

**Listen to the The Buzz:
Build Like a Girl**

Engineering tends to be a male-dominated field, but female-identifying students in Berkeley's Girls Garage program have the opportunity to try their hand at design and carpentry.



**Students explore
the world and art
through ceramics**

The BHS ceramics class not only teaches students the value and history of the craft, but also allows them to express their unique artistry and perspectives. [PAGE 9](#)

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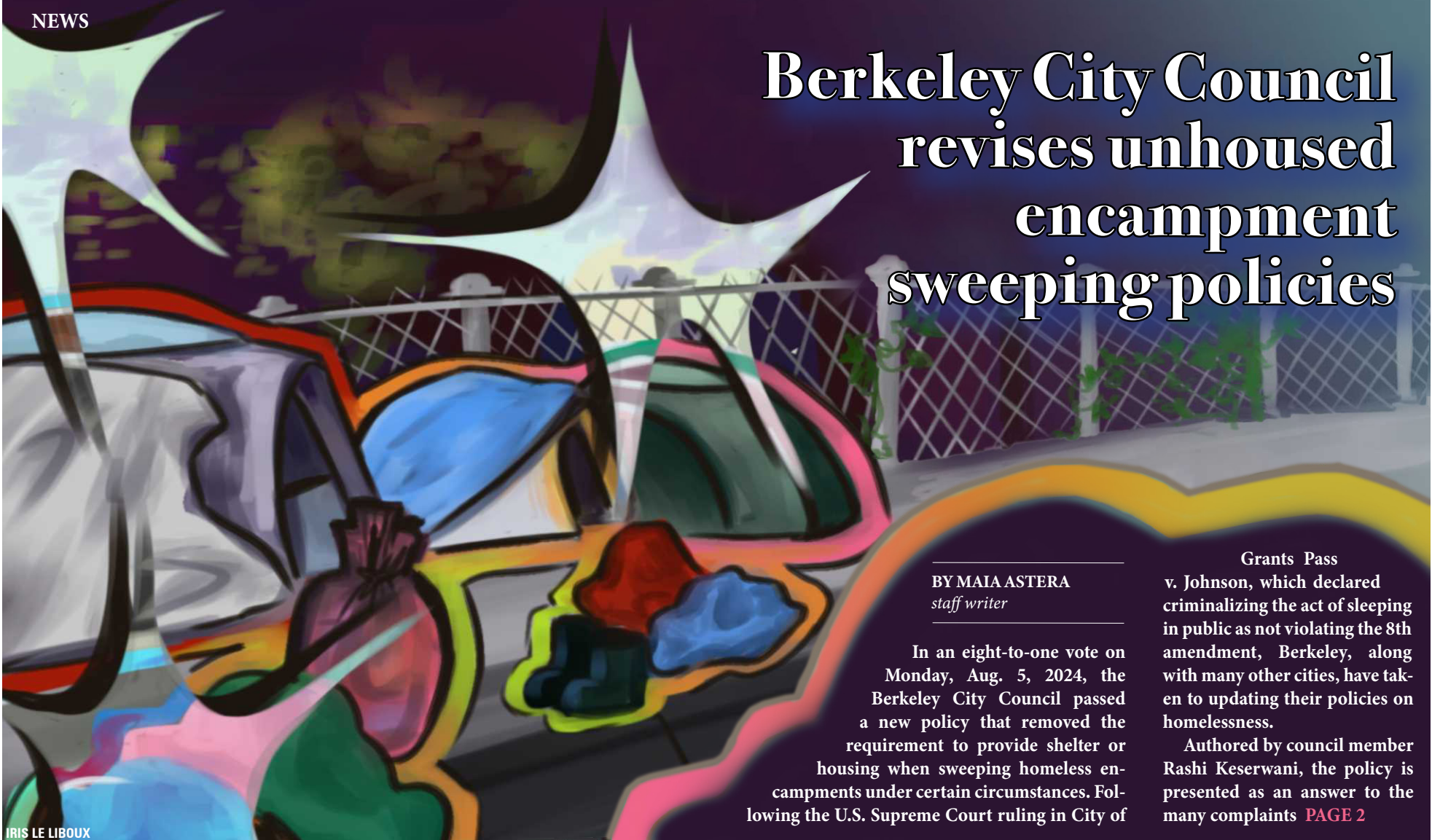


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SINCE 1912

NEWS



Berkeley City Council revises unhoused encampment sweeping policies

BY MAIA ASTERA
staff writer

In an eight-to-one vote on Monday, Aug. 5, 2024, the Berkeley City Council passed a new policy that removed the requirement to provide shelter or housing when sweeping homeless encampments under certain circumstances. Following the U.S. Supreme Court ruling in City of

Grants Pass v. Johnson, which declared criminalizing the act of sleeping in public as not violating the 8th amendment, Berkeley, along with many other cities, have taken to updating their policies on homelessness.

Authored by council member Rashi Keserwani, the policy is presented as an answer to the many complaints [PAGE 2](#)

ENTERTAINMENT

Rock's influence in the BHS community

BY ZOE WHITMAN
staff writer

The idea of rock music paints a picture in one's mind; jumping up and down in leather and lace, or sitting on the cold concrete outside a venue after a show. Rock music has always been in the background of political movements and controversies. The Cranberries played in the background of the Troubles in Northern Ireland, and the zazous were a trademark of punk culture during World War II. At Berkeley High School, rock music still plays through many headphones and plays an important part in some students' lives.

BHS junior Max Mahmood is in multiple rock bands where he is able to play what he calls "aggressive music." Rock music is a way of finding a community of like-minded

people. "It makes you feel like it's a cult following type thing, you feel like you're part of something," Mahmood said. Rock music is a great way for students to connect and form new communities over this common interest.

Kash Goldblum, a BHS junior, is an avid rock listener. "Currently I'm really into Red Hot Chili Peppers. I really like their album, I think it's called 'Blood Sugar S-- Magik.' They've inspired my style and the way I walk in the world. In freshman year I didn't really have much style and then I started listening to a lot of rock music," Goldblum said. For many, rock music gives people a way to express themselves.

"I think there's a really interesting phenomenon that's happening, I think that a lot of high schoolers are identifying with the 80s and 70s, especially with just like, their hair, their style, all of that [PAGE 12](#)



ADEA HANSEN WHISTLER

NEWS

California aims to limit school phone use

BY LUCY HOHN
staff writer

For the past decade, phones have been a significant part of everyone's lives, especially the lives of youth. Students have their phones with them at all times, even at school or in class. However, California is looking to stop them from being a distraction.

Assembly Bill 3216, which our state legislature passed on Wednesday, Aug. 28, 2024 is looking to limit cell phone use in K-12 schools throughout the state. This bill was introduced by Josh Hoover, a Republican representative, and authorized by Hoover, Josh Lowenthal, and Al Muratsuchi. This bill requires schools to establish and follow a phone policy by

Wednesday, July 1, 2026. This means schools must limit or ban students' use of phones during school hours. This applies to all school districts, charter schools, and county offices of education.

As technology continues to evolve, and cell phone usage becomes even higher among teens, schools will be required to update policies every five years. An example could be

requiring students to place their phones in a sealed pack during school hours.

Bans have already been implemented in the Santa Barbara Unified School District (SBUSD) as well as the Lincoln Unified School District (LUSD) in Stockton. The Los Angeles Unified School District (LAUSD) will put their ban into effect in January. According to lausd.org, [PAGE 4](#)

Teachers grapple with alternating classrooms between periods

BY KIMIA AZADPUR
staff writer

“I have six minutes to get from one classroom to another,” said Karl Kaku, an English teacher in Berkeley International High School (BIHS), “I have to clean up, gather materials, and if I need to use the restroom, I’m hustling. By the time I set up for the next class, it feels chaotic. This definitely affects my class time; I feel like I’m constantly moving and never have a moment to think.”

Teachers at Berkeley High School must be organized and prepared to be able to effectively teach their curriculum and grade student work throughout each school day. However, teachers who share classrooms face additional challenges due to the rapid transitions they must make.

“I handle moving between classrooms by preparing everything at the start of the day and using a large folder to carry materials,” said Yoshi

Salaverry-Takei, an AP Language teacher at BHS, “Having my own classroom was easier because I had a secure filing system, and I often forget where I left things between classrooms.”

While some teachers find sharing classrooms manageable, as they accommodate each other’s needs, the frequent setup changes can be demanding.

“Sharing classrooms can be challenging, but I’m lucky to work with patient colleagues. We have to be respectful of each other’s space. I like to spread my things out and know where everything is, but packing up and moving takes a lot of energy,” Kaku said.

Adapting to different classroom setups can be difficult for teachers. Variations in technology and seating arrangements create confusion regarding lesson execution and organization of materials.

“My first and third period classrooms are small with better tech, while my fourth through sixth period class-

room is large but has inferior equipment. This means I need to adapt my lesson plans based on the classroom environment and seating arrangements, which vary from pods to rows,” Salaverry-Takei said.

For new teachers at the school, the district typically assigns them their own classes to help them adjust and understand the school’s dynamics. In contrast, more experienced teachers often have to switch between classrooms and may teach part time, covering specific time slots. While these experienced educators are familiar with the school’s routines, the frequent changes in classroom environments can still significantly affect their workflow and contribute to increased stress levels.

“I’ve been teaching for 30 years, and while I was raised to accept things as they are, I can’t ignore how the current setup affects me as a person and a teacher,” Kaku said, “This year has generated a lot of anxiety for me. I show up to work knowing I’ll be moving

classrooms constantly, which strains my mental health.”

One solution to the challenges of sharing classrooms could involve assigning teachers to consecutive blocks in the same space, according to Salaverry-Takei.

“To improve the situation, the school should try to assign teachers to the same classroom for the same prep periods. It would make things less chaotic if, for example, all my junior classes were in one room instead of two different ones,” Salaverry-Takei said.

BHS administration declined to comment.

Regardless of the challenging part of sharing classrooms between teachers, it is important for everyone to remember that the focus remains on student learning and the material and curriculum being taught, rather than the physical spaces in which classes are held. Fostering an environment that supports both teachers and students remains crucial for achieving everyone’s educational goals.



NATALIA KASS

New encampment sweeping policy passed by Berkeley City Council

CONTINUED FROM PAGE 1

select districts have been receiving from Berkeley residents living near homeless encampments. The council still claims to prioritize a housing-first initiative, as has been the previous standard. Execution of the new policy only happens when any of the following are found to

be true: the Fire Department determines an encampment as a fire hazard or in emergency condition, the Environmental Health Division determines that an encampment poses imminent health hazards, the City determines it to be a public nuisance (as defined in the Berkeley Municipal Code), the encampment is located within dangerous proximity to traffic, the encampment is located where the City has any authorized work to be done, or if it gets in the way of construction or

maintenance activities.

After an encampment has been cleared, city managers are permitted to keep the grounds clear through acts such as “hardscaping (installing barriers) ... or citation and arrest, even if a shelter offer cannot be made,” wrote Keserwani in the encampment policy resolution. Despite repeated requests, Kesarwani was unavailable to interview.

Council member Cecilia Lunaparra was the only dissenting voice out of the nine when the meeting to pass was held. “I think that it is an ineffective policy. This policy is intended to regulate

and criminalize the people who have nowhere else to go,” Lunaparra said. She expressed concern that this policy will only waste city resources on unhoused people, likely just moving from street to street as a response. “We don’t have enough shelter beds to house all of the people that this policy is planning to displace,” Lunaparra said.

Although Lunaparra was the only council member to oppose, there has been backlash from homeless advocates in the community. Berkeley High School is home to the Advocates for Women’s and Kids’ Empowerment (AWAKE) Club, whose mission is to help homeless people, primarily single moms and domestic abuse victims, through volunteer work. AWAKE president and BHS senior, Anita-Marie Júlca, expressed some disappointment about the policy on behalf of AWAKE.

“We have homeless students, even at BHS,” Júlca said. “There really is nowhere for people to go at that point, and it’ll negatively impact shelters.”

