at best, said Baten-Caswell.

“Somebody wanted this hidden,”

Baten-Caswell said. “Why? Why am I saying that? It’s pretty hard to find the ethnic studies sample curriculum to comment on. Now, if you really wanted public comment, you don’t hide it. If you really want public comment from school districts, you don’t ask for it during the summer...It seems if the group that put this together really didn’t want public opinion. The fact that most of your teachers here didn’t know about it, didn’t comment on it – it’s really disturbing.”

Baten-Caswell said that in an early summer meeting with high school school board representatives in Santa Clara County, almost none of the representatives were aware of the curriculum, let alone the content of the curriculum itself.

Baten-Caswell said the curriculum was only noticed locally because several groups, including the Jewish caucus, publicly announced their opposition to the model curriculum.



“The draft curriculum was significantly flawed, and did not fulfill the goals of an ethnic studies curriculum for California’s students.”

RABBI JANET MARDER



Furthermore, the website that was ostensibly designed for the public to see the curriculum and comment on it was extremely difficult to use, according to Austin and Baten-Caswell.

“It was clunky, not easy to navigate,” Austin said. “That was for a superintendent that knows decent skills when it comes to websites. The average person has almost no chance of getting through the curriculum.”

### CONSEQUENCES

In a diverse state like California, a course relying on a provocative curriculum could have consequences, Baten-Caswell said.

The draft version of the model curriculum bill mandated that the curriculum be taught exactly as written — down to the letter — as opposed to becoming a resource for school districts to build on. Most state-mandated curricula operate on the latter basis, according to Baten-Caswell.

“The language in itself is unusual,” Baten-Caswell said. “It says it would require you to use the sample curriculum as your curriculum. There is a very specific word in AB 331, that doesn’t say, ‘use this as a resource,’...it says, ‘you don’t have the choice about whether you teach the model curriculum or not. You have to

teach it.’ It’s not a just a framework. It’s a specific curriculum. I haven’t seen any other class like that.”

This could be particularly problematic in districts that lack their own resources, Baten-Caswell said.

“If you were an inner city district, that had very little resources to spend on really looking at a curriculum, to have one ‘recipe book’...that means that kids in underserved districts would get exactly what was in there,” Baten-Caswell said. “If it’s biased and politically motivated, then that’s what would be taught in the classroom. (Students) often don’t question what’s been taught to them.”

Ultimately, a curriculum without multiple viewpoints is incredibly flawed, according to Baten-Caswell.

“We’re supposed to teach in school how to make informed decisions,” Baten-Caswell said. “We’re supposed to give you multiple sides so that you can make informed decisions.”

### WHAT NEXT?

On Aug. 14, the proposed model curriculum was rejected by the California Board of Education. In the wake of this, a revised version was to be released “mid-September,” according to the California Board of Education.

To make any new proposed ethnic studies curriculum succeed, Baten-Caswell said certain issues should be addressed.

First, Baten-Caswell said ethnic studies shouldn’t be a separate graduation requirement — instead, it should be integrated into English, history and other general education classes.

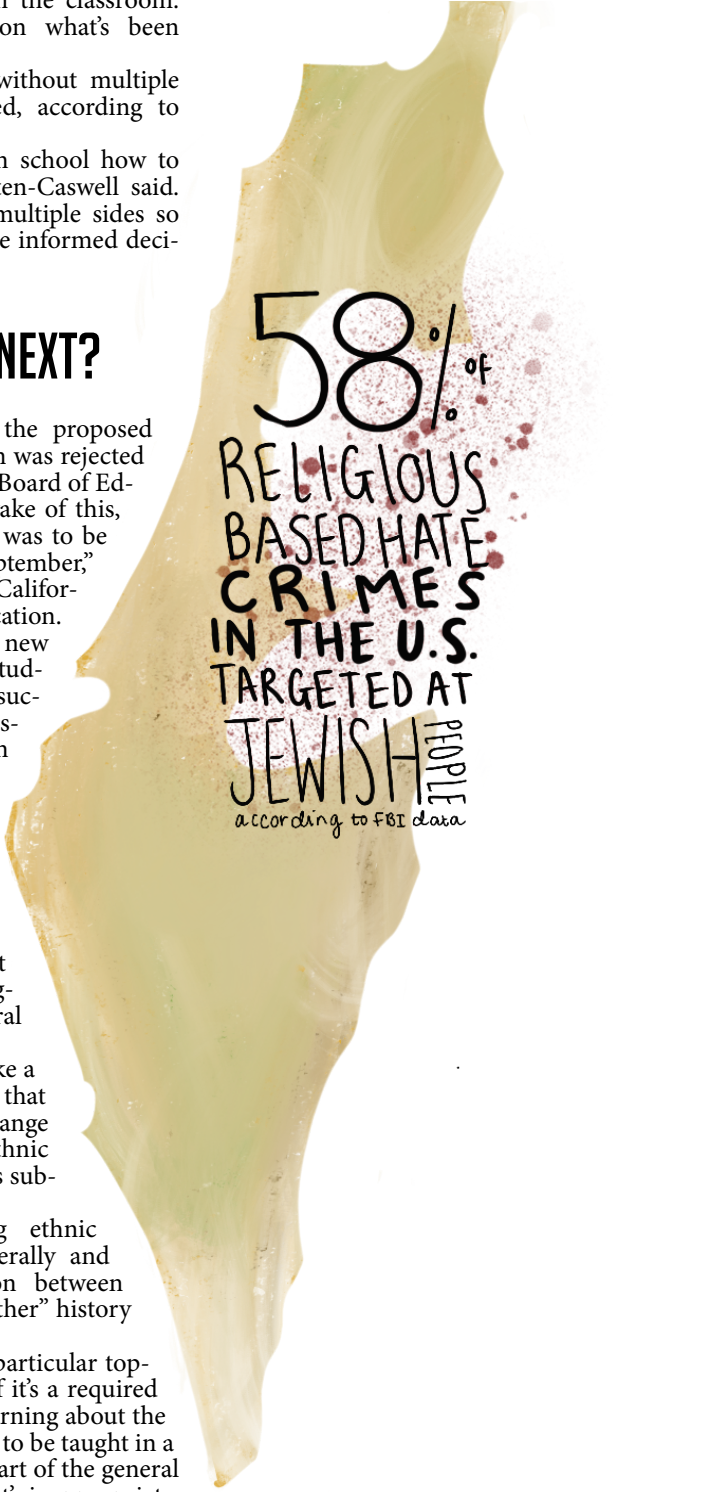
“If you’re really going to make a difference in our curriculum, so that people see history as the broad range of history it is, then having ethnic studies as a separate class seems sub-optimal,” Baten-Caswell said.

Baten-Caswell said having ethnic studies as a separate class literally and physically creates a separation between “normal” history classes and “other” history classes.

“It creates a ghetto for that particular topic to be a separate class, even if it’s a required class,” Baten-Caswell said. “Learning about the history of the Latino people has to be taught in a separate class, because it’s not part of the general history? That’s crazy. Right? That’s inappropriate, crazy and politically motivated.”

DiBrienza said while the proposed ethnic studies curriculum did many things right, its failure was in not mentioning other injustices, especially given the current political situation in the US.

“If you think back over the past hundred years, the Holocaust was an attempted genocide across an entire continent, right?” DiBrienza said. “Probably the largest scale one of the past hundred years. So to completely leave it out, presumably, based on current politics, I think, really does an injustice to students really understanding history and context.”





B6

LIFESTYLE

Students struggle when older siblings leave home for college

*Families encounter the mental tribulations that often accompany being separated for extended periods of time*

By Krista Robins  
Staff Writer

While boxes and suitcases stuffed to the brim sit near the door, junior Audrey Kernick braces herself for a heart-felt goodbye with her college-bound sister. Overwhelmed by a surge of emotions, she begins to ponder what life will be like after her sister leaves.

Many Paly students are adjusting to the absence of their older siblings as a result of them leaving home for college. Students such as Kernick endure many effects as a result of this shift.

“It was a very emotional day for me. Every once in a while, I will spend time in her room (and that) really helps with any sadness.”

Audrey Kernick

Kernick recently became the only child in the house and has been experiencing a host of emotions that came with her sister's departure.

“I never processed that she was actually leaving up until she left for her flight,” Kernick said. “It was a very emotional day for me. Every once in a while I will spend time in her room, (and that) really helps with any sadness.”

While younger siblings endure this possibly uncomfortable time of change, Paly wellness counselors can provide comfort and methods to help them.

Wellness Center counselor Katherine Minutillo said she sees the effects that older siblings leaving can have on student's mental health and daily lives.

“An older sibling leaving for college is a period of transition that affects a student's mental health,” Minutillo said. “There is a difference at home that can affect different aspects of a student's social and personal life.”

According to Minutillo, students can keep in contact with their siblings to cope with the



Holding onto hope. Steadily gripping the edges of a picture frame, junior Audrey Kernick reminisces about the time spent with her older sister, fixated on the memories that shaped their lives forever. "I miss the time spent with my older sister, as she guided many of the important decisions I've made in the past," Kernick said. "I love her."

emotions they may be experiencing.

“I say no to doing more activities on weeknights because with only one kid home, I really want to maximize my time with her, especially with her sisters out.”

Michelle Cummings

“It is helpful to identify ways in which the student can keep in contact with their siblings when they're away, whether by phone, email or social media,” Minutillo said. “A student can also stay connected to friends and family who are still around to continue to

have a support system.”

Students often use social media to stay in contact with their older siblings through various platforms. This allows them to interact with their siblings as well as adjust to their lack of presence at home.

Junior Nessa Orumchian said she is exploring ways in which she can keep in touch with her older brother who left for college last year.

“Although we didn't interact a lot on social media when he was here, I make the effort to Snap and text him often while he is at college,” Orumchian said.

Dealing with the impact of siblings leaving can be difficult, according to Orumchian. With her older brother gone, she is the only child in her household and notices many differences from when her brother was there.

“With it just being me and my parents, it's really quiet,” Orum-

chian said. “No music in the mornings, no screaming matches, it's just the three of us which can be peaceful but also sad sometimes.”

“It is helpful to identify ways in which the student can keep in contact with their siblings when they're away, whether by phone, email or social media.”

Katherine Minutillo

Many students who feel lonely after their siblings depart for college, such as Kernick, also turn to their parents or friends as support systems.

“My parents and I have always been friends, so with my sister being gone we just mess around with each other and are able to do more things that my sister would usually just get mad at,” Kernick said.

However, parents are also often impacted by the change of having a child leave for college.

Paly parents Michelle and Chris Cummings, whose oldest daughter has been at college for the past two years and whose middle daughter went off to college this year, have dealt with the impact this has had on their youngest daughter who is 14 and their home life.

“For the leftover siblings, I think it puts a little extra pressure on them to make their home life more enjoyable,” Chris Cummings said. “They have to find ways to rally people up and make something happen as they can't rely on spending time with their siblings.”

Furthermore, according to Michelle Cummings, some parents may feel a sense of guilt leaving their only child not at a college home by themselves.

“Although we didn't interact a lot on social media when he was here, I make the effort to Snapchat and text him often while he is at college.”

Nessa Orumchian

“As a mom of three kids, two of which are in college, I feel like I say no to doing more activities on weeknights,” Cummings said. “Because, with only one kid home I really want to maximize my time with her, especially with her sisters gone.”

Helper Helper App digitizes service hours, helps students

*Service participation app supports records of volunteer hours, encouraging engagement across local communities*

By Johnny Yang  
Sports Editor

When Guidance & Career Voc Ed Assistant Karla Larson saw the amount of time former community engagement specialist Christina Owen spent processing binders of paperwork for students' President's Volunteer Service Awards, she knew Paly had to make a change. One of her first ideas was moving the service hours recording system online.

That's where the app Helper Helper came in. Larson said this is the third year Paly has used Helper Helper to report students' volunteer hours. Before the Helper Helper app, students needed to collect service coordinators' signatures on a physical form to validate service hours.

According to Larson, a parent who knew the app developer first introduced the Helper Helper app to Paly. Satisfied by its convenience, Paly decided to adopt this tracking system.

In addition to the recommendation, Larson said another intention of the change was to find a more environmentally friendly solution for tracking service hours.

“Helper Helper has a ‘find opportunities’ section, and it has helped me connect with available volunteering.”

Katherine Han

“In general, a lot of people are trying to go paperless with a lot of things,” Larson said. “Not just in schools, but in society in general. It is better for the environment.”

Larson said Paly had already thought about going paperless on the service hour reporting process before knowing about Helper Helper, and did an experiment for the 2016-17 school year.

“I think it does make my volunteer experience easier to some degree since it saves my data online, and I don't have to worry about losing my service hours log sheet.”

Lucas Pan

“The year before we got Helper Helper, we actually did submissions on Schoology, which was semi-paperless,” Larson said. “Students actually scanned their papers on Schoology and shared their files with me to verify their hours. This is paperless on my side, but students still had paperwork that they held onto. So we were thinking about going paperless in general, and that's when this opportunity came up to us.”

Based on her experience with the app for two years, Larson said she is satisfied with Helper Helper, though other companies who provide similar services have reached out for potential opportunities of partnerships.

“I've gotten ads and calls from other companies,” Larson said. “Even Naviance has a tracking system, but overall, I think we'll just stick with (Helper Helper), unless (some problems) come up in the future.”

In addition to service hour tracking, Helper Helper also al-



Guidance & Career Voc Ed Assistant Karla Larson enters service hours for each student into her computer, and she said Helper Helper has made this process easier. In the fall of the school year, students submit their volunteer hours from the app Helper Helper for President's Awards. "We were thinking about going paperless in general, and that's when this opportunity came up to us," Larson said.

lows students to export service transcripts, which can be used for resumes and post-graduate scholarships, find volunteer opportunities, and be a part of the annual High School Service Challenge.

Krista Clement, the president and founder of Helper Helper, said that the vision of the company is to make it easier for people to engage in their communities.

“We surveyed a lot of people before building out the product,” Clement said. “So we knew we needed to make the platform mobile and somehow get rid of sign up sheets and paper forms for tracking. The app is designed to help schools like (Paly) form even stronger relationships with their community partners and therefore making meaningful experiences in the community that are much more accessible to young people.”

According to Clement, Helper Helper saves students and administrators time from coordinating, tracking and verifying hours, and has made the work from both sides much simpler.

“Engaging in service teaches you empathy, improves your self-confidence and makes you happy.”

Krista Clement

Senior Lucas Pan said Helper Helper has improved his volunteering experience, making the process more efficient.

“Overall, I think Helper Helper is a well-designed app in terms of recording your service

hours,” Pan said. “The process is relatively intuitive, and it doesn't ask you to fill in a whole bunch of information. I think it does make my volunteer experience easier to some degree since it saves my data online, and I don't have to worry about losing my service hours log sheet.”

According to Pan, while Helper Helper is convenient in many ways, improvements could still be made to make students' experiences easier.

“One thing that I didn't really like about the app is that they require you to categorize your service to a limited amount of options,” Pan said. “I had a hard time categorizing some of my service activities since they don't fit appropriately into any of the given options. They can improve it by allowing us to create custom categories, come up with more options for service categories, or just take it out.”

Senior Katherine Han, who has earned the President's Volunteer Service Award 2017-18, said the Helper Helper gives her access to more opportunities.

“Helper Helper has a ‘find opportunities’ section, and it has helped me connect with available volunteering organizations, which is really convenient,” Han said.

Clement said she is thrilled to see so many young people interested in engaging in their communities.

“Engaging in service teaches you empathy, improves your self confidence, and makes you happy,” Clement said. “We hope (Helper Helper) is a solution that helps students learn about opportunities in the community that they otherwise would not have known about, and we love when young people are able to open their eyes to new experiences and non profits.”



SCIENCE & TECH

B7

Technology use in elementary schools sparks debate

*Recent implementation of educational technology in younger classrooms leads to talk on making it beneficial*

By Kris Risano  
Staff Writer

Schools across the Bay Area continue to increase the use of technology in class. However, people are questioning whether these developments benefit younger students at the elementary level.

Schools are beginning to not only use technology as an aid in class, but have entire lessons reliant on laptops.

According to Karen Gordon, an instructional coach and Science, Technology, Engineering, Art and Math teacher in Mountain View Whisman School District, MVWSD has incorporated an online portal that contains applications available to all students, which acts similar to the PAUSD portal. The portals and applications are available as early as kindergarten in both districts.

“There will probably be a lot of distractions going on because of the technology, but in the end I think it will overall improve their learning experience.”

Leon Romeo

This means that by first grade, students at MVWSD are learning math lessons online nearly every day. These lessons are run through a platform called IReady. The platform sends the teacher all the data regarding the students’ progress, so teachers can easily track how well the students are doing. This is the first year MVWSD schools are using the program in classes district-wide. The program helps students receive the practice right for them, according to MVWSD teacher Valentina Vertemera.

“Having computers is helpful so that while I am working with a small group of students, the others can work on material at their own level independently,” Verte-

marasaid.

According to Vertemara, having the class use computers helps her see who is struggling in the class.