Shelter availability fluctuates, however at the time of the council meeting, homeless service coordinator Peter Radu pointed out less than 20 beds were available as of that morning.

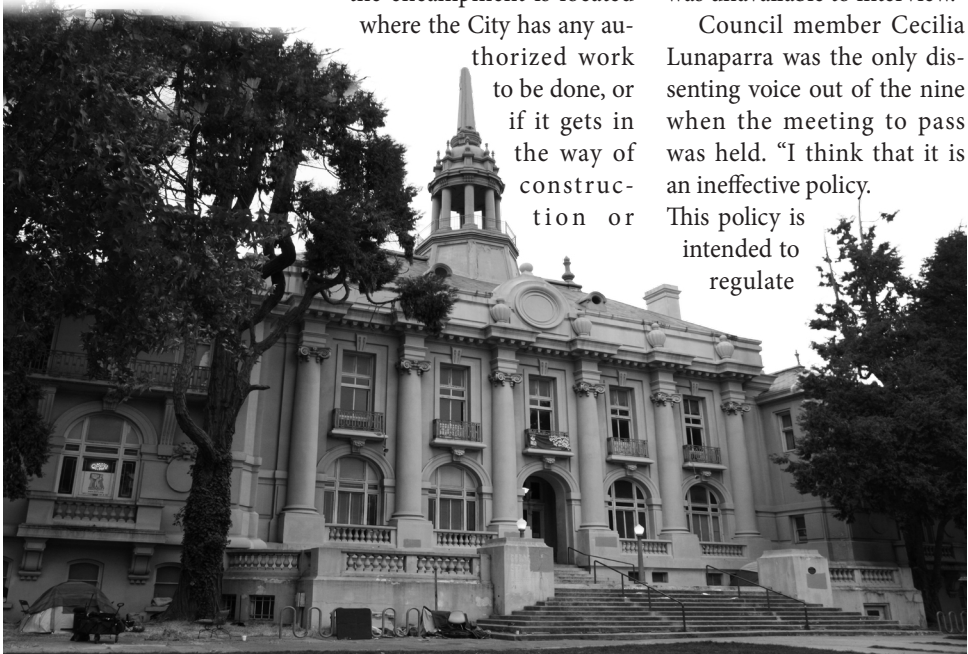
In contrast, Ben Bartlett, the City of Berkeley Council Member representing South Berkeley, District three, voiced the local community’s apparent support of the policy, saying that they had been “begging for help for years.” In response to critics of the policy, Bartlett said, “Nothing is perfect. However, this policy does the best job in getting people into treatment who are a danger to themselves and to the community, without putting them in jail.”

When asked about post-sweep monitoring and whether help will be provided to those displaced, Bartlett redirected the questions to an unavailable Keserwani. It remains unclear as to how this will directly achieve any of the previous claims. Lunaparra, Júlca, and others have expressed concerns that this will only lead to

the continued displacement of unhoused people.

So far, over two dozen cities in California have passed similar policies following the Supreme Court ruling, including San Francisco, Richmond, and San Diego. “We’ve seen more people who are experiencing homelessness on our streets of Berkeley these past few weeks, not surprisingly, because San Francisco and Richmond are sweeping encampments,” Berkeley City Mayor Jesse Arreguín said during the city council meeting. “We have to work together. We cannot be pushing people from city to city.” Arreguín voted yes on the policy.

As Berkeley navigates this policy shift, the city could face challenges in effectively balancing the needs of the unhoused with those of the surrounding community. Although just recently passed, Bartlett added that there is always potential for policies to change. “We always modify everything until it works. We’re Berkeley, we make it work,” Barlett said.



In front of Old Berkeley City Hall, several unhoused people have tents set up.

MADELEINE WILSON

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New project generates excitement over affordable housing for staff and teachers

BY AUBREY M. CASPER
staff writer

In 2021, the Berkeley Unified School District School Board unanimously approved the construction of an affordable housing building for staff and teachers, with the goal of retaining current employees and attracting new ones. This project has been in the works for about eight years now, but the public will finally start seeing it come to fruition when the District breaks ground and begins construction sometime around 2025. The plan is for the building to be constructed in a portion of the Berkeley Adult School parking lot on San Pablo Avenue.

All around the country, schools are having trouble retaining teachers and staff as their salaries can't keep pace with the cost of living. A report published by UCLA states that 35 percent of educators nationwide are considered "rent-burdened," meaning they spend more than 30 percent of their pre-tax income on rent. This issue is exacerbated in Berkeley — and California in general — where rent is so high. The median salary of a district employee in 2018 was \$45,830, while the average income in Berkeley in general in 2024 was \$155,700.

"If young teachers don't feel like they can live in the areas that they teach, then they tend to leave those school districts for other districts that are closer," said Menaka Gentle, a freshman ethnic studies and social living teacher. "I've heard a lot of stories of people moving to like Concord or Stockton or whatever, and then feeling like they can't really commute here because it's just so far, so then they just

move out of the school district."

Many BUSD employees have dealt with this by living in another city and commuting or getting a second job to make do with salaries that pale in comparison to Berkeley rent prices. This can especially be an issue for teachers early in their careers.

"Subsidized housing for educators would tremendously support retaining teachers, especially early-career educators,"

Spencer Pritchard
BHS AFAM History Teacher

"Subsidized housing for educators would tremendously support retaining teachers, especially early-career educators," Spencer Pritchard, a lead teacher in the African American Studies Department at Berkeley said, "The rent is far too high, and many of us live far away."

"I would certainly consider moving into this housing," Pritchard said, "I would do this because it would considerably lower my commute, enable me to live in the same community as my students, and build stronger relationships with my colleagues. And I, presumably, would pay way less (in) rent."

The money used to construct the housing comes from Measure O, an affordable housing bond passed in 2018 by Berkeley voters. Although this measure was a general bond to "create and preserve" affordable housing in the city for a variety of people, it named teachers as one of

the specific groups that this housing would be created for.

"The big thing is that these units would be set aside for specific income levels," Chris Lee-Egan, a committee member on the BUSD Workforce Housing Design Advisory Committee said. He explained that there are different amounts of units set aside for different income levels. For example, about a fourth of units are set aside for those who make 30 percent of the area median income, another fourth are set aside for those who make 50 percent, and about a tenth are set aside for those who make 120 percent, in addition to other pay brackets.

"A lot of BUSD teachers and non-teacher classified staff would fall into this — they get to pay a below-market-rate rent," Lee-Egan said.

As a member of the BUSD Workforce Housing Design Advisory Committee, Lee-Egan helped incorporate the public's feedback and concerns about the affordable housing project. According to Lee-Egan, the Committee had meet-

"It would be great to have teachers be able to live in the community that they serve,"

Menaka Gentle
BHS Ethnic Studies Teacher

ings (that the public was welcome to attend) about things such as the effect this building would have on the traffic of the surrounding area, where its dumpsters would be placed, how

laundry, in what direction the building would be oriented, and what the amenities would look like.

One significant public concern is the effect of noisy construction — which is predicted to last two years — on Longfellow students. Due to the discovery of dry rot on Longfellow's campus, the entire student body had to relocate to the Berkeley Adult School. In recent school board meetings, some parents raised concerns over whether their students would be able to focus with noisy construction nearby Longfellow's temporary classrooms.

According to BUSD's Assistant Superintendent of Facilities John Calise during the Wednesday, Aug. 7, 2024 school board meeting, any delay would lead to the project being canceled because of the way it's funded.

"From what I've heard, some of the grant funding they (BUSD) got to build this project is very contingent on them starting by a certain point," Lee-Egan said. "And if they don't start by a certain point, they'll lose that money."

There's no doubt that the 110 affordable housing units in this building would greatly benefit the teachers and staff who get to live there. However, some worry

that this project is not enough to meet the need of housing — as, according to a 2017 BUSD survey, almost three quarters of BUSD teachers and staff who do not own homes said they would be inter-

ested in living in this housing.

Amid the concerns, however, construction will begin soon and BUSD will hopefully increase its teacher retention and the number of new teacher applications. "It would be great to have teachers be able to live in the community that they serve," Gentle said.

THE WONDERS OF SHARKS

ALEX SOKULSKY



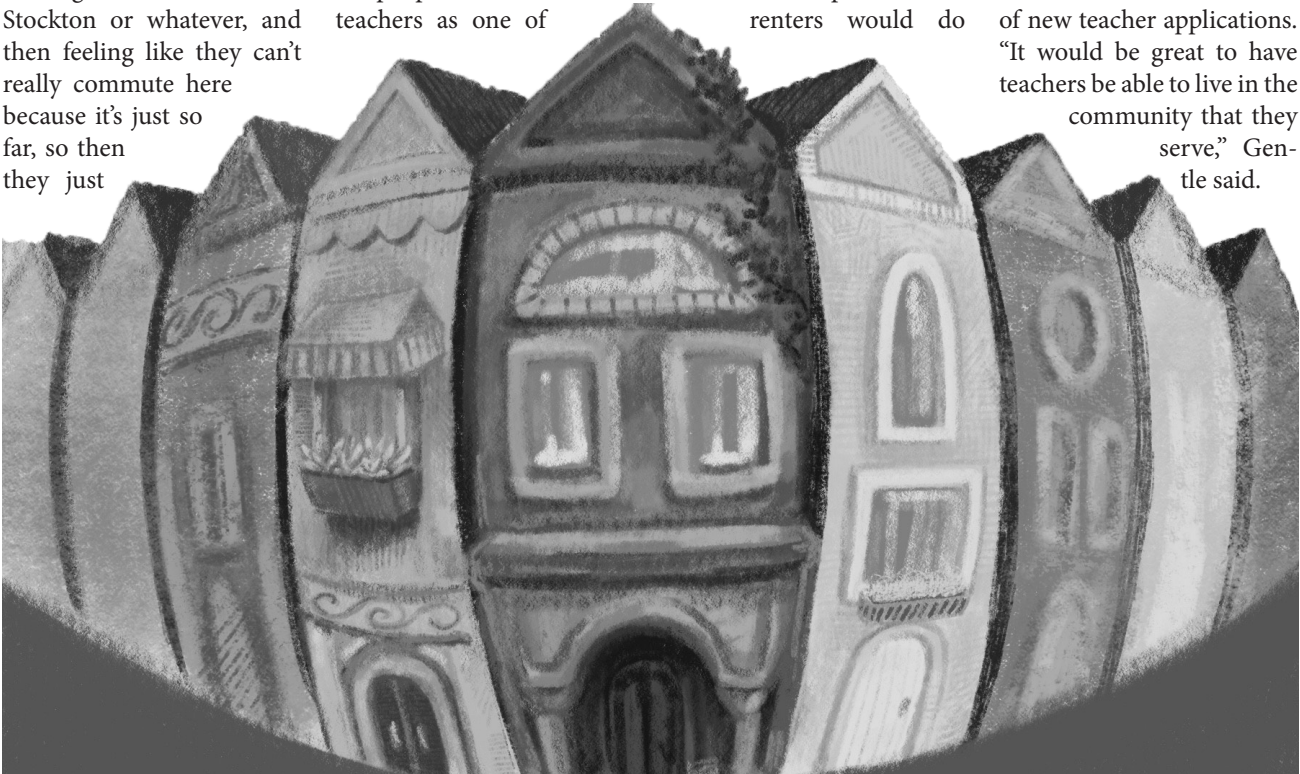
Sharks are like dogs. There are big ones, little ones, brown ones, and appearingly fuzzy ones. Except, you might not have as much luck cuddling with them. There are lots of features on sharks that you might have seen just from looking at pictures of them, or watching movies. But these little things that might seem boring, like their different colors, might actually have special stories behind them. Even though it's right in front of your face, you might never notice it.

Cool Camo: Lots of sharks have shading like the great white, with gray on the top and white on the bottom. This is called countershading. Countershading plays a big role in how open ocean sharks hunt and survive. When you look down at the ocean floor from the surface in deep water, all you'd see at the bottom is gray. Now, imagine a shark swimming underneath you. If it was orange, it would be impossible to miss! But a gray shark, you might not even see. Same from the bottom. If you were laying on the ocean floor looking up, there would be light from the surface making the water brighter. A shark with a white bottom would camouflage with that light and might be hard to spot. Countershading is a huge role in how sharks not only hunt, but also hide. Sharks do in fact have predators, and being able to camouflage is just as important as it is with other fish.