“I think one of the benefits of using computers in class is that students are able to learn and practice skills at their own level and can progress at their own pace,” Vertemara said. “In education, we call this concept of teaching at a student’s level differentiation.”

If distractions are successfully avoided, Gordon said there are many benefits to increasing the amount of technology use in class.

“Increasing the use of technology in classrooms, when well-managed and used appropriately, allows students to manipulate various digital modes of learning,” Gordon said. “At the same time, students are able to access a plethora of resources, when guided accordingly. In addition, technology use in the classroom offers a choice in their voice on how students are able to display their knowledge and information through various means.”

According to Gordon, despite the many benefits of using computers, it can be difficult for teachers to manage so many screens at once, and students sometimes get distracted.

“With large amounts of class sizes, it is quite challenging for teachers to be able to manage students’ digital citizenship as temptations such as YouTube and Fortnite are always present when a student has online access,” Gordon said.

Junior Leon Romeo had similar concerns with online education.

“I think I would have had much more fun learning math if it was on the computer during my time in elementary school,” Romeo said. “Although, I perhaps would not have retained the mathematical skills that I needed due to all the possible distractions on the computer, like games.”

With access to so much online entertainment, it is easy for students to get off track which is



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Elementary school students learn using electronic devices. Electronics like iPads have been integrated into many elementary school classrooms. “Technology is an integral part of our everyday lives,” said Valentina Vertemara, Mountain View Whisman School District teacher. “Therefore, I believe it is important for students to learn how to use technology during their time in school.”

an issue that many Paly students have experienced.

“I think that one of the benefits of using computers in class is that students are able to learn and practice skills at their own level and can progress at their own pace.”

Valentina Vertemera

“It is pretty common to see people playing computer games in class when other computer work has been assigned,” Romeo said. However, Romeo sees the ben-

efits as well, and said that increasing the use of technology in education could be the spark needed for young students to maintain their engagement during class.

“I think this would definitely excite young students to learn math more than if they were forced to learn with pencil and paper,” Romeo said. “There will probably be a lot of distractions going on because of the technology, but in the end I think it will overall improve their learning experience.”

Gordon said she has noticed many students have embraced the use of technology, and practice using digital devices at home.

“Students today, for the most part, are very technology-proficient due to the exposures they have to media and technologies accessible to them at home, particularly iPads,” Gordon said.

One concern Gordon has is when technology is not used for creative projects, students sometimes tend to lose interest.

“Students today, for the most part, are very technology-proficient due to the exposures they have to media and technologies accessible to them at home.”

Karen Gordon

“The struggle presents itself when the engagement of students using such technology often diminishes when they have to use it

for assessment purposes,” Gordon said. “Students are often more engaged when they get the freedom to pursue other websites for research, rather than a regimented tasks such as using the computer for assessments or lessons.”

With teachers and administrators searching for the correct balance of technology and classic teaching methods, classes are being taught differently than ever before, putting students in elementary school today in an interesting position. It is apparent that the technology and education industry go hand in hand: where technology goes, the education system will follow.

“Technology is an integral part of our everyday lives,” Vertemera said. “Therefore, I believe it is important for students to learn how to use technology during their time in school.”

Students turn to alternative methods of transportation

*Using innovative, unorthodox equipment to travel yields various advantages, such as speed, convenience*

By Siddhartha Sahasrabudhe  
Business Manager

Transportation is an issue that many Paly students struggle with. Whether due to traffic, parking, or other factors, students often complain about how they get to and from school.

However, students are also uniquely positioned to creatively take advantage of resources available to them both inside and outside of school, such as tools, funds and workspaces.

Some Paly students and alumni have taken it upon themselves to find more convenient and creative means of transportation that transcend the traditional biking, driving and walking.

Junior Spencer Soohoo built a motorized shopping cart a few years ago that he uses to drive to and from school.

Soohoo broke down the construction of his shopping cart into three main parts: the initial construction welding components onto the cart and working electronics into the vehicle.

“I don’t have to pedal like a bike, and unlike a car, I can weave through traffic.”

Spencer Soohoo

“It uses a universal joint for steering, has a 48 volt 20 ampere hour, lithium ion battery pack and a 1800 watt brushless motor which is attached to a keyed axle,” Soohoo said. “It also uses shimano disc brakes.”

Soohoo welded the spindles, motor mounts, battery holder and mounts onto the axle.

With respect to the electronics, Soohoo said that he soldered connectors for the electronic speed controller, motor, lights and battery. One challenge that Soohoo faced while constructing his shopping cart was wiring it.

“The wiring was tough, because I was using a wire that was

way too skinny and kept breaking, so eventually, I had to just buy new wire,” Soohoo said.

Soohoo said he prefers his shopping cart to a bike or car, especially on local streets.

“I don’t have to pedal like a bike, and unlike a car, I can weave through traffic,” Soohoo said.

Regarding the legality of the shopping cart, Soohoo said that he knows it’s illegal, but has never been pulled over by the police.

“Cops are cool about it,” Soohoo said. “I’m not exactly sure which laws I’m breaking but I know it’s illegal.”

Soohoo said his shopping cart goes 30 mph, which makes it fast and convenient to use.

While the shopping cart is certainly convenient, the construction was still expensive. Soohoo said the total cost of the parts and repairs for the shopping cart was around \$800.

“I put hours and hours of work into it and \$800,” Soohoo said. “So, of course, I use it. But on top of that, I really like seeing people’s reactions to seeing me drive by them.”

Before Soohoo got his driver’s license, he said his shopping cart was his favorite method of transportation, and it remains a viable alternative when he cannot use his car.

“(The shopping cart) was way, way nicer than a bike before I got my license,” Soohoo said.

Unlike Soohoo, who built his method of transportation, sophomore Nick Hoffs, who moved to Palo Alto from Orange County before this school year, purchased an electric bike, or e-bike, a few months ago.

According to Hoffs, he first got the bike as somewhat of a bribe — Hoffs was unhappy with the move to Palo Alto, and his parents got him the bike as a consolation.

“It’s a good time to get (a motorized bike) because prices are just going down,” said Hoffs, who purchased his bike for \$1,399.

Hoffs rides an Aventon Pace 500 bike, which can reach up to 28 mph. The bike is convenient and allows him to travel fast when he is tired or late, two problems

faced by many Paly students.

“I’d say the important thing is getting places faster...when I’m running late,” Hoffs said. “If I’m really running late to school, I’ll just push it to the max, but also when you’re just tired and need to go long distances, it really comes in handy.”

Hoffs also said that the e-bike makes it easier to climb inclines.

“Going up hills is a lot easier,” Hoffs said. “You kind of feel like you have super-strength when you’re going up a hill because you’re pedaling normally and you can just get up, and it makes it way easier and actually fun to do.”

Though Hoffs said he is satisfied with his e-bike, he does have some safety concerns. He said he has felt nervous at high speeds sometimes, due to experiencing speed wobbles.

Another of Hoffs’ concerns with it is the possibility of the technology going out of control.

“If I’m really running late to school, I’ll just push it to the max, but also when you’re just tired and need to go long distances, it really comes in handy.”

Nick Hoffs

Hoffs’ e-bike is powered by a battery, and he uses a throttle to activate the bike. However, he has imagined a scenario where the throttle could malfunction and lead to severe and potentially deadly consequences.

“Normally, you have to be pedaling for the throttle to go,” Hoffs said. “If I wasn’t pedalling, but still holding the throttle and I got to an intersection, I would go straight into traffic.”

However, according to Hoffs, there are many factors of the e-bike that makes it more efficient along with the throttle.

“You can either have pedal assist,” Hoffs said, “which is just like all the time you’re pedalling you get a little battery, but the throttle



SPENCER SOOHOO/USED WITH PERMISSION

Junior Spencer Soohoo uses a motorized shopping cart to get to school. He prefers the cart over biking or driving. “I don’t have to pedal like a bike, and unlike a car, I can weave through traffic,” Soohoo said.

just gives it as much power as possible.”

While Hoffs and Soohoo use souped-up versions of things that are used to transport people or items, one former Paly student turned a different everyday object into a motorized vehicle: a desk.

Peter Martin, who graduated from Paly in May, also built his own desk cart that he drove to school. Martin said he built the desk in his garage using his own equipment.

“I am very fortunate to have a small-scale machine shop in my garage, as well as welders and space to make it,” Martin said. “To put it simply, I built the desk with experience, machine tools and a design.”

Martin’s desk is cheaper than both Hoffs’ e-bike and Soohoo’s shopping cart, with the cost coming in at about \$600.

While some people might assume that any motorized vehicle is basically a car, Martin disagrees.

“It’s closer to a bike than a car, and anywhere a bike would normally travel, I would take it there as well,” Martin said.

Like Soohoo and Hoffs, Martin said he prefers his device to a conventional bike, but added that there are pros and cons to his desk.

“I am very fortunate to have a small-scale machine shop in my garage, as well as welders and space to make it. To put it simply, I built the desk with experience, machine tools and a design.”

Peter Martin

“It’s better than a bike in the sense that it’s faster,” Martin said. “I don’t have to put any effort into making it move, and I just get to sit down, so it’s surprisingly comfortable. On the other hand, it is quite wide and draws a lot of attention, and it’s heavy.”

Like Soohoo, Martin enjoys the attention he received when spotted on his vehicle.

“It was fun to receive confused looks, to hear people shout out positive remarks, but particularly the high speed, 27 mph in a chair is quite exhilarating, and allows for the joke that we are student drivers or fast learners,” Martin said.

Martin also said he has found the desk to be a calling card for his abilities, and opened up opportunities for him.

“It has become sort of a moving resume, and it is a good, eye-catching demonstration of my abilities and work, and has resulted in work opportunity and recognition,” Martin said.

While students may find the process of building or buying a motorized mode of transportation intimidating, Soohoo expressed the construction of his shopping cart simply.

Soohoo said, “I found a shopping cart, then I welded parts to it, then bolted components onto those parts, then I did electronics. Now it goes.”



SCIENCE & TECH

THE RED TAPE OF VAPE



Reaching for her Juul — a brand of e-cigarette which can vaporize nicotine — a Paly senior feels the dull throb of a migraine and the aching pain of an empty stomach. After several moments of grasping for her Juul without success, she can feel her heart rate quicken and jaw clench as she remembers her decision to dispose of it in an attempt to end her nicotine addiction and eventually the painful withdrawal symptoms.

This senior asked that she not be identified because she is engaging in an illegal activity. However, illegality isn't the only problem with vaping. Recently, seven deaths and more than 500 cases of severe pulmonary disease in 38 states have been linked to a history of e-cigarette product use or vaping according to the Centers for Disease Control and Prevention. Amid this public health crisis and several lawsuits concerning deceptive marketing tactics targeting adolescents, CEO of Juul Labs Inc. Ken Burns stepped down on Sept. 25.

According to the Paly senior, this string of nationwide vaping-related deaths among adolescents has disrupted the use of Juuls among Paly students who use the product and suffer from nicotine addiction.

Regarding the recent vaping-related deaths, the Paly senior said a number of her friends are trying to quit their Juuling habits as a result.

"I think this recent death due to vaping has woken a lot of people up to the fact that it is a problem," she said. "I just think it's sad that it's taken someone to pass away for people to realize it — even me. However, I think that (my friends) are still hitting other people's (Juuls) and fiending hardcore, so I don't know what will happen in the future for them."

This senior says she has failed to shake her two-year-long addiction to nicotine despite numerous attempts to quit — including completely throwing out her vape once notified of the lung disease linked to Juul and other vaporizers.

"I always crave it

during school hours to relieve my brain for a couple of seconds, or I need it right before I go to bed — it's always been a part of my routine, and it has been hard to shake it," she said. "I threw my Juul out on the weekend of Outside Lands and haven't gotten one back yet, but I have hit other people's."

When she first began Juuling, the senior said she would use up around one pod per week; at the peak of her addiction, that number increased to four. Currently, she said she goes through two pods every week. To put the numbers in perspective, according to Juul Labs Inc., the manufacturer of the Juul, the amount of nicotine in one Juul pod is equivalent to a pack of cigarettes.

This senior said her social status was a main motivator during the phase of addiction when she used four pods per week, often "hitting her Juul for show."

According to Shatterproof, a national nonprofit organization dedicated to curing drug addiction, once someone is addicted to a certain substance, their capacity to feel pleasure is limited due to smaller releases of dopamine with each use — this means

less enjoyment from the substance as well as other daily activities. After the brain has been altered enough by use of a substance, it requires more substance usage for it to function normally.

"Having withdrawals is kind of like having an emptiness in your stomach and head," she said. "It gets especially bad at school

when I start thinking about getting a head rush, making me impatient and sometimes anxious. A lot of the time, I find myself getting really tense and irritable, making myself need (my Juul) a lot more."

Another Paly senior, also addicted to nicotine, said she turned to Juul after she broke her wax pen (a small device that creates vapor from cannabis concentrate or wax). This senior also agreed to be interviewed only if her name wasn't used because using a Juul is illegal for anyone under 21.

She said the extent to which she Juuled was never too

excessive — she would Juul around twice a day during a time period of two to three weeks. However, she found that this frequency resulted in headaches that negatively altered her mood when she did not take daily hits.

"Then I was like f---, (I have to) stop, and I tried — it didn't really work," she said. "Then, I lost my Juul when I was really drunk, and the next day I had the worst headache from being hungover and not Juuling — then the day after, as well."

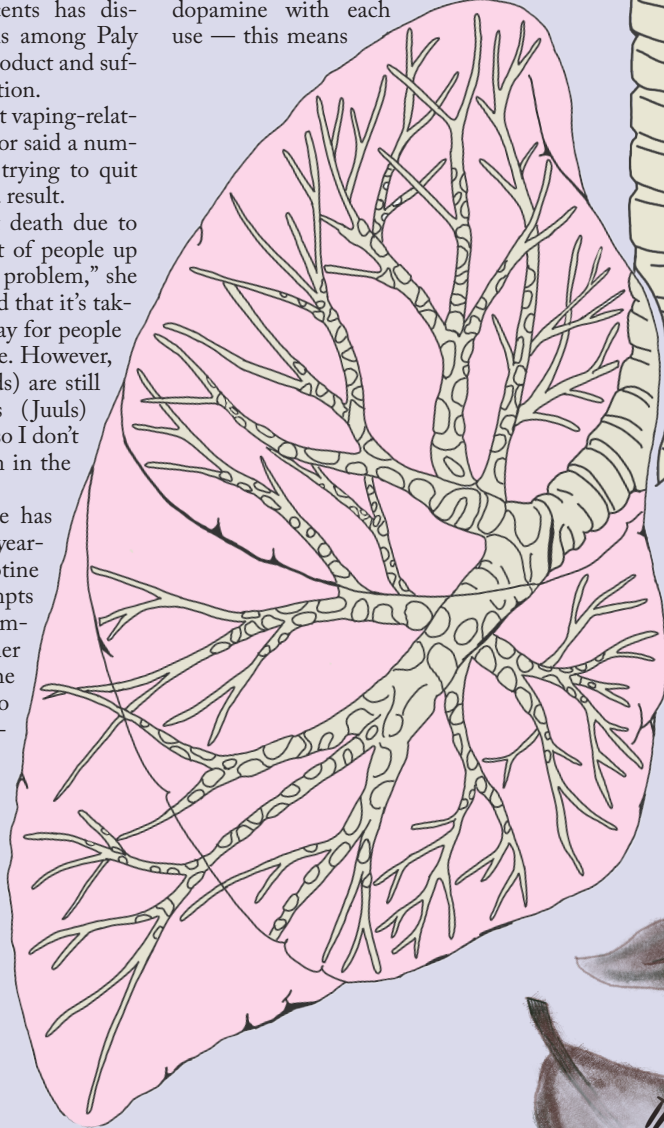
After losing her Juul, the Paly senior decided to purchase another wax pen as a replacement. Even so, she said she still feels urges for the Juul, due to the addictiveness of nicotine.

Those who suffer from physical addiction to nicotine and other substances experience withdrawal, and while not always hand-in-hand, they may also suffer from psychological addiction. People who are psychologically addicted feel overcome by the desire to have a certain drug, and may lie or steal to get it.

Another Paly senior, who also would only be interviewed if her name wasn't used because of her illegal activity, said her fear of the repercussions of addiction helped her overcome the temptation. She said she only smokes marijuana either in its raw form or using a wax pen, and has done research to minimize the health risks of vaping.

After investigating the recent deaths, the Centers for Disease Control and Prevention warned vape users to not use street-bought vape ingredients because unregulated products might be laced with other substances.

"Personally, I'm not concerned about my own health because it seems like people would only be affected if they purchased unregulated products," she said. "However, I am scared for friends who don't get cartridges from (licensed) dispensaries because there is a serious risk there — it's possible that those products are laced with other toxic chemicals."