Chompers: How are sharks different from normal fish? Well, really there are lots of things. But, one of the most interesting differences is their teeth. Do you have a shark tooth necklace, or maybe have heard stories of people you know finding shark teeth on vacations, like in Hawaii? Sharks are pretty much constantly losing teeth throughout their lives. They can lose up to 30,000 teeth in a lifetime! The good news for sharks is that they really don't feel it. Maybe it would feel like a little itch for a few minutes, but there are so many teeth and they fall out so often that they really don't even notice. All different species of sharks have different shaped teeth too. Some teeth are smaller than your pinky nail and smooth like a Blacktip Reef Shark's tooth, while some can be almost as big as your hand and serrated, like a Goblin Shark.

Sharp Skin: Another cool difference between sharks and fish is their skin. Most fish have scales, just like mermaids. Everyone knows that. But don't sharks have the same? Not quite. Sharks actually don't have scales. Instead, they have scale-like things that are shaped kind of like their teeth. These are called dermal denticles. They are funnier looking than scales, and also have a funnier name too! In fact, these dermal denticles are also made from the same thing as their teeth. Some sharks have skin not much thicker than a fingernail, but others, like the gentle giant whale shark, have skin up to six inches thick.

Tippy Tails: Sharks' tails also can be very different, and these different shapes serve different purposes. There are some sharks that have kind of crazy tails, such as the Thresher Shark which uses it's tail to hunt. Thresher Sharks use their tails to slap the fish they're trying to catch really hard. When the fish gets slapped, it gets paralyzed, and the shark can just eat it out of the water.



ALISA KARIN KOLPAKOVA

Civic Leaders Club helps students on campus register to vote

BY EVA KATZ
staff writer

Tuesday, Sept. 17, 2024: National Voter Registration Day. According to national-voterregistrationday.org, across the nation, over 5500 partners, such as public libraries, college campuses, individuals who canvass, and many more, participated in helping American citizens get registered to vote. Since 2012, over five million voters have registered during National Voter Registration Day, with 1.5 million of those being in 2020 alone. On National Voter Registration Day in 2024, the League of Women Voters came to Berkeley High School in partnership with the BHS Civic Leaders club to help students 16 and 17 get pre-registered to vote. Registration promised entrance into a raffle for a chance to win a \$50 Amazon gift card. The BHS Civic Leaders club was started in early August of this year. Eva Levenson, Jules Droz, Alexandra Jameson, Clio Wachtel, and Winta Clark are the current leadership team for the club. “The goal of the club is to

inform young people about the decisions they are making politically, and civically in general, because there’s a lot of people who have a lot of opinions, and they like to share them, but they don’t necessarily know that they can actually vote on these topics that they’re talking about,” said Clio Wachtel, a BHS junior and media director for the BHS Civic Leaders club. Anyone 16 and 17 years

“It’s a big deal, so I hope that as many people can take advantage of it as possible.”

Clio Wachtel
BHS Civic Leaders Club Media Director

old can pre-register to vote through registertovote.ca.gov as well as register to vote in the upcoming school board election as a youth voter. Measure Y1, which allows students 16 and 17 years old in Berkeley to vote for school board members, was originally passed in 2016 but only implemented this past August. The measure was approved by over 70 percent of voters. In Oakland, a similar measure was passed. Oakland Unified School District Board of Education Presi-

dent Sam Davis said, “Lowering the voting age to 16 ensures that (students’) perspectives are represented in the democratic process and will compel local politicians to address their concerns.” This year is the first year that students in Oakland and Berkeley under 18 have been allowed to vote in their school board elections. “(The Civic Leaders club) wants to get as many young people to register to vote as possible,” Wachtel said. “And also get the chance to vote in our school board (election). It’s a great opportunity to get to vote this year, it’s them trusting us with something like this. It’s a big deal, so I hope that as many people can take advantage of it as possible.” The Berkeley Unified School District Board of Education, or School Board, consists of five elected officials who represent the city and its voice in education, as well as (according to the berkeleyschools.net website) “(evaluate) the superintendent; adopting policies, curriculum, and the district’s budget; overseeing the maintenance and development of facilities in the district; and negotiat-



League of Women Voters partnered with Civic Leaders Club to set up voting information stand. ALEX TRIPCEVICH

ing and adopting collective bargaining agreements with the district’s four unions.” The BUSD School Board meets bimonthly on Wednesday evenings. Board member elections are staggered, with two being elected in presidential election years, and three in midterm election years. “Up to this point, our efforts have focused on educating and engaging students about the significance of their vote and the impact it

can have,” said BHS senior Winta Clark, the school board coordinator for the BHS Civic Leaders club, and

“Voting is a crucial part of ensuring that our system remains equitable.”

Winta Clark
BHS Civic Leaders Club School Board Coordinator

the student school board representative. “To me, voting is a privilege that countless people

have fought hard to secure for us. As a young Black woman, I am acutely aware of the historical barriers that once denied people like me equal civil rights,” Clark said, “Voting is a crucial part of ensuring that our system remains equitable. Offering voting opportunities to young people is truly significant because it empowers us with a voice and provides early exposure to how politics and the system function.”

California legislation plans to restrict cell phone usage in schools

CONTINUED FROM PAGE 1
LAUSD School Board Member Kelly Gonez said, “The negative impacts of cell phone use in adolescents ... are increasingly clear, it’s important that we take proactive steps in addressing these challenges when students are in our care, and updating our cell phone policy will help ensure we can focus on learning during the school day.” SBUSD started its ban in

the 2022-23 school year, and in LUSD, students are required to turn off their cell phones at the beginning of class and set them away. Some classes at Berkeley High School are already adapting to a phone-free environment. Berkeley International High School (BIHS) has made it a small-school-wide rule to have students store their phones in a phone pouch for the entirety of every class. BIHS co-lead teacher, Melissa

Jimenez said this is something they have been doing for two years now. “We talked about just how much time we were losing policing phones in the past. I used to be able to just tell student(s) to put a phone away and they would do it. But after the pandemic the level of addiction to that device was so strong (and) unprecedented. I would tell students to put a phone away and they get it right back out,” Jimenez said.

Additionally, Jimenez said she has noticed a great change in the way students learn after the phone pouch rules were established. She said, “It allows students to focus more, not just on what you know, what they’re learning, of course, but also on each other ... I have noticed just huge improvements in students’ ability to communicate with each other. Like to have meaningful and productive discussion.” Angela Coppola, an Academic Choice (AC) history teacher, locks her students’ phones away and puts them in a locker. “A lot of class time is lost to asking students to put their phones away, and repeating yourself because students aren’t listening to you because they’re on their phones,” she said, “(with their phones away) students talk to one another more and develop positive social bonds.” However, she doesn’t agree with fully adapting to a phone-free school. “I

think students should be able to have their phones during passing periods and lunch. They need to be able to reach their families and employers,” Coppola said.

“I have noticed just huge improvements in students’ ability to communicate with each other,”

Melissa Jimenez
BIHS Teacher

Limited contact with family and emergency services is a worry among students. Some students feel they will have no way to contact their family or medical workers if they don’t have access to their

“If there was a ban on cellphones I would feel unsafe because in the event of an emergency, I wouldn’t be able to call for help,”

Josephine Smith
BHS sophomore

phones. “If there was a ban on cellphones I would feel unsafe because in the event of an emergency, I wouldn’t

be able to call for help,” Josephine Smith, a sophomore in AC, said. The way BHS is currently conducting their phone policy allows for students to still contact family if necessary. “I would say, if a student needs their phone because, you know, (their) dad is really ill and we were in the hospital all night and I might get a phone call that’s related to a family emergency, of course I want that student to be able to get a phone call and to take it in the hall,” Jimenez said. The next step in this legislation is for Governor Gavin Newsom to sign it into law. According to Berkeley-side, it is very likely that he will do so as he has shown he is in agreement with it through letters asking the school districts to restrict cell-phone usage this school year. Once it is signed into law, phone policies and limits will be required on elementary, middle and high school campuses throughout California.



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OPINION

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Project over test: A new approach to math

BY ERIN LIAO
staff writer

Math class can seem long and tedious, with students listening to exhaustive lectures just to complete pages of homework. Although this can help students master concepts, memorizing formulas isn't always applicable to the real world. Luckily, project-based learning (PBL) can address this issue. By implementing project-based learning in math classrooms, students will increase their collaboration, and critical thinking skills.

PBL consists of learning

through identifying real-world problems and developing solutions to them in the classroom. PBL emphasizes the learning journey rather than the final product. PBL also helps foster creative thinking by requiring students to approach problems from multiple perspectives and devise innovative solutions. Math is the ideal subject to explore as a group because many projects focus on problems with multiple solutions, and being able to work in a group allows students to share their ideas. Statistics, graphs, and trends are all features of math that can be better explored through

PBL. PBL is especially beneficial for students who don't perform well under pressure. By grading projects instead of tests, students can be assessed in a less stressful environment, leading to increased concept mastery. In the past 20 years, the U.S. has consistently ranked outside the top 35 in the world for high school math level. Hence, in a world where standardized tests continue to fail students, PBL offers a refreshing alternative.

A study published in the Interdisciplinary Journal of Problem-Based Learning found that students achieved higher scores

when assessed in a group setting. Because of the many elements that make up projects, including effort, aesthetic quality, and participation, students can be graded holistically.

A holistic grading process helps students perform at a higher level than a strict and objective assessment does. Another study, conducted about motivation and PBL, found that choosing the right focus can completely change how students view projects. The right project will significantly improve the student's motivation. This can be applied to mathematics, ensuring that students approach projects from a creative and engaging angle. In addition, the Buck Institute for Education estimates that students who participate in PBL learning demonstrate a 21 percent increase in their ability to work in teams.

All in all, PBL is beneficial in many scenarios, but especially in lecture and exam heavy classes such as math. By implementing more math-based projects, students will have ever more opportunities to practice open-mindedness and creativity, crucial skills as students prepare to work collaboratively in both college and their future careers.



Students in AP Calculus work through a problem set together. QUINCY MORRIS-FRY

Small school bonding builds community

BY LUCY GRIFFITH
staff writer

A small fish in a big sea is the reality for many Berkeley High School students surviving the 3200-person student body. Finding friends and community is no easy feat and many turn to their small school core classes to connect with their peers. Within classes, groups may form from pre-existing friendships but truly unifying all the students in a small school can be tough. Pushing for more small school and class-wide bonding events is crucial as it will help students engage more in their classes and truly enjoy going to school.

Bill Pratt, a current Communication Arts and Sciences (CAS) history teacher, believes in the importance of community. As one of the founders of the small learning community (SLC) of CAS in 1997, Pratt knows how crucial unity can be. "We (group of teachers) saw BHS as a school that had a lot of great things going on

but some trade-offs of being large and a kind of pervasive sense of anonymity and alienation among some students," Pratt said, explaining why CAS was created.

CAS has taken students to Cuba for two weeks, Vietnam, Tanzania, and summer trips to Mexico. On these trips students are put in a "challenge zone," encouraged to share parts of their identity or experiences that are important to them that during school can be glossed over. The positive benefits of these retreats are clear to Pratt. "When connections get forged or deepened at the retreats, you see a whole different dynamic when you come back to the classroom. The willingness of students to engage with each other and the kind of trust that they have in each other changes."

Leo Harris, a senior in CAS, testifies to the effects of the retreats. "The retreats have been an amazing experience that I'm glad I've gotten to partake in for the past couple of years," he said. While this is an ideal

model for smaller groups of kids, it takes a lot of energy for teachers with hundreds of students to organize.

Melissa Jimenez, a Berkeley International High School (BIHS) teacher and teacher coordinator, has organized a field trip for BIHS sophomores to go to the Oakland Museum of the Arts.