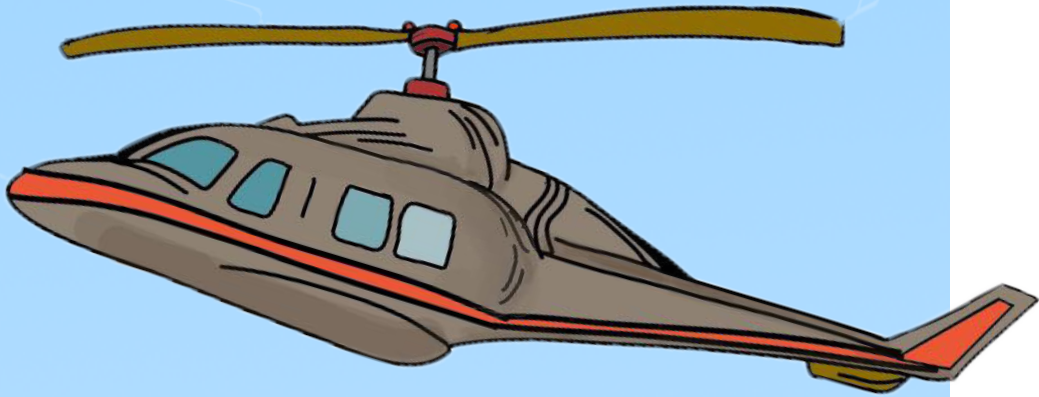
DESIGN BY BRUNO KLASS

TEXT, ART & DESIGN BY SOPHIA MOORE



SPORTS

EXTREME MOUNTAIN SPORTS



In today's technology infested world, many seek solace in nature; namely, the mountains. It is common to see people go up the mountains to get exercise, go for a bike ride or to simply explore. However, some thrill seekers decide to take it a step further. Instead of driving, they take All Terrain Vehicles. Rather than simply skiing down the mountain, others prefer to throw themselves off helicopters before "hitting the slopes." Instead of a peaceful hike, these adrenaline junkies would rather scale up the mountain on all fours, secured to the rock with almost nothing but their hands. This is the world of extreme mountain sports.

FREE CLIMBING

Former Paly student August Ramberg-Gomez reaches the top of a mountain with nothing but a single rope attached to his waist. Ramberg-Gomez is doing one of his favorite activities, free climbing. The most popular type of free climbing is known as "free soloing," according to Ramberg-Gomez. This is a type of rock climbing that relies solely on physical body strength to ascend a mountain, boulder or any other route without ropes or other safety precautions. Therefore, this poses to be the most dangerous kind of free climbing, according to Evo Rock and Fitness, a gym that focuses on exercise through rock climbing. However, the more common and safe version of free climbing is "traditional climbing" which Ramberg-Gomez participates in. Unlike free climbing, traditional climbing provides a climber with a rope, but for protection rather than assistance. However, there are still risks involved. "Most risk can be avoided through proper knowledge of climbing systems and gear," Ramberg-Gomez said. "Any discussion

of risk in climbing is lengthy, but I will mention some of the ways that accidents happen: rappelling or lowering off the ends of your rope, taking a ledge fall, gear failure when you fall, taking a ground fall, slicing your rope and rockfall from above to mention a few." One way free climbers prevent injury is by training with an experienced climber. "Historically, people generally find a more experienced climber to show them how to safely partake in any of these disciplines," Ramberg-Gomez said. "A mentor is important to have as they can correct any mistakes you make before they become deadly." Despite the hazards, Ramberg-Gomez, has found a love for the sport. "I enjoy climbing because it gets me to really crazy locations on beautiful rock," Ramberg-Gomez said. "Climbing is slow and meticulous and requires a somewhat analytical mind as certain routes are somewhat

OFF ROADING

like a puzzle which I enjoy." Senior Zoe Baghaie feels a gust of wind as dust clouds her goggles as she zooms past green landscape. Baghaie is riding her ATV as part of her family's annual camping trip. With her father and siblings, they make their way up to the top of the Colorado mountains, paving the path as they go. Baghaie said she found her love for off-roading at a young age, and has since practiced to master it.

"I would accredit my life to my helmet because if I hadn't been wearing it, I would have suffered from more extreme injuries, and my life could have been at risk."

ZOE BAGHAIE

"Since I was born in Colorado, I grew up camping, and first learned to ride

when I was six," Baghaie said. "My dad would take me ATVing which is a form of four wheeling, similar to a dirt bike where you ride on trails and all sorts of terrain." Baghaie and her family take day trips up to the Colorado mountains to go ATVing. "I usually wake up around four or six in the morning to get our gear ready for the day," Baghaie said. "Before we leave we take an hour or so to make sure we have everything from our helmets to lunch and that the ATVs are in good condition. This includes filling up the gas tanks and strapping them onto the trailer which we connect to the car to take up to the mountains." Once they reach the base of the trail, they park their car, and start their journey up the mountain. "We normally take a three hour trail up to a scenic view or to a lake where we have lunch, then head back down," Baghaie said. "It's a lot of fun because its really thrilling and rewarding." However, when she was 13, Baghaie was in a serious accident. "A few years ago, I tested my ability too much, and went riding in the rain," Baghaie said. "With a muddy road, and unclear vision, I found myself at the edge of a very steep drop, and before I could take control, I ended up rolling over multiple times, and the ATV fell on my head. Luckily, I only got exterior injuries, one being a cut on the forehead where my helmet got crushed." Off-roading comes with risks like these, including losing traction with the terrain. Because of this, off-roaders learn ways to avoid these situations, providing them with a safer ride, according to Baghaie. "I would say that in really rocky or muddy areas that do not provide a lot of traction, it is safest to get down quickly as possible by pressing on the gas, rather than slowing down which could make you trip and potentially roll," Baghaie said.

According to Baghaie, pressing on the break may cause you to slip, losing control while traveling down the hill which is a dangerous approach. However, according to Baghaie, the main way to stay safe is through wearing protective gear. "I would accredit my life to my helmet because if I hadn't been wearing it, I would have suffered from more extreme injuries, and my life could have been at risk," Baghaie said. After her accident, Baghaie took a break from ATVing, but soon after recovering from her minor injuries, was back on her vehicle. She continues to go every year with her family still loves it. "I enjoy it because of the scenery as well as the adrenaline rush that one gets from speeding," Baghaie said. The fresh air, the view from the top of the mountains, and the fun of it, is the most amazing feeling. Because I have been ATVing for so long and have encountered a lot of difficulties, I have learned to get back up and keep going." HELICOPTER SKIING Senior Alex Schwan looks out the helicopter onto the snowy mountains she is about to speed down. She takes a breath of fresh air and leaps out of the helicopter onto the powdery snow and begins to make her way down the uncharted snow. While most kids travel to Lake Tahoe to ski and snowboard, Schwan makes the trip to New Zealand to go helicopter skiing. Helicopter skiing is a type of off-road skiing where people take a helicopter up to the top of a mountain, and ski down without a trail.

The helicopter then meets you back at the bottom of the hill, where you fly up to your next location. When skiing on slopes, there are several dangers involved, like avalanches. "Since it is off-road terrain, the snow has not previously been skied on or avalanche bombed beforehand," Schwan said. "In the case that you do get caught under an avalanche, you are supplied avalanche trackers and instructions of what to do if you are caught in one."

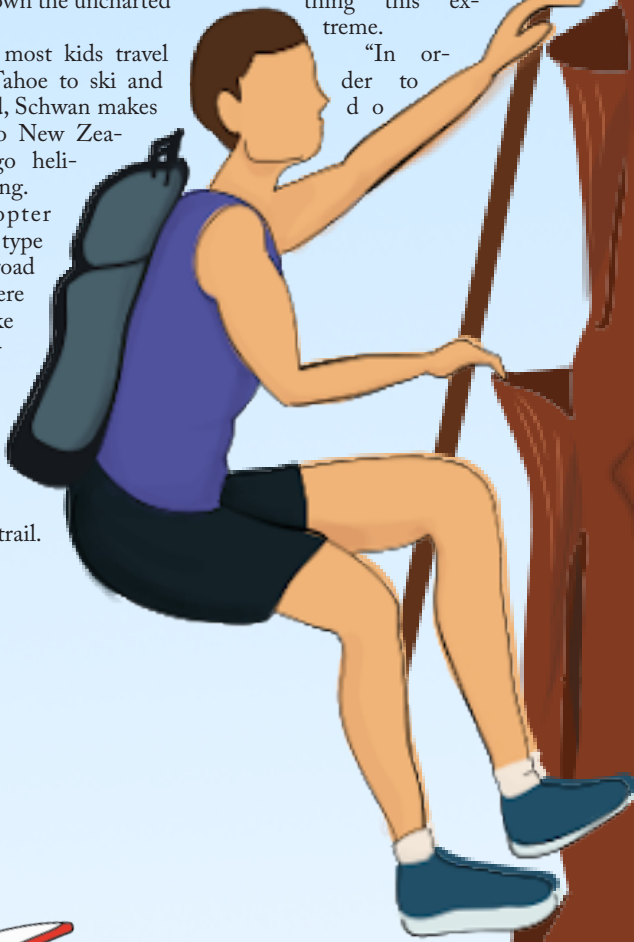
"Climbing is slow and meticulous and requires a somewhat analytical mind as certain routes are somewhat like a puzzle which I enjoy."