Jimenez also looks to incorporate community building time into her classes and assignments. "You can't function at 100 percent all the time. We all need to sometimes just relax and have fun. It keeps everybody more fresh and ready

to learn when you get that mental break," she said.

Successfully fostering community is also a problem around the world. According to a study published in the Journal of Counseling and Development, only about 50 percent of youth in schools feel connected or engaged in school.

"I think because of the retreats we are all able to learn more because we feel free to be ourselves," Harris said. Teachers and administration must try their best to increase the level of engagement at BHS by organizing more events to cultivate community.



ISA SHIMOMURA

BOOK TEXTURE: TAHEREH MAFI

SYLVIA BURNS



Tahereh Mafi mostly writes fantasy for young adults, although I adore her middle grade books "Furthermore" and "Whichwood," and her realistic fiction novel "An Emotion of Great Delight." She's written the "Shatter Me" and the "This Woven Kingdom" series, and her writing is saturated with emotion, due in part to her wielding of pacing.

When you read a book with predictable writing, your brain doesn't have to do nearly as much work to understand what's going on. You read with less active scrutiny, allowing your memory to fill in the structure of scenes that you've read, if not in that very book, in books like it. Authors read each other's work and imitate it to define their genres and build their stories off a point of familiarity. If you write, you probably notice yourself imitating your favorite authors all the time. It would be impossible to write without accidentally imitating, because all writing is communication and all communication is two-way; everything you say comes from a place of everything anyone has ever said to you. But straying from the most common conventions can make a book more interesting. When sentences are unusual, but not convoluted, you have to pay attention. When the author does something as simple as using an uncommon word for a common one, the reader feels the impact of the word. One thing Mafi does is to use more formal words for casual ones — wishes instead of wants, sought instead of tried. She also breaks ideas into more words, using "all the things" for "everything" or expanding contractions. Such words also flush out her sentences and create a more measured rhythm.

But even in her faster-paced books, with more conventional phrasing, Mafi maintains a certain vividness to her characters. Many authors contrast sentences of various lengths to emphasize one point or another, to draw the reader in here and let them zone out there, to punctuate or to skim. What Mafi does is break away from her full, flushed-out sentences to a single line all in its own paragraph to make full use of sentence length in "dramatic paragraph breaks." It is oodles of fun.

Because the new paragraph is so short, and bracketed by a dense wall of text, the line stands out all the more. In Mafi's writing, the line is often a simple revelation or description of characters, so these breaks suffuse her writing with a hundred little character-pictures; a full beat of happiness, sadness, wonder, contradiction, peculiarity. Her books are character-focused, speaking to themes of loneliness and the hope found in companionship.

Tahereh Mafi's books are thoughtful and heartfelt, and I heartily recommend "Furthermore" in particular to any lovers of fantasy and exuberant worlds. It is rich in color and magic, while demonstrating cheerful peculiarity, and friendship.

MYSTERIOUS MOVIE
ALERT: THE THIN
MAN

JUDY SCHWARTZ



For my first column, I wanted to start off with a bang by reviewing a film my parents introduced to me at a young age, “The Thin Man” (1934). Directed by W.S. Van Dyke, it was made in the year the Hays Code officially started to censor Hollywood productions. The plot deals with a rich man going missing. His daughter asks Nick Charles (William Powell), a former private detective, to investigate. Although Nick is unconvinced by the offer, he, his wife (Myrna Loy) and their dog (Asta) are pulled into the case when the rich man’s mistress is found murdered. Shady characters may have a role in the proceedings.

When you read a plot outline of the movie, you might think it’s only a mystery thriller. However, there are strong comedic elements present. One of my favorite lines is when Marion, a minor character, says, “I don’t like crooks. And if I did like ‘em, I wouldn’t like crooks that are stool pigeons. And if I did like crooks that are stool pigeons, I still wouldn’t like you!” Because of the Hollywood restrictions even before the Hays Code was put into effect, the movie relies more on comedy than on murder scenes. However, this makes it good to watch with the family, despite bursts of crude humor.

When it comes to the cast, everyone does well in their parts. There is some overacting, but that is inevitable in movies of this age. William Powell and Myrna Loy are excellent as the main couple and have an amazing chemistry. Of course, there are other actors who steal the show. One such actor that comes to mind is Gertrude Short, who does well as the aforementioned Marion in an uncredited role.

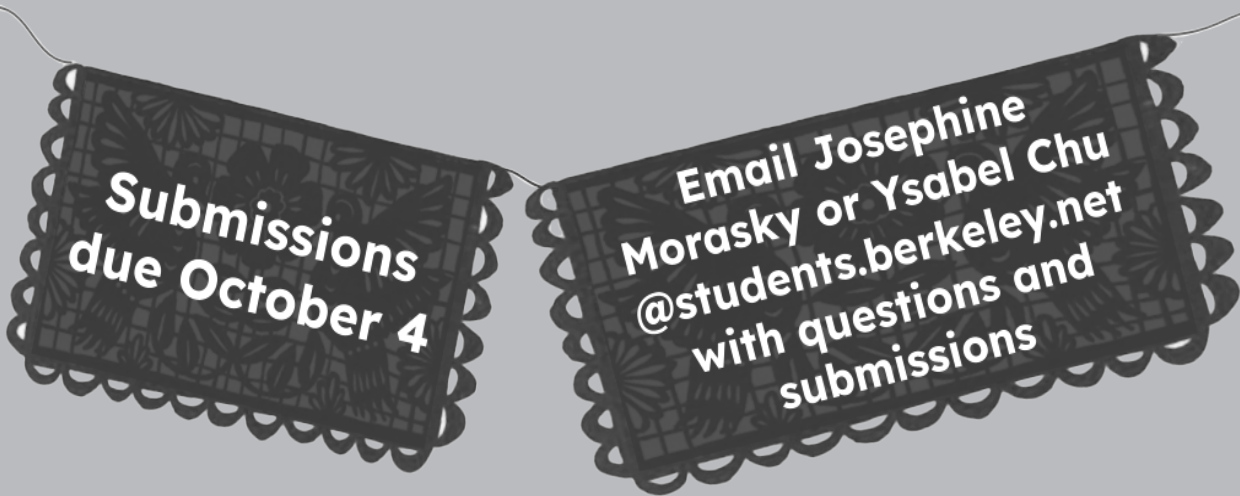
The script is full of satisfying one-liners, unwittingly influencing the film noirs that appeared in the next decade. The cinematography is adequate on the whole, while the various “action-packed” sequences are comical from a modern point of view but still effective. However, there is an unrealistic scene where a corpse is revealed with some less-than-convincing substance acting as blood. The killer reveal is genuinely surprising and the scene in which he (or she?) is revealed brings all of the characters together. The twists introduced are satisfactory to the audience and can hardly be considered overdone.

On a behind-the-scenes note, Myrna Loy said the dinner scene that exposes the murderer was a hard scene to film because they filmed multiple retakes of it. Oysters were also included in the scene, and according to Loy “they began to putrefy.” The movie was a success and led to five sequels, which gradually declined in quality. If you want to watch/have watched this movie and want to see another, I recommend the second, “After The Thin Man” (1936).

Overall, the movie is a fun and nostalgic watch (at least for me!). It’s available to watch on several streaming services, so I recommend giving it a try! “The Thin Man” gets a nine out of 10 from me. It capture the charm of classic Hollywood, while inviting viewers into a world of wit and intrigue. Thanks for reading my column, and tune in next time for a different review!

LATINX HERITAGE
SUBMISSIONS

The Jacket is looking for art, writing, photography or other submissions for Latinx Heritage Month!



Better bike paths for a safer, greener Berkeley

BY HAZEL LUTZKER
staff writer

In a city that prides itself on progressiveness, independence, and sustainability, Berkeley’s lack of bicycle safety on the streets prevents teens — the future of the city — from getting to school in a way that reflects the city’s values. This isn’t just an inconvenience, it’s a failure to empower the next generation and a missed opportunity to take on the climate crisis. Berkeley must prioritize safer, better-connected bike routes to give students the freedom to travel independently and safely.

“Not needing your parents to drive you constantly anywhere and just being able to go wherever you want, be it yourself or with friends, gives a lot of independence,” Julio Gonzalez, a Berkeley High School junior, said. Gonzalez frequently bikes around the city and advocates for safer, more sustainable transportation options. “Cars are dangerous and make streets unsafe in Berkeley and nationwide. Having safe, well-maintained, and protected bike lanes and pedestrian sidewalks drastically affects people’s ability, especially students to get around by themselves.”

“I feel like (biking) gives me more freedom because my parents don’t really have the responsibility of taking me to school, they just know I can do it myself,” Niko Iz-

quierdo, a BHS freshman living in the Berkeley Hills, said, “It also builds trust because they can count on me to get wherever I need without them bothering me about timing.” Izquierdo also highlighted his appreciation for the many bike lanes in Berkeley but thinks there are too few in the hills, making biking harder and more dangerous for those living outside the flats.

However, not all students living in the hills view biking as the best way to get around. “Usually my mom or dad drives me to school,” Lucy Graham, a BHS freshman who also lives in the hills, said, “I find biking to be a very enjoyable activity, but for me, it is more of a form of exercise, than a form of transportation.” Without safe bike lanes, which reduce the visible examples of everyday biking, it’s easy to overlook its potential as a sustainable and efficient mode of transport. Graham also adds that geographically, where she lives would be difficult to bike to

and from due to the hilly areas and out of convenience, it makes more sense to be driven.

While some argue that there are safe routes, many protected bike lanes and bike boulevards fail to link up to form a fully connected network, leaving gaps that prevent cyclists from safely reaching destinations across the city. While Berkeley already has plans to create a well-connected low-stress network for biking, it doesn’t have the support or funding necessary. For example, a bike lane on Hopkins Street was planned but faced opposition due to concerns about neighborhood changes.

Not only would the plan to install bike routes improve the safety for students and give them independence, but would also address the prime greenhouse gas emissions source in Berkeley, which are cars. “If Berkeley calls itself a green city, and wants to take steps to being more climate neutral, they definitely need to

keep the bike lanes implemented around the city,” Graham said.

The path to a safer, greener city is clear, but it’s up to the community to take the next step, such as supporting Measure FF, on the ballot this November. This measure will not only provide funding to pave Berkeley streets, but will also ensure that the safe bicycle infrastructure that teens need to get around Berkeley will be built. By supporting well-connected bike routes, we can empower students with the freedom to travel safely on their own, reduce the city’s carbon footprint, and truly live up to Berkeley’s reputation as a progressive and environmentally conscious place. “Protected bike lanes, smooth sidewalks, less car-centric infrastructure and instead, healthier and humane pro-pedestrian infrastructure can make a huge difference in people’s lives and wellbeing and can create a safer and more walkable Berkeley,” Gonzalez concluded.



BHS students and staff lock up their bikes during the school day.

RIANA FALCIONI

EDITORIAL

Students must prioritize classes of genuine interest

Is education meant to drive passion and curiosity or is it an obligatory system focused purely on what comes next? Is every class — whether in the sciences, humanities, or the arts — taken to satiate a desire to learn or to impress? Students have watched with distaste and a budding sense of fear as college institutions compete with one another for this concept of ultimate selectivity. It leaves highschoolers to wonder, has our education become only that to impress, to construct a transcript “worthy enough”?

Berkeley High School offers a myriad of niche and interesting classes: Forensic Science, Ceramics, Biotechnology, and LGBTQIA+ Literature just to name a few. These classes provide an opportunity for students to dive deeper into a sub-topic within a larger overarching field. In an education culture fixated on results, peer competitiveness,

and apparent class rigor, students must take advantage of the classes that speak to their academic passions. Education driven by curiosity, by internal motivation, will not only spark passion in students, but ultimately allow them to learn more effectively.

Working with interest, often doesn't feel like working at all. Finding an academic passion, whether it's engineering, art, or science, may feel challenging but a challenge that is worth it. According to Oxford University, workers are 13 percent more productive when they are happy. Hence, encouraging students to take classes they are interested in will increase their productivity. This is why programs such as Biotechnology are so influential. The Biotechnology program not only appeals to students interested in the fusion of biology and engineering, but also allows them to dive deeper into specific topics through summer internships. In addition, Biotechnology is a two-year-long program, allowing for students to have an additional year to learn more specifics, cultivating their passion and motivation.