AUGUST RAMBERG-GOMEZ

According to Schwan, the unmarked terrain can be dangerous if skiers lose control and or fall. "Another danger is catching an edge and losing control," Schwan said. "Since the mountains are steep, if you fall, you will go fast down the mountain. There are lots of obstacles that can come into your paths like a rocky cliff, a tree or a tree well. Running into these can cause extensive injury or even death."

Schwan said it's important to be a well rounded skier before trying something this extreme.

"In order to do



TEXT & DESIGN BY EMILY ASHER  
DESIGN BY EMMA TODD  
ART BY TIEN NGUYEN

SPORTS

Profile on Jimmy Miller



Follow sophomore Jimmy Miller as he attempts to obtain a sub 4:30 mile time by the end of this year, and learn about goals he hopes to achieve during training.

PAGE C4

BHUSAN GUPTA/USED WITH PERMISSION

Captains



JENNA HICKEY/USED WITH PERMISSION

Role of a captain

Team leaders put in extra work and effort to gain an edge.

PAGE C3

Activities



ALASSIAR MASSIE /CC BY-NC-SA 2.0

The chess debate

Chess enthusiasts are still deciding if chess is a real sport or not.

PAGE C3

Academics



ASHLEY GUO/USED WITH PERMISSION

Sports and academics

How athletes manage their sports schedules along with school work.

PAGE C3



C2

SPORTS

SPORTS  
REPORT

FOOTBALL  
RECENT SCORES

Paly vs. Overfelt  
9/6, W, 47-8

Paly vs. Pioneer  
9/13, W, 48-0

Paly vs. Carlmont  
9/20, W, 34-24

UPCOMING GAMES

Paly vs. Sequoia  
9/27, 7:00 p.m.

Paly vs. Santa Clara  
10/4, 7:15 p.m.

Paly vs. Fremont  
10/11, 7:00 p.m.

VOLLEYBALL  
RECENT SCORES

Paly vs. Mountain View  
9/12, W, 3-1

Paly vs. Monta Vista  
9/17, W, 3-1

Paly vs. Homestead  
9/19, W, 3-1

Paly vs. Los Gatos  
9/24, W, 3-1

UPCOMING GAMES

Paly vs Justin Siena  
9/28, TBA

Paly vs Sacred Heart  
9/28, TBA.

Paly @ Gunn  
10/3, TBA.

BOYS WATER  
POLO

RECENT SCORES

Paly vs. Saint Ignatius  
9/21, W, 11-10

Paly vs. Gunn  
9/24, W, 6-3

UPCOMING GAMES

Paly vs. Pioneer  
12/12, 12:00 pm

Paly vs Los Gatos  
10/1, 3:30

Paly @. Homestead  
10/3, 6:45 p.m.

Paly vs. Christopher  
10/4, 4:30 p.m.

GIRLS  
WATER POLO

RECENT SCORES

Paly vs. St/ Ignatius  
9/21, W, 11-10

Paly vs. Gunn  
9/24, L, 9-10

UPCOMING GAMES

Paly vs. Los Gatos  
10/1, 6:45 p.m.

Paly vs. Homestead  
10/3, 3:30 p.m.

Paly vs. Los Altos  
10/8, 6:45

GIRLS TENNIS  
RECENT SCORES

Golden State  
Tournament @ Stanford  
9/7, 6th place

UPCOMING GAMES

Paly vs. Los Gatos  
10/3, 4:00 p.m.

Paly vs. Saratoga  
10/8, 4:00 p.m.

Paly vs Monta Vista  
10/10, 4:00 p.m.

Paly vs. Los Altos  
10/15, 4:00 p.m.

Girls water polo aims to build off recent success

*The team started season with series of wins, continues to have high hopes moving forward*

By Bruno Klass  
Board Correspondent

Trying at the San Francisco tournament but winning its first league game, girls water polo is striving for success this season. Junior Hana Erickson comments on her teams success.

“The team has not been able to beat Homestead in a couple of years, and we were able to beat them this year,” Erickson said.

“The spirit of our team is for sure one of the best parts of our team.”  
Lulu Gaither

During the summer, many of the girls on the team played on club teams which Erickson said is a huge factor in why the team is doing so well.

Even with the team’s recent success, though, Erickson said both the team and herself still have plenty of room for improvement.

“I’m trying to improve my set this year and being able to play well team defense with the girls where we can all work well with each other,” Erickson said.

The team also set goals to focus on technical work this season.

“The main thing that we are trying to improve is offense, making sure we are all the way down the court at the two and five rather than at half tank,” Erickson said.

In addition to offense, another aspect junior and team captain Lulu Gaither said the team needs to work on is communication.

“Communication is one of the hardest parts of waterpolo, so if we can improve at that, then I’m sure we will have an awesome season,” Gaither said.

Even though the team is currently struggling with communi-

cation issues, there are still many things that the team is excelling at.

“We are working well together, and I’m hyped that we’ve started the season off strong.”  
Lulu Gaither

“I think the team is playing great in the games,” Gaither said. “We are working well together, and I’m hyped that we’ve started the season out strong.”

Gaither also said the increase in the number of players, which went from less than 15 last year to 19 this year has been great. She specifies that having 12 players on the sidelines supporting their teammates is incredible.

Gaither said, “The spirit of our team is for sure one of the best parts of our team.”



PETER NOONE/USED WITH PERMISSION

Splash! Junior and varsity team captain Lulu Gaither attempts to make a goal in the recent game on Tuesday, September 24 against Gunn. “I think the team is playing great in the games,” Gaither said.

Boys water polo team hopes for redemption

*Initially starting with losses, team’s season begins to regain momentum with recent wins*

By Benjamin Stein  
Staff Writer

After a week that included losses to both Los Altos and Mountain View, the boys water polo team managed to regain its stride and defeat St. Ignatius High School 11-10 on Sept. 21.

The team’s string of wins against Sobrato, Homestead and Woodside ended abruptly on Sept. 17 when Paly fell to Los Altos 18-5.

“We had a ton of turnovers and ended up getting countered hard.”  
Spencer Soohoo

“It went very poorly,” junior goalie Spencer Soohoo said. “We had a ton of turnovers and ended up getting countered hard.”

Paly lost again on Sept. 19 to Mountain View 14-13. The two teams were evenly matched and the game was not decided until a buzzer beating goal from Mountain View with three seconds left.

Instead of dwelling on these losses, senior captain Ryan Stanley said the team used these defeats as motivation to bounce back



JENNA HICKEY/USED WITH PERMISSION

Whoosh! Junior Spencer Soohoo defends Paly’s goal in their recent game on Saturday, Sept. 14 versus Sobrato, in which they won. The team had a recent winning streak until they were initially defeated by Los Altos. “St. Ignatius is good, and the fact that we could beat them without Darby makes me feel good about what we can do with him,” Soohoo said about the recent game on Saturday, Sept. 21.

in their game against St. Ignatius.

“We were not about to drop three games in a week, so we had a win-or-nothing type of mindset,” Stanley said.

Stanley led the team to the victory against St. Ignatius with six goals. Soohoo also had a strong performance, making many saves

to keep the Vikings in the games.

“The team played really well,” Stanley said. “Soohoo made some big saves, and Luke Thieman and Nick Hoffs stepped up as well.”

To Soohoo, this victory was more important because they won without junior Zander Darby.

“St. Ignatius is good, and the

fact that we could beat them without Darby makes me feel good about what we can do with him,” Soohoo said.

Coming off this win, the team is more hopeful than ever about the rest of the season and the upcoming Central Coast Section competitions.

“I feel like we have a really good chance at redemption against Los Altos and Mountain View the next time we face them,” Darby said.

“I am confident that we can handle every other team in the league this season, and we have a good shot to win CCS again.”

Girls tennis starts season on upward track

*With the team winning the majority of their games so far, they hope to keep the same stride*

By Krista Robins  
Staff Writer

After playing ten matches and winning six, the girls tennis team have built themselves a strong foundation. According to junior Anya Yakimenko though, this has not come without hardships. Nevertheless, Yakimenko said the team hopes to continue and finish the season strong.

Last week at the Golden State Tournament hosted at Stanford, the team placed sixth out of 64 teams.

“I think the team is capable of winning the close matches that we lost last year, mostly because we are a more experienced team this year.”  
Kamila Wong

Yakimenko said she was pleased with how the team placed especially because of the high competitiveness of the tournament.