According to CollegeVine, “course rigor is one of the most crucial factors considered during the (college) admissions process.” Taking an AP class instead of a non-AP could be the extra push a student may need to get into a school, but in the end would it really be worth it? Is spending that hour everyday for 180 days, not for curiosity but for appearances worth it? Although getting AP and IB credit may help you skip certain college classes, getting a specialized experience in a topic one is passionate about could greatly aid a student's future. On the

contrary, if a student is taking a rigorous course and genuinely enjoys it, then it will be well worth their time investment.

Although specialized classes provide students with unique experiences, they can involve drawbacks when compared to standardized advanced classes. Classes like AP Language and Composition not only provide students with an extra boost to their GPA but also with a standardized experience. In college, if a majority of students have been taught the AP Language and Composition curriculum and that level of English knowledge is expected, then taking the class would ultimately be beneficial for a student.

Being aware of the rather self indulgent nature of selectivity in college institutions and prioritizing academic subjects of interest in return is a fine line. From jazz, to art and photography, BHS offers a variety of levels for most programs. Students can be aware of the paradoxical nature of our education system but nevertheless, it's the one we have. By compiling a basket full of rigorous yet specialized and interesting courses, BHS students can maximize their BHS experience while also preparing themselves for college.

Students must indulge their own passions to maximize their learning outcomes. Mixing and matching passion courses with rigorous college-prep classes is the ideal solution. By doing so, students ensure they are both academically stimulated and prepared. And, who is to say that passion courses cannot be rigorous in and of themselves?

BERKELEY HIGH JACKET

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SCIENCE SPOTLIGHT

Autonomous vehicles: Students embrace innovative technology

BY REECE FONG & OHAD AVIRAN-FINKELSTEIN
staff writer & opinion editor

In San Francisco, Waymo, Alphabet Inc's autonomous vehicle service, stands out as a compelling option for getting around. Waymo, a self-driving vehicle company based in Mountain View, has been crucial in the integration of autonomous vehicles within cities. Although the introduction of Waymo cars within San Francisco has come with a load of benefits, it hasn't all been smooth sailing. On occasion, Waymo cars malfunction, causing them to crash into other vehicles, randomly honk at each other, and even shut down completely. These glitches have brought the company's reputation into hot water. Some believe Waymo vehicles should be banned from city streets, but others think that driverless cars are a pathway to the future.

Archie Hockett, a Berkeley High School sophomore, sees Waymo vehicles as beneficial to San Francisco. "I might think about using

a Waymo just once if I was in the city (San Francisco), just for the new experience," Hockett said. For Hockett, Waymo's innovation is exciting and is something he would like to experience. Riding around in driverless taxis is only possible in four U.S. cities, which elevates the level of excitement for many. "I would try it just because it'd be fun. Riding in a self-driving taxi isn't something people get to do every day," said Renato De Guzman, a BHS sophomore.

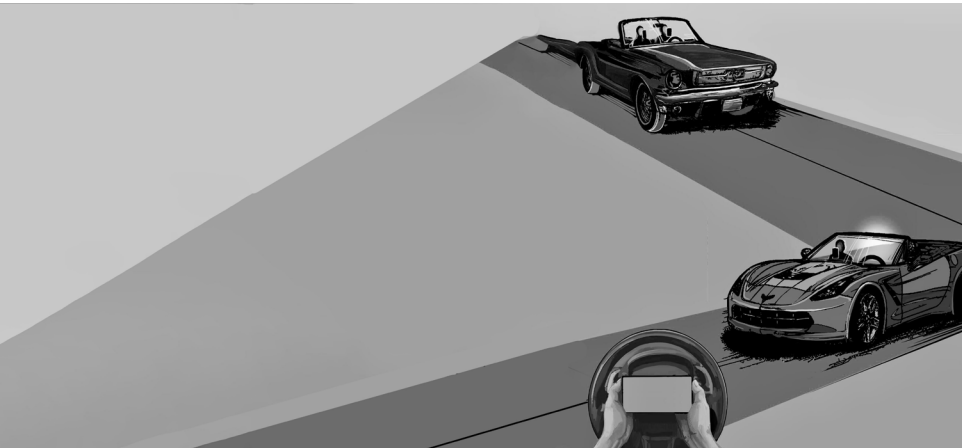
According to a report by Waymo in 2023, their vehicles have a lower accident rate than human-driven cars. This is due to their high-tech sensors, which include LiDAR, radar, and cameras that provide a 360-degree awareness of the vehicle's surroundings, allowing for prompt reactions to potential hazards. "Waymo collectively has more experience driving around San Francisco than any one human driver. I think I would trust it more than a traditional car for that reason," De Guzman stated.

Another reason driverless cars are so popular is that money can be tight

for teenagers. During ride testing in San Francisco, Washington Post journalists found that taking a Waymo is cheaper than taking a Lyft or an Uber. "I love a cheap ride. If there were two options and if one's cheaper, I'd take that option," De Guzman said.

Another change that Waymo brings to San Francisco is its economic impact. For some students, the fact that money won't be going to taxi drivers is a large factor for whether or not to use Waymo, as well as the still apparent cheaper option, buses. "I probably wouldn't take one of these before I would take a bus, because it's still more expensive than a bus," Hockett explained.

Overall, BHS students agree that Waymo is a unique and reliable way to get around, and would be a fun experience to try. Waymo's new technology is just the first step. In the future, many types of transportation will be autonomous, and Waymo helped catalyze this growth. BHS students recognize this and are excited to embrace the impact that Waymo has had on San Francisco and beyond.



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Long-lasting impact of BUSD integration policies

BY AMELIE SHEARS
staff writer

In 1968, Berkeley Unified School District made headlines for their two-way bussing plan to fully integrate their schools, starting in elementary schools. For the majority of the students, it was the first time they wouldn't be going to their neighborhood school. The kids from the flats, who were predominantly from low-income families and the majority of whom were Black, would ride up to the hills, a Berkeley Public Schools article states. According to the article, the kids in the hills, who were mostly white and wealthier, would go down to South and West Berkeley schools.

According to Elianne de la Vega, a Berkeley High School alumna who attended BHS from 1966-69, when the initial integration plan began, the nation was buzzing. The teachers and students all knew they were part of something huge.

"We had nothing really negative to say about integration in the sense that we all knew it was something that should happen ... we felt like we were all part of this movement, you know, this incredible progressive movement that would finally begin to break down this terrible system of racial discrimination, or racial hatred, or fear," de la Vega said.

Although according to de la Vega, all students were in the same building, but they weren't in the same classes. Even after the integration push, students were still segregated on the basis of "academic ability." Incidentally, she added that all the white kids were in the highest classes.

"I don't think that the classes were segregated because of race per se, but they were segregated, because of supposed academic ability ... (to change that) you'd have to raise the academic performance of (disadvantaged) children before they ever stepped into Berkeley High (School)," de la Vega said.

"Berkeley kind of put its foot down and said, our value is no matter what neighborhood you live in, you're going to be in school with kids that are from your neighborhood and kids that are not from your neighborhood," Hasmig Minassian, an Ethnic Studies teacher at BHS, said.

BUSD's integration process fully combined all the children in middle and elementary schools. But according to Minassian, when they got to high school self-scheduling and small schools were involved, the demographics changed. "It's a pretty natural instinct. Kids still really want to be

with their people. The problem (isn't) having all Black spaces. The problem is that the resources went to the all white spaces," Minassian said.

"Kids still commuted with their friends from home, and socialized on campus with friends from home, so integration only went so far ... many of us thought it was a bit idealistic of the adults in town to expect so much from school integration when the home ownership remained highly segregated," Michael Markowitz, a BHS alumnus from the class of 1977, said.

According to Minassian, part of the origins of the Universal 9th Grade (U9) program at BHS was an attempt to return to a place where everybody was educated in the same classroom, alongside efforts to increase attendance and decrease the school's achievement gap. In U9, Minassian explained, each hive is demographically ex-

diverse environment? To me, an integrated ethnic studies class is the only way to grow your brain," Minassian said.

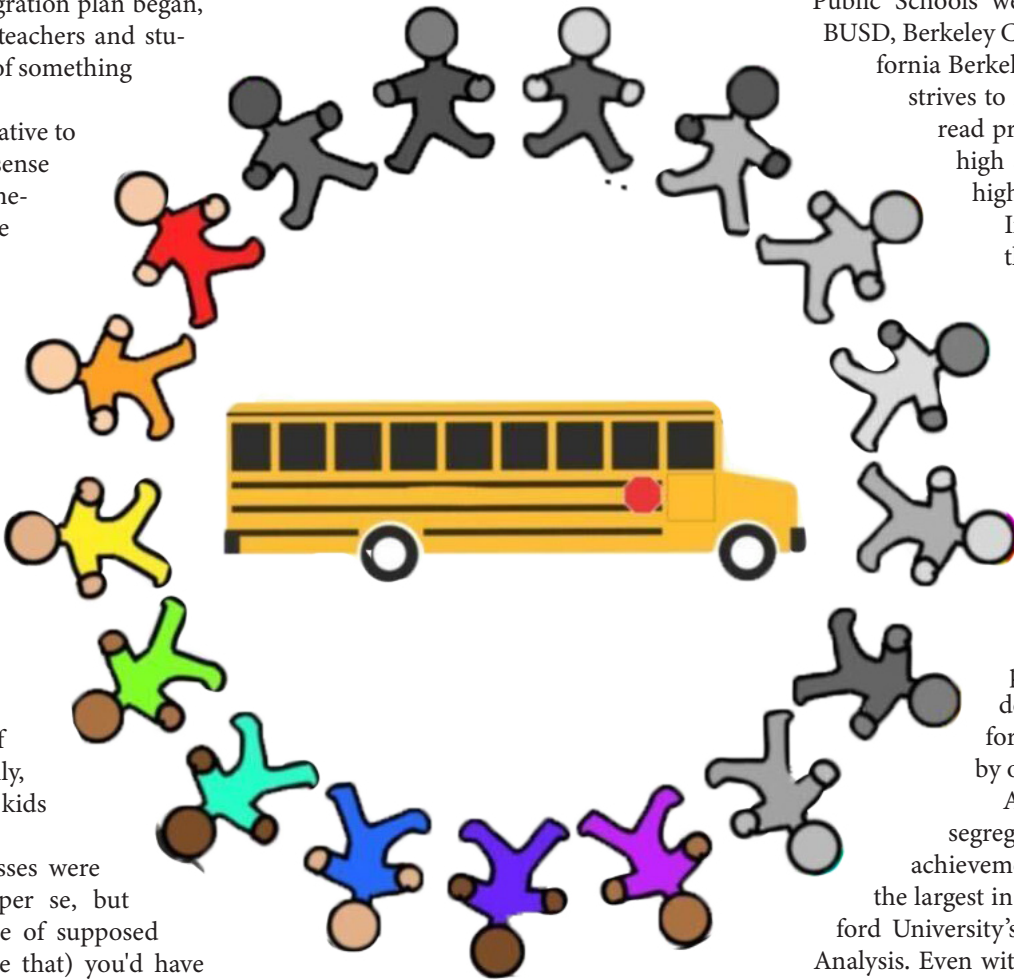
Kyree Kirkland, a BHS senior, became aware of the difference in class environment after he moved here at the start of the school year from Georgia. "Back in my old school, it was predominantly white. In a more diverse community like BHS, I can connect and relate to students. I can feel more comfortable in a classroom," Kirkland said.

BUSD has continued their efforts in the 50 plus years since the initial bussing plan to go past desegregation and arrive at racial equity. Introduced in 2008, the "2020 Vision for Berkeley's Children and Youth" is a city-wide partnership that's set to eliminate the racial predictability of outcomes in Berkeley's youth, such as health and academic success, as described by its page on the Berkeley Public Schools website. The program involves BUSD, Berkeley City College, University of California Berkeley, and the City of Berkeley. It strives to have all children learn how to read proficiently by third grade, have high attendance rates and graduate high school ready for college.