“Many teams from Southern California came up to play for the tournament at Stanford,” Yakimenko said. “It was pretty tough especially due to the aggression other teams played with.”

Although the team was



KRISTA ROBINS/THE CAMPANILE

Whack! The girls varsity tennis team practices for their upcoming games against Los Gatos High School on Oct. 3 and Saratoga High School on Oct. 8. “We came so close last year,” said junior co-captain Rachel Owens. “We are really looking forward to redeeming ourselves.”

pleased with their placement in the tournament, the aspirations of the team are still set high as they hope to do well in Central Coast Section according to co-captain junior Rachel Owens.

Owens said she hopes to carry the team to victory this season after its disappointing run last year where the team lost in the semi-final.

“We came so close last year.” Owens said. “We are really looking forward to redeeming ourselves.”

The team’s hopes are set high,

leading every member to push themselves, striving for the best outcome in their matches, according to Owens. But the opponents are not the only aspect of competitiveness the team has to go through. The team has 16 members, and only a handful of members are able to play, which leads to some competition within the team.

“With every match, only about 10 team members play, leaving many people fighting for a spot on the court,” Owens said.

However, the team is coming

together in hope of beating their number one opponent, Cupertino, according to junior Myra Xu.

Junior Myra Xu is anticipating the team’s upcoming match against Cupertino on Oct. 1.

“Our top competitor this season is probably Cupertino,” Xu said. “We already lost to them once, but we are hoping to come out on top in our next match against them.”

Co-captain and sophomore Kamila Wong said she admires this year’s improvements and hopes the team can move from

the De Anza League to a more competitive league.

“I hope that we can place in the top four this season in our league so that we can be a higher seed when we play in playoffs,” Wong said. “I think the team is capable of winning the close matches that we lost last year, mostly because we are a more experienced team this year.”

The team squares off against Los Gatos High School on Oct. 3, Saratoga High School on Oct. 8 and Monta Vista High School team on Oct. 10.



# Avid chess players discuss the viability of the game as a sport

*The non-physical nature of chess creates controversy among players on its athletic merit, but players agree on the game's benefits*

By Neil Kapoor  
News & Opinion Editor

Staring intently at his phone, senior Andy Xiong appears isolated from the outside world. The Paly lunchtime racket envelops the background, but nothing can disturb his concentration. Grinning quietly to himself, Xiong makes his final move, rook to d7. For his opponent — located somewhere around the world — it means one thing: checkmate.

“I’ve always liked logical types of games, so when I started chess, I liked it enough to continue,” Xiong said.

Given chess’s worldwide popularity and historical importance during the Cold War, one of the great controversies surrounding the game is whether it should be considered a sport.

While chess is recognized as a sport by the International Olympic Committee, it is not included in the Olympic games.

For Xiong, chess is unequivocally a sport considering its many sports-like attributes.

“I do believe that chess is a sport because in my opinion, anything that involves competition and has replicable rules can be considered a sport,” Xiong said. “Another reason is that most modern-day sports like football and soccer all have teams, matches and games or other factors that chess too can emulate, which makes me believe that chess can be qualified as a sport.”

Xiong is an avid chess player, competing in tournaments and online.

According to Xiong, he started playing around the age of 4 or 5 and has since ascended the chess rankings in his high school years, currently fluctuating between 1950 and 2050 in the US Chess Federation rating. He learned mostly from reading instructional chess books like Mark Dvoretsky’s, but also through private lessons.

“I started chess pretty early but didn’t really take it seriously and only started playing competitively in tournaments in middle school around seventh or eighth grade,” Xiong said.

While chess may not be considered a traditional sport, the intense competition and tournament infrastructure around the game means Xiong must treat it like one, down to which format he chooses to play in.

“I play on Moreso Online since it is convenient, but over-the-board in tournaments is more serious since it actually affects your rating,” Xiong said. “Tournament games usually are in a longer time control too; more time for both players.”

“Tournament games usually are in a longer time control too; more time for both players.”  
*Andy Xiong*

Two popular ratings exist to measure a chess player’s skill: USCF, used in the US, and the Fédération Internationale des Échecs.

FIDE is used in most of the world outside of the US. Ratings go from zero to infinity, but the highest rated player right now has a rating of 2876 FIDE, and the number 2 player has a rating of 2812—a difference that is very significant, according to Xiong. A player gains or loses rating per tournament based of wins, losses or draws.

To reward high-performers, players compete for titles such as national master for USCF 2200 and above, FIDE master for FIDE 2300 and above, international master for FIDE 2400 +3 norms and grandmaster for FIDE 2500+3 norms.

Xiong said his goal in chess



ANDY XIONG/USED WITH PERMISSION

**Checkmate! Senior Andy Xiong tracks his latest move in a game of chess in the Larry Evans Memorial tournament. Xiong is a top chess player in the US and close to achieving the US Chess Federation master title. He said the intensity of chess means it should be a sport.**

is to reach USCF master level, which he’s just 200 points shy of currently. However, just as important, he said, is what he has learned from chess and applied to his life outside of chess.

“In chess, I’ve learned to slow down and take my time more, which can be applicable to subjects such as math or physics where it can help you prevent stupid mistakes,” Xiong said.

Similar to traditional sports, Xiong’s matches can go on for several hours and demand extraordinary amounts of endurance and focus.

“The longest tournament game I played lasted six or seven hours,” Xiong said. “Online, I play mostly ‘5 0’ (five minutes per player) and ‘10 0’ games.”

Despite these similarities to physical sports, junior Matthew Ho, also an ardent chess player and co-president of Paly’s Chess

Club, said chess isn’t a sport but can be considered like one.

“However, it is like a sport, especially long games which require the ability to concentrate for long periods of time, which may require physical fitness.”  
*Matthew Ho*

“It isn’t physical,” Ho said. “However, it is like a sport, especially long games which require the ability to concentrate for long periods of time, which may require physical fitness.”

While Xiong appreciates chess

primarily for its logic, Ho said he enjoys chess for reasons in addition to critical thinking.

“I like playing chess because it’s fun to calculate moves in advance and find out you didn’t make a calculation error,” Ho said. “(My goal is to) get better at not making stupid errors/oversights.”

Ho also enjoys playing chess online like Xiong, but he prefers a different platform: lichess.org.

“I prefer online for faster games and on the board for slower games,” Ho said. “Playing on the board is more satisfying, but it’s hard to move pieces on the board.”

Although Xiong and Ho disagree on whether chess is a sport, Ho also credits chess with better decision-making ability.

“(Chess helps with learning) how to weigh various options in order to make better decisions as to what to play, (which is) applicable in real life for making deci-

sions in general,” Ho said.

Although online chess is popular, junior Alex Selwyn and co-president of Chess Club with Ho, said the club typically plays the old-fashioned way.

“At Chess Club, we play over-the-board chess, but online chess is always an option if all boards are in use,” Selwyn said.

While Selwyn agrees with Xiong and Ho that playing chess improves a variety of skills like creative thinking, intuition and memory, he differs on whether chess is truly a sport.

“It’s an interesting debate, but I don’t consider it to be a sport simply because it doesn’t require really any physical activity,” Selwyn said.

With that attitude, though, Selwyn might find himself mired in Xiong’s unstoppable castle battalion endgame—that is to say, his rook on d7.



JENNA HICKEY/USED WITH PERMISSION

**Splash! Senior varsity swimmer Ashley Guo competes in a race. Guo attributes part of her academic excellence to swimming because it helps with time management. “(Swimming) helps me work productively by limiting my schedule and forcing me to organize my time wisely,” Guo said.**

# Sports helps with academic performance

*Commitment to athletics encourages time management, helps stress release*

By Sophia Moore  
News & Opinion Editor

Between a grueling three-hour practice and copious amounts of homework, the average day for a typical student-athlete is not a simple task.

While some believe that participating in a sport may hurt academic performance because it consumes a significant amount of time in the day, sparing only a few hours to study, the exercise that comes with being an athlete has been found to increase brain functionality, positively affecting academic performance.

According to senior swimmer Ashley Guo, her mood has drastically improved through participating in a sport. By swimming three hours daily for six days each week, she said she is able to effectively release energy and tension.

During the periods of time where Guo is not participating in physical exercise, she said she finds herself growing restless and unhappy, consequently spending twice as long on work that would normally take her a short amount of time.

“(Swimming) helps me work productively by limiting my schedule and forcing me to organize my time wisely,” Guo said.

The time crunch of being a student-athlete also can positively affect academic performance. According to senior soccer player Chloe Japic, by spending three

hours every day on soccer, she is able to focus on her organization skills and timeliness when completing work.