In 2018, Dee Williams Ridley, then city manager, released a report to show the progress of 2020 Vision. The report described the resulting achievements for African American and Latinx students, showing these students having "notable improvements" in kindergarten readiness and school attendance. For instance, the data showed that in the time between 2014 and 2018, third grade reading proficiency rose for Black students by over 20 percent, and for Hispanic and Latinx students by over 25 percent.

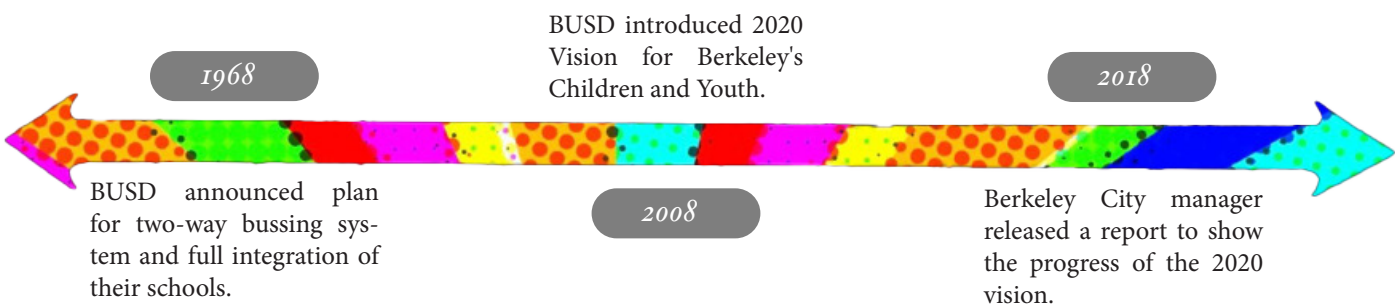
And yet over 50 years after desegregation, the racial and ethnic achievement gaps in BUSD are some of the largest in the nation, according to Stanford University's Center for Education Policy Analysis. Even with the immense efforts and resources the district has put into bridging the gap, there is always more work to be done.

"Integration is so complicated. You want a space that kids can go to where they feel like they're with their people, and then you want spaces where people are going, where they feel a little uncomfortable, you know, and have to learn and grow through that," Minassian said. She added that, in AP language classes when students are speaking their native tongue, "they're totally killing it in a class where they feel welcome, they feel smart, they feel like somebody cares about their long term success ... it's not just one solution, it's a bunch of things, but so much of it has to do with the vibe."



actly the same. When choice comes back into play with the small schools, Minassian added, then segregation once again appears. "You can't have choice and complete desegregation ... everyone wants diverse classrooms, but you can't force kids to be integrated," Minassian said. BUSD's Senior Communications Officer, Trish McDermott, was not able to respond to requests for a statement.

Minassian believes the ethnic studies discussions she leads and listens to wouldn't be possible without a mixed group of ethnicities, experiences, and socioeconomic classes. "How else are you going to learn from people if you're not in a



FEATURES

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BHS ceramics class cultivates unique form of artistic expression



BY NIALA LENZ-RASHID
staff writer

“Students are seeing that ceramics is not just an art form ... I’m going to make something, but there’s a process and order to make it,” Andrea Sanguine, the Berkeley High School Ceramics teacher said. “A lot of folks come to ceramics class and they think it is only about pottery ... and so my goal has always been to open up the world of ceramics to them.”

Sanguine has been working and teaching ceramics for over 26 years. Her preferred method of education lies in allowing for her students to express their unique creative perspectives through simple 3-D art techniques. From pinch pottery to geometric slaps, she covers it all, making sure her students are comprehending the complexity of a single piece of clay.

“I hope that they leave with that knowledge (that) ceramics is actually this really big art form that is like any other art form — it’s a form of expression, it’s a place where there is a community,” Sanguine said.

Although she creates the class environment to be more low-key and a place to let your creative mind wander and expand, Sanguine holds high standards in her classroom in order to ensure her students are bringing classic pottery skills and a well-thought-out design onto their wheels. She establishes every Monday to incorporate a lesson centering around a specific ceramist in history, then continues into the following weeks with a themed unit assignment. Sanguine’s wish is to analyze the students’ skill-set as well as the wiring of their individual creative viewpoints.

Sanguine feels her students’ overall expressed attitude towards her class is extremely positive. Every single year, Sanguine is able to observe the gratitude and appreciation over 150 students hold towards this class. She observes her students’ separate

interpretations, intentions, and imaginations grow as the months go on. “What I love about teaching ceramics is ... showing these old concepts, these old ways of building and watching the young minds,” Sanguine said.

The students that have only just been exposed to this class’s curriculum and values narrate their deep adoration for the class. “I really enjoy it because I can be creative, and ... I can put my own personality into it,” Emma Candler, a BHS sophomore, said. “It’s kind of a break from the intense workload, but still exercising different parts of my brain and my creativity.”

Candler depicts her affection and fondness for what this class is, as well as what it offers. Being a very creative person, Candler feels as though she can expand her imaginative perspectives and ideas in this class. She appreciates the multitude of opportunities offered to her in this class where she

is

able to manifest her own perspective and personality in her work. This opportunity she senses, is not one present in her additional required classes.

This perspective regarding the class is not a unique one. Many of Sanguine’s other students feel similarly; that what is offered in this creative space is simply unattainable in any other art, science, language, or humanities class. “It’s nice to have something that’s different and unique,” Lina Kalar, a BHS sophomore said. “It’s one of my favorite classes. It’s very calming. I really like the projects that we’ve been doing so far.”

Kalar highlights her gratitude for her ability to even take this

extremely sought after course.

“I feel really lucky to get in as a sophomore because a lot of people want to do it, and it’s mostly seniors who have been wanting to do it since freshman year,” Kalar said. “I mean, I’m not the only sophomore ... but definitely we’re not the majority.”

Because of seniority taken into account when choosing classes for students, getting into this class as a freshman or sophomore is no small feat.

Nevertheless, what this class distinctively offers is an engaging curriculum

that pushes artists to broaden their creative horizons. This class was specifically created to cultivate and nurture the inventive and imaginative minds of all students, regardless of their previous experience in pottery making. Its teachings directly contrast the fast paced digital art world, and focus on the analog aspect of the pottery. Sanguine has much pride for her students, and attempts to give them more of a universal perspective on pottery. “I try to give space to reflect on the ‘why is that important’ and recognize that we as humans have this vehicle to share our viewpoints,” Sanguine said.



Darwin Lima, a BHS senior, works with a potters wheel in ceramics class.

MORE THAN TOAST:
FREE BREAKFAST
FOR ALL

HAZEL WOLFF



The Bay Area is known to be the birthplace of many vital social justice movements that have become widespread. One of the most influential movements to come out of the Bay Area was the Free Breakfast for School Children Program that was founded by the Black Panther Party (BPP) in Oakland in 1969. The program was created after BPP members saw firsthand the disproportionate and overlooked effects of food insecurity among Black children. They understood that children couldn't excel in school if they were hungry, and intended to show the government that they were not properly assisting impoverished communities. The program advertised "self-defense against hunger," and educated Black youth about the ways that Black students had been historically disempowered to engage in academics.

One of the most influential leaders of the BPP's free breakfast movement was city native Ruth Beckford. Beckford was a parishioner at Oakland's Saint Augustine's Episcopal Church, and was the first to ask the priest if the BPP could serve breakfast there daily to children. She took charge of the effort to ensure that the kitchen was up to code, and created a nutritionally balanced menu for the Free Breakfast program. Some of the kids who were first served by the program had never had breakfast before. Starting the free breakfast program was only one of the many incredible things that Ruth Beckford accomplished in her lifetime. She was an integral part of the Bay Area community, and was one of the first people to teach Afro-Haitian dance classes in the Bay. She remains a local legend among the dance community and is one of the earliest champions to bring African dance into mainstream Bay culture.

As the free breakfast program grew, other chapters were started throughout the country. By November 1969, around 20,000 kids were being served by the program across the U.S. and supporters of the BPP began to help. The FBI dubbed the program one of the BPP's "most dangerous" ones because of its monumental success in serving Black communities who were in need of help that the state government did not provide. The FBI continuously tried to denounce the program as criminal, up until it was successfully derailed in the early 1970s.

The federal adoption of a nationwide effort to serve free breakfast for all children in schools started almost immediately after the disbanding of the BPP's program. The School Breakfast Program was officially authorized in 1975, and today serves over 14.5 million children before school every day. The federal government does not acknowledge the BPP as being the inspiration and catalyst for the current program.

So the next time you enjoy a free meal here at school, or remember eating cereal from the gray breakfast bins as a kid, remember the struggles that have been fought to ensure that our children are fed and empowered to achieve in school each day.

Diverse approaches to academic research

AMARA KAPUR
staff writer

Different people approach research and studying differently. The students and staff of Berkeley High School have shared their own habits and hacks, and their multifaceted experiences of learning these skills.

According to Allyson Bogie, a BHS librarian, "Making sense of info is the fundamental basis of most liberal arts and studying. It's essential, being able to find info and not get stuck."

Bogie attended a local high school, and most of the research skills she learned during that time came from diligent reading; however, most of her studying skills developed later, while in college. The skills she has learned have helped her throughout her life, especially in taking classes to become a librarian when she had to study and write research papers.

"I do think that I draw on the skills that I learned in high school and college when I'm teaching here, but also I know that there's some foundational skills that are the same, and some things have changed," Bogie said.

She used technology as

an example, explaining that when she was in school, it wasn't as advanced.

Kendra Lubalin is a World History teacher at BHS, and had a different high school experience than many students of this generation in terms of research and studying.

"We really mostly read our text books, and memorized information in (them) for tests. It was a lot less thinking about things, trying to understand why things happened, and a lot more memorization of information," Lubalin said.

According to Lubalin, as someone with ADHD and learning disabilities, she didn't excel in this.

"I do assign a lot of research assignments, because I think it's important to learn how to evaluate information," Lubalin said, "History, like life, isn't tidy. It's something you have to piece together to understand."

Lubalin doesn't assign much study based work, which she defines as learning information just so you can prove you know it.

One of BHS's clubs that involves research is Speech and Debate.

"Speech and debate meetings start off with a 'podcast warm-up' in which debaters gather in small groups and each give a one minute

speech about something they learned from a podcast or article that week," Amber Safir, the BHS Speech and Debate co-president, said.

According to Safir, there are two types of research one needs to do in order to succeed in debate.

"First is the general accumulation of knowledge throughout life," Safir said. Debaters are better at their jobs when informed of current events and what's happening in the world. While it isn't required, debaters generally spend a lot of time reading the news, listening to podcasts, and studying philosophy, history, and economics.

"Second, at some tournaments, debaters are allowed to research online during the preparation period, which is necessary for niche topics," Safir said.

For these situations, debaters attempt to quickly

gain a general understanding of the topic, and then find quotes or statistics they can cite during their speeches to support their arguments.

A general interest of Safir's is learning new information. "I suppose research and studying is an extension of that," she said.

Safir prefers self motivated research over assigned research, but to her, all of it is enjoyable to some extent.

"My approach to research and studying is guided by trying to be as quick and effective as possible," she said.

Researching comes naturally to some. Others may find it difficult, but can still understand and identify the importance of these skills.

"I think that getting better at researching and studying is just a matter of doing it consistently until you find a system that works for you," Safir said.



A BHS student utilizes library research resources.

LILA HALLWARD

Lox Stock and Bagels: BHS student staple

BY RIGZIN GYALTSEN
staff writer

Lox Stock and Bagel has become a Berkeley High School essential, with a convenient location adjacent to the Downtown Berkeley YMCA, you can almost always find students there. Whether it be before school starts, during lunch, or even on the weekends, students continue to return. Lox offers a variety of food — with bagels, waffles, coffee, smoothies, and more, making it evident as to why it's so popular.

Lox was founded in 1974, opened and built by Frank Karma. It was popular for its Jewish cuisine, and still continues this legacy with their bagel sales, a popular Jewish bread. They also served

"Jewish soups," according to current store owner Joseph Kim. 17 years after its opening, Lox was sold to Kim's brother and was bought by Kim in 2001.

Kim was born in Korea, and moved to the U.S. in the 90s to live with his family. He began work in America as an motor mechanic, but changed his course after purchasing Lox. Ever since, Kim has worked at the register, and when asked how he felt about his cafe, Kim said, "I'm proud. A lot of places, they open and close. But we've been here so long — for more than 30 years."

Three of the four workers at Lox Stock are Korean, and when asked about the differences between Korean and American cafes, employee Yumi Park said, "Korean cafes are really fancy and

expensive." In Korea, most cafes are kiosk operated, and have more expensive menus.

"In South Korea, (there are) ... more restaurants, so (there is) more competition," Kim said.

Park is a new worker at Lox, having started only two months ago.

"There are many students ... most of our profit, 50 percent or 40 percent, is from (BHS) students," Park said.

Every day at lunch, mobs of students crowd Lox, often creating a line that stretches out the door.

"Sometimes it's too crowded. We're not watching out for all the stuff here, they're just taking without paying, and they run away," Park said.

Theft is a big issue in downtown for businesses. Many stores have theft prevention, and some even have incognito security personnel, but according to Kim, the theft issue at Lox has improved significantly the past five years.

Additionally, Lox Stock and Bagel was hit hard by the COVID-19 pandemic.

"During the pandemic, we (had) to close for a few months... that was a difficult time," Kim said.

Many businesses were forced to closed down during the pandemic — and for small businesses like Lox, this had a big impact. When re-opened, Lox had to remove their once popular salad bar due to possible contamination.

Not only completely shutting off revenue for a few months, but also having to permanently remove one of their income sources, was rough for Lox, but they have withstood these obstacles.

Downtown Berkeley has numerous cafes, but Lox is the nearest to BHS.

"I go to Lox more than other cafes because it's really close to the school and they also have affordable things ... for students," BHS sophomore Lila Dooley said.

Lox has many selling points, one of them being their affordability.

"I give them good service and then good food for (a) low price. So, yeah, I want them to come more," Kim said.

Lox bagels are only \$2.50, and they offer an assortment of other foods at reasonable prices. With this wide range of foods paired with the ideal location, it's impossible to not go to Lox Stock and Bagel — a cafe perfect for BHS students.



Lox Stock and Bagels takes student lunch orders.

ZIVA AMENDOLA

BHS’s unique music programs allows exploration, fosters bonds

BY SOPHIE DRESKIN
staff writer

Music is a special, unique performing art at Berkeley High School. There are a wide range of classes and clubs that offer different types of music, ranging from jazz, to classical, to musical theater, and many more. Whether a student is hearing the jazz band play while walking into school on a late start Monday, or hearing hip-hop through the outdoor speaker heading back to class after a busy lunch period, the school is alive with sound.

But what draws students to the music programs at BHS? Maybe it is the diverse variety of classes that are offered, or maybe it’s the chance to connect with such a tight knit community, or maybe it’s simply the feeling of joy from the opportunity to create beautiful sound. Through music, BHS students are able to merge their creative pursuits with academic innovation.

AP Music Theory is one of the most special, difficult, and technical classes that BHS has to offer.

“I think it’s a really good

challenge. I feel like the class pushes me in terms of my music thinking a lot,” Armana Aradom said, a BHS junior who is taking AP Music Theory, “It’s made me a much better musician in the short time that I’ve been in the class.”

AP Music Theory gives students that already have previous musical knowledge the opportunity to hone their technical skills through advanced lessons and interactive activities.

“Just last week, we had the chance to produce our own soundtrack or song using this music program called Flat. It was super fun, because I’ve

musical opportunity at BHS is the jazz band. To be in the band, freshmen simply sign up for the class, while other grades attend auditions that

take place at the end of the year that place students in the band for the upcoming year. There is an ensemble and four other bands, all playing a variety of songs, while honing their skills in jazz musicianship.

“My favorite part of being (a part of) Berkeley High jazz is that I get to be in an environment where I get to play music with my friends,” BHS junior Sierra Lyon said, “It’s nice to have a break in my schedule where I can just have fun and play music.”

There are many aspects of the jazz band that make it so unique, including the large selection of incredibly

talented musicians, and the abundant resources the program has to offer, including skilled teachers.

Like many of the music programs at BHS, the students in the jazz program have a variety of musical ability, ranging from freshmen just starting out on their musical journey, to seniors who have practiced their instruments for years who want the chance to perfect their technique.

Orchestra is another very popular musical endeavor at BHS. It is host to musicians of many different instruments with varying range of

difficulty. There is an option for zero period orchestra, which is more of an entry level class, and there are also orchestra classes during the day that require more background knowledge. “I really appreciate the community in orchestra, because everyone is really supportive,” Adalilly Chu said, a violist in the orchestra. “It’s really fun being on stage and getting to perform.”

The Chamber Orchestra is unique is because it is a class that allows its students to go on tour, performing in different places across the country. This year, the orchestra is going to Hawaii to perform, and BHS music students are very excited for the opportunity. “We’re very lucky because we

have such cool opportunities to tour and go to so many cool places to perform, so everyone really appreciates that,” Chu said.

There are endless choices for music programs at BHS, including a wide range of student-led clubs devoted to music, concert band, orchestra, winds, and more. Due to the abundance of music programs, and the specific opportunities that come with each individual program, BHS music is very unique. The ability for students to create bonds with one another while enjoying the beauty of music is special, and with the wonderful teachers and resources, the BHS music program has so much to offer to aspiring student musicians.

“It’s nice to have a break in my schedule where I can just have fun and play music,”

Sierra Lyon
BHS Jazz Musician

“I really appreciate the community in orchestra, because everyone is really supportive,”

Adalilly Chu
BHS Chamber Orchestra Violinist



Ms. Cline’s fourth period, Honors Jazz Ensemble, practices together. WILLOW PIMADA-LY

Non-native English speakers face challenges, adapt quickly

BY HAILEY OSTRER
staff writer

Learning a second language is no easy feat, especially in a short amount of time. What’s even harder is needing to use that new language to complete complex, high school level schoolwork. However, according to the National Center for Education Statistics, over 5.3 million U.S. students at public schools are English language learners, 1.1 million of whom are in California, and must do this daily. Berkeley High School is no exception to this,

and students who speak English as their second language find it can add challenges to having confidence and achieving academic success.

Aina Ribes Hurtado is from Spain, and was brought to Berkeley through the exchange program AFS.

“I think the hardest part of being in a school that doesn’t speak your native language is participating in class,” Ri-

bes Hurtado said, “It’s really difficult because you are not confident enough to speak in front of the whole class in a language that you don’t com-

participation as a large part of the semester grade, so limited confidence in this can bring grades down.

For more recent English learners who haven’t gone through all of their school years speaking it, there’s also the social aspect of not being 100 percent confident in a language.

“Slang and stuff, I never really learned,” Lila Rodet, a BHS sophomore, who was born in France, said. “(It’s hard) not being able to fully communicate because some words I just don’t have.”

Like Rodet, Marcia Gonzalez, a BHS junior, speaks a different language at home with her family. “I do feel more comfortable while speaking Spanish because I speak Spanish with those who are close to me. Since Spanish is my first language and my parents’ (too), it was the only language we would speak at home,” Gonzalez said.

BHS has a program for students who are English language learners and recent

immigrants, called the Multilingual Program (MLP). Students are placed in classes according to their level, ranging from beginner English speakers, to almost fluent. From this, students move on to their small school, and integrate into BHS’s language environment. As of 2022, there were 78 students enrolled in the MLP, speaking 22 different languages, and immigrating from 32 different countries, according to the Berkeley Public Schools Fund. MLP also helps the families navigate the culture and school system, as many are new immigrants.

Bilingual people and students alike can find that the way they act can vary slightly from language to language, depending on their comfort in each.

“I don’t feel like a different

harder to express yourself when you’re speaking a language that’s not yours and you are still learning,” said Ribes Hurtado.

Each language also has cultural norms attached to it, changing the way its speaker may act.

While being bilingual in schools can come with its fair share of challenges, it has been proven that it’s also extremely beneficial in other ways too. In a study of 19,000 children conducted by Anita Staneva at the University of Sydney, those who spoke different languages at home lagged behind in school around ages four and five, but excelled later, because knowing two languages teaches one’s brain to be flexible and adaptable.

Each student has a unique experience at BHS, and although speaking English as a second language can sometimes make that experience a harder one, students may find that in the long run the benefits far outweigh the initial challenges, with being bilingual not only leading to more potential opportunities but also improving someone’s brain’s ability to be flexible and adaptable.

“... it’s harder to express yourself when you’re speaking a language that’s not yours ... ”

Aina Ribes Hurtado
BHS Spanish Exchange Student

“Slang and stuff, I never really learned. (It’s hard) not being able to fully communicate because some words I just don’t have.”

Lila Rodet
BHS sophomore



BHS junior Aina Ribes Hurtado came to Berkeley through an exchange program. IDA MARSHALL-LAPPE

ENTERTAINMENT

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THE ALBUMIST: HOMECOMING

LAWRENCE BAUNACH



Humorously, one of the members of the band America, Dewey Bunnell, was not born in America, but in Britain. Bunnell, Dan Peek, and Gerry Beckley formed the band after coming into contact in Air Force bases their fathers attended. They would maintain a soft folk rock sound for their run, starting with “America” in 1971. Chart successes motivated America to add more texture to their second release, “Homecoming”. They recruited successful session musicians like Hal Blaine. There was more than acoustic guitar present on this album, for a more diverse sound.

The album’s major hit is the song “Ventura Highway”. The acoustic guitar’s simple riff begins the song, then it’s joined by the dazzle of a second guitar and repetitive drumming. The harmonies of America’s members soon create an acoustic symphony. The feeling of driving down a sunlit highway, such as on the cover, becomes more tangible. The song has no deep meaning, but basks in simple pleasures. Not quite an evolution of their sound, but fresh all the same. A song that pushes the boundaries more is “Only In Your Heart.” Not beginning with guitar, the song creates a punchy piano beat. We learn more about our character Mary, who helps the ones she loves to have a good path. It subverts the male dominant to woman in a lot of love songs, all while being touching. It’s not cryptic, but kind. Emotions build ... until the song seems to stop. That is, before blasting into a psychedelic rock ballad, the spacey excess pure bliss. The song changes and evolves, like the relationships it talks about. The songs on this album indulge in simple, relaxing pastimes, like the game of river crossing in “Don’t Cross The River,” or the urban dance of “California Revisited,” a perfect album for a road trip.

The album “Homecoming” became a large success, charting at the U.S. Billboard number nine spot, and producing several big singles. It also started a humorous trend of America having their albums start with the letter “H”. “America” came to be called the “Horse With No Name” album. “Homecoming” is an album that works in any environment, and still feels homely. A big recommendation.

A similar album I’d recommend is “Parsley, Sage, Rosemary, and Thyme” by Simon & Garfunkel. Being commercial folk rock juggernauts, Simon & Garfunkel craft careful melodies using unconventional and orchestral instruments. “Parsley, Sage, Rosemary, and Thyme”, released in 1966, is a clear realization of their great production. Another album I’d recommend is “Rumours” by Fleetwood Mac. “Homecoming” had soft rock stylings that are in full force here, with Fleetwood Mac including folk, pop rock, and pop into a diverse package that’s sure to be both surprising and soothing to the ears.

The significance of rock culture at BHS

CONTINUED FROM PAGE 1

is really representative of like 70s rock,” Goldblum said. The resurgence of older generations’ styles like seventies mullets, neon clothes from the 80s, baggy jeans reminiscent of the 90s, and matching sets similar to those from the 2000s, has inspired folks to continue the explor-

ative journey of rock. While students might not notice it at first, the influence of rock has seeped into everyone’s style, which is evident when walking down the halls of BHS.