“(Swimming) helps me work productively by limiting my schedule and forcing me to organize my time wisely.”  
*Ashley Guo*

“I know once I finish school, I go home and do homework, and I have to finish all my work before I leave for practice,” Japic said. “I could do homework late at night, but I prefer to rest once I get home and sleep, so I’m always really motivated to get my work done early. It’s also nice going to practice and not having to stress about any work I have to do later.”

Not only does participating in a sport have an direct relationship on academic achievement, exercise increases brain function as well.

According to an article published by the Harvard Medical School, regular anaerobic exercise of moderate intensity is associated with an increase in the volume of the prefrontal cortices, temporal cortices and hippocampi in the brain. These areas control think-

ing, memory and learning.

Additionally, according to Scientific American, because sports require learning and memorizing new skills and movement patterns, this type of exercise also promotes brain plasticity by stimulating the growth of new connections between cells. Brain plasticity is the ability for the brain to modify its connections or rewire itself — an increase in plasticity means an increase in functionality.

In addition to organizational skills and increased brain productivity, Guo said the competitive and determined mindset she possesses as an athlete also influences her work ethic.

“I think that swimming has helped me with ... just being able to grit my teeth and do tasks that may be unpleasant in the short term but will benefit me in the long term,” Guo said.

For Japic, she said she often brings her competitiveness into her academia — whether that be with her classmates or with herself by constantly trying to improve and outdo herself.

Applying habits she learned through sports, she said she pushes herself out of her comfort zone and is a more successful student because of her participation in sports.

While athletics has helped her academically, Japic also credits sports for her sense of maturity and responsibility.

“Sports have also taught me to

work hard and take responsibility which I not only use in school, but in life,” Japic said. “I work hard in class and take responsibility for my grades to be the best student athlete that I can be.”

According to Paly cross-country and track-and-field coach Victor Hudson, who has coached both high school and college students for 29 years, playing sports makes athletes more focused, puts them in good moods and motivation is higher in every aspect of their lives.

“Sports have also taught me to work hard and take responsibility which I not only use in school, but in life.”  
*Chloe Japic*

Additionally, their attitude is better, school work picks up and even relationships improve.

“Playing sports helps deal with people better and work with people better,” Hudson said. “When things get tough, athletes know how to problem-solve and keep fighting to succeed. And again I’m talking about homework, test, personal life, family life and anything that comes up. I believe everyone should play a sport, any sport and watch how other things improve.”

# Team captains share leadership insights

By Paige Knoblock  
Multimedia Editor

As Emma Siskens reflects on her junior year as the girls field hockey captain, she not only remembers the rewarding benefits, but also the struggle that comes with a position of power.

“It’s hard when you need to tell people what to do, especially when they’re not doing what they’re supposed to be doing,” Siskens said.

Often the unsung hero, the role of a captain takes dedication and leadership skills to unite their peers. Senior dance team captain Olivia Ramberg-Gomez said her job as captain is exhausting yet rewarding.

“The most rewarding thing would have to be that a lot of people start to look up to you and if you do it right you get to become a role model.”  
*Emma Siskens*

“There are going to be many different interactions and things you have to work through, and knowing how to work with different types of people is very important in order to be a successful leader for your team,” Ramberg-Gomez said.

Whether elected or chosen, a captain’s workload is heavy. However, senior Will Moragne, captain of the football team, knows that the challenges of being a captain are worth the extra time.

“The hardest part of being captain is the most rewarding as well,” Moragne said. “Leading and pushing the guys to be ready for any team that we face Friday night.”

The captain’s role is often dedicated to bringing the team closer together.

Siskens recognizes that her responsibility is to help each player grow to their full potential, but she also knows that when she gets off the field, she is a friend and a teammate. The balance between

leader and friend is one that Siskens tries to manage.

“As a captain, it’s your responsibility to make sure everyone is doing the right thing, but as a teammate and friend, you don’t want to be bossy or call people out,” Siskens said.

Ramberg-Gomez is no stranger to the struggle of balancing friendship and leadership. She knows that in order to be a good leader she must be respected, yet she also knows that being too harsh of a leader can end friendships.

“Another thing is that as a captain you have to find a good balance between being a teammate but also being a leader for your team,” Ramberg-Gomez said. “You want people to see you as their friend, but you also want them to see you as a role model and a leader.”

While there has been some struggle to strike a balance between friend and leader, Moragne’s leadership role has allowed him and younger teammates to get to know one another better.

“Being a captain has improved my relationship with my teammates, especially the younger guys,” Moragne said.

As a captain, the position of being a role model to younger players comes naturally, and Siskens thinks of this as the most rewarding part of being captain.

“Being a captain has improved my relationship with my teammates.”  
*Will Moragne*

“The most rewarding thing would have to be that a lot of people start to look up to you and if you do it right, you get to become a role model or a person they can trust and come to for help,” Siskens said.

Though captains face struggles in balancing teams, the struggle is definitely worth it according to Ramberg-Gomez.

“It makes me really happy when our halftime routine is clean, or we all get good at something we’ve been struggling with,” Ramberg-Gomez said.



# SPORTS

## BORN TO RUN

TEXT, ART & DESIGN BY SHIVA MOHSENIAN

ART & DESIGN BY REBEKAH LIMB



A euphoric sensation courses through sophomore Jimmy Miller’s mind as he races to complete the second mile of his five-kilometer race. The only thing audible to Miller is the vibration of his heart pounding in his body as his feet brush against the gravel.

Miller, who averages a 5:40 mile, began running competitively as a freshman on the cross country team, then as a long-distance runner on the track and field team during the spring.

Miller’s favorite aspect of the versatile sport is how it can make prevalent a more ambitious side to himself that he ordinarily would not notice.

“I work hard to see results,”

**“I KNOW I CAN RUN FASTER THAN I CURRENTLY (CAN), AND WITH THE HELP OF MY COACHES AND TEAMMATES, I CAN DO IT.”**

JIMMY MILLER



Miller said. “Even though running is a great method for alleviating tension in my day-to-day life, it also brings out my competitiveness where I can set goals for myself and strive to achieve them.”

One of these goals includes running a sub 4:30 mile by the end of his sophomore year. Although ambitious, Miller considers this goal attainable as he ran a 4:53 mile this past summer at an “All Comers” meet at Gunn High School. A sub 4:30 mile would rank him as one of the top long-distance track athletes in the state.

“I think that if I continue to put in the hours necessary, I can deliver that time,” Miller said.

- ▶ 1,102 MILES RAN IN 2019 ALONE
- ▶ 5:09 HOURS RAN PER WEEK OVER THE PAST MONTH
- ▶ 38,000 FT OF VERTICAL ELEVATION GAIN THIS YEAR
- ▶ 18.05 MILES RAN IN ONE DAY

“I know I can run faster than I currently (can), and with the help of my coaches and teammates, I can do it.”

After extensive hours spent both on and off the track, Miller has developed strong relationships with teammates, especially one of his closest friends, junior David Evans.

A role model for younger team members, Miller is an example of the fundamental qualities required for success in any career, according to Evans.

“Jimmy wins races because he works harder than everybody else on the team, and that kind of mindset is a really important influence in developing younger runners,” Evans said. “I think it’s awesome because he has experienced all the highs and lows of the sport already, so he really knows what he’s talking about and wants to share it with the younger team members.”

According to Evans, Miller not only prevails as an athlete, but also as a friend.

“(Miller) has an insane work ethic that no one can match, but when he isn’t accomplishing a ridiculous mileage, he’s just a great guy to hang

out with on the track,” Evans said. “He’s always making people laugh. I think the amount of time he has spent on the track has already affirmed him as one of the leaders on this team, which is relatively unusual because he is only a sophomore.”

In addition to the bonds he has formed with fellow teammates, Miller has established a long-lasting relationship with his coach, Michael Davidson, whom he considers family. A cross country and track and field coach, Davidson has worked with Miller since he first began running for the team as a freshman.

Davidson said the qualities exhibited by Miller are ideal for pursuing a future in running and make him especially compatible with other members of the team.

“I can absolutely see a future in running for him,” Davidson said. “I’m positive that if he is able to stay injury-free, it will lead to opportunities at the collegiate level and maybe even beyond.”

According to Davidson, for athletes like Miller, pursuing a career in running is a realistic option.

Even if he does not run professionally, Miller said he hopes to run track in college at a DI or DIII school.

As one of the top athletes on the Paly team, Miller said he hopes for a leadership position this coming season where he can pass on his knowledge to younger runners and continue to help teams.

Evans said, “This team is going to be his someday, and he will know exactly how to manage it.”

**“THIS TEAM IS GOING TO BE HIS SOMEDAY, AND HE WILL KNOW EXACTLY HOW TO MANAGE IT.”**

DAVID EVANS



JIMMY MILLER

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