Avi Neta, a BHS junior who was lead vocalist in “Wolfstick”, and now plays guitar, bass, and sings with “Deathmatch”, considers rock music to have altered who he is. “Rock has greatly influenced me in many ways. It’s what made me learn guitar and join a band. Rock music changed my life,” Neta said. Rock music influences more than just peoples’ Spotify Wrapped.

“From our first show to our last one I dis-

covered myself as an artist and I felt the joy of performing something deep and visceral and energetic in front of a live audience that was sometimes confused and sometimes ecstatic,” Neta said, “It has certainly influenced my style, but even more so it has changed who I am as a human being.” Neta elaborated explaining the range of impacts and meanings rock can impart on ones life. “I’ll say it again that rock is so diverse. Rock can mean so many different things and as people are getting to the age where they’re starting to want to make art or be in bands or something like that, rock is going to be very accessible for them,” Neta said.

Young people feel welcomed in rock communities, and it provides a space where they can try something new and have permission to be loud.

Rock and roll is a special genre because it has a million different styles to it. Rock is not one thing, it can be Bob Dylan or Bikini Kill. Rock music is a way to wade through the troubles of life and come out only partially scathed. It gives younger generations a voice, and the power to be bolder and angrier than they have previously been allowed.



Max Seiden, Cormac Maher, and Avi Neta practicing in rock band Wolfstick

COURTESY OF QUINCY RENNINGER

Slay to skibidi: The aura of gen alpha slang



KAELO HICKMAN

BY ELI LEICHTER-WILSON
staff writer

Words used by “Generation Alpha”, the generation of children born after 2009, can be perplexing. Living anywhere outside of certain ironic and surreal corners of platforms like TikTok and Instagram, one may be utterly confused by terms like “skibidi”, “sigma”, or “negative aura”. It’s all too easy to dismiss these expressions as nonsensical, but in fact, slang and colloquialisms play an important role in language and culture. Oftentimes, these words are rooted in a longstanding

tradition of linguistic innovation. Over time, slang has continuously evolved, reflecting cultural shifts and the needs of different groups at different times.

Many contemporary terms, such as “slay”, “ate”, “based”, and “Karen”, share roots in marginalized communities, which have historically used colloquialisms for different purposes. For one, colloquialisms allow for cultural expression in a way that reflects the group’s unique experiences and values. The dialect Polari, used by the British queer community in the 60s, served as a covert means of communication amidst strict an-

ti-homosexuality laws.

Polari seemed nonsensical to most outsiders, a common greeting was “bona to vada your dolly old eek.” However, it was crucial for fostering in-group status, allowing queer people to enjoy solidarity and safety within a hostile environment. Though Polari has largely fallen out of use, some words like “tea,” and “shade,” have broken into the mainstream.

Since the advent of the internet, informal language has been developing and subsequently falling out of fashion at breakneck speed. “(Slang) just changes so fast. There’s a new word every week,” said Berkeley High School freshman Giada Jones. Social media causes brand-new words to feel outdated in a matter of weeks. “There was a point where everyone used to use the word ‘slay,’” BHS freshman Lucy Chasnow said, “That has become very cringey.” In 2024, it takes little for a word to become popular: consider the word

“demure,” which exploded in usage just a few weeks ago because of a single 38 second video posted on TikTok by user Jools Lebron. Despite only being widely used for about a month, the term is already becoming passé.

Though the way slang forms has changed drastically over the last few years, it continues to serve the same purpose. Young people still use slang to show belonging and communicate in secret about topics unsuited for the ears of their parents. Older people also use slang to communicate with people who grew up at the same time and find community. “It’s a way of locating yourself in time,” Universal Ninth Grade english teacher Zia Grossman-Vendrillo said. Though she does not entirely understand every word her students use, she thinks its important not to minimize the usefulness and originality of slang. “It’s important for adults to not belittle those words. They’re creative and cool,” Grossman-Vendrillo said.

Art or vandalism: The gray area of graffiti that paints Berkeley

BY SIMON VAN DUSEN
staff writer

Graffiti can be seen as a nuisance to a town and a hindrance to public and private property. This includes both tagging and larger works, which are often painted over and destroyed. Other forms of graffiti such as street art are praised and commissioned, though they are usually performed on the same surface as previous illegal graffiti. But what differentiates these two forms of art?

“A lot of the legal artists started from a place of illegal tags. So I think you wouldn’t have a lot of these really talented commissioned artists if you took away the illegal aspect,” said Gabe Miller,

a junior at Berkeley High School. As it turns out, these artistic styles are very similar, almost identical, only differing in where the art is wanted versus where it is not. However, this distinction is important because vandalism can destroy and take away from public spaces.

To many young people, graffiti is seen as cool and unique — a way of adding beauty in places where it is lacking. “I strongly be-

lieve that graffiti adds to a city and adds to urban environments. I think it adds color and just overall coolness to an area,” Miller said. While graffiti can be harmful, it also can change a boring city street to a lively landmark.

Within itself, graffiti varies in that it could be a simple scribbled word, or a full piece of

than just drawing a scribble on a wall.

“In my opinion, it’s just

and street art can also be used in forms of social justice. “I think activism messages in graffiti are really effective because you’re gonna see it everywhere in the city. If it’s online and other places you can ignore it, but graffiti is so forefront you notice it and it pops out at you,” Miller said. The ability to combine art with a prominent central message is a powerful tool and form of protest.

While he does not partake in graffiti, as an artist he still has his respective opinions about the artwork as a whole.

“We take art for granted and it’s everywhere. Only some of it is identified as art, and some of the graffiti gets mislabeled as vandalism,” Sussman said. Art is a very subjective concept and the lines between what is art and what is not are very thin. Anything can be considered art, it just depends on the context of when and where it is.

“The distinction between graffiti, mural art, sign painting, design, and advertising is all in a gray area. Sometimes it’s obvious and sometimes they are the same thing or sometimes it becomes just a context,” Sussman said.

In Sussman’s work, he paints murals for businesses, schools, and even the city of Berkeley. While his street art is solely commissioned, he still agrees that graffiti isn’t completely unrelated.

“Graffiti is, essentially just an unsanctioned mural,” Sussman said. However, not every artist has the connections to be employed for their work, so graffiti is their artistic medium. When executed deliberately, Graffiti can be a beautiful aspect to our city that builds on the visual appeal, and allows for people to express themselves.

“Public art of any sort is a win for the community as long as it’s for the community that’s the key,” Sussman said, “Any sort of display of emotion on a grand scale is awesome. I love any sort of public art, more color in a community is positive.”

“The distinction between graffiti, mural art, sign painting, design, and advertising is all in a gray area.”

Nigel Sussman
Berkeley Muralist and Illustrator

to say that they were there, to say like, ‘that’s my mark right there,’ said Daniel Cardenis, a BHS senior. People have many different forms of saying that “they were there” and graffiti is just one of them. Graffiti is usually permanent, which makes it an excellent way to express this natural human desire of wanting to be remembered. No matter how big or how small the work is, it still has the same way of recognizing the artist who created it. In addition, some artists partake in graffiti as a way to feel excitement. “A lot of people use it as their vice, it’s what makes them feel good,” Miller said. In many states, graffiti can lead to a felony charge, but this doesn’t stop people from doing it. The high penalty is also a reason graffiti can be used as a strong form of protest when the artists feel strongly about a cause.

ability to combine art with a prominent central message is a powerful tool and form of protest.

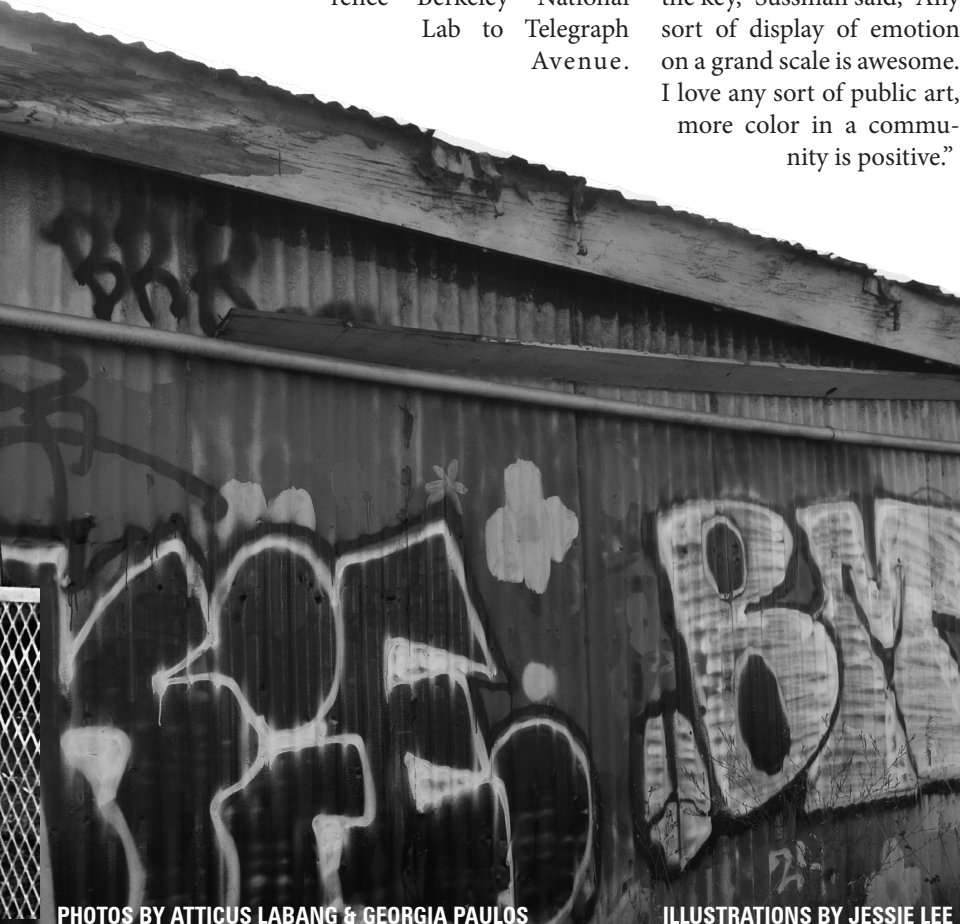
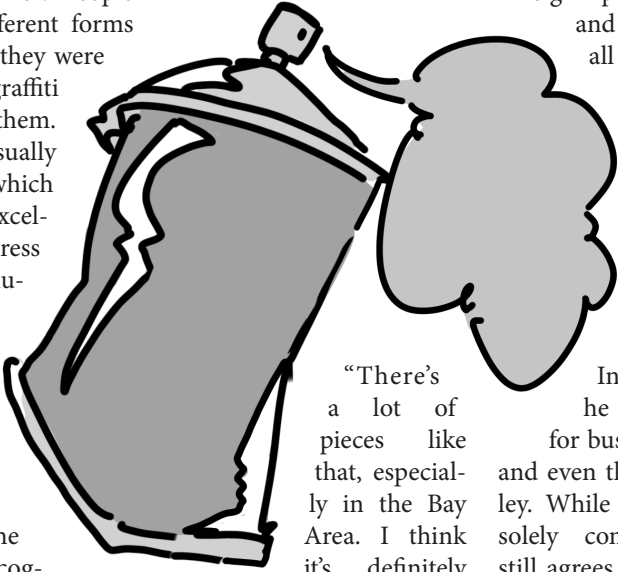
“There’s a lot of pieces like that, especially in the Bay Area. I think it’s definitely a good form of activism, and that’s the way that you want to do it,” Cardenis said.

Nigel Sussman is a local Berkeley illustrator, mural-

“In my opinion, it’s just to say that they were there, to say like, ‘that’s my mark right there,’”

Daniel Cardenis
BHS senior

ist, and artist. He performs commissioned pieces of art all over the city, from Lawrence Berkeley National Lab to Telegraph Avenue.



Tradwives: Aspirational or unrealistic?

BY ZOE DILWORTH
staff writer

It is easy to think of the concept of a “housewife” as a thing of the past. This is not the case, but the vocabulary has evolved in favor of terms like stay-at-home mom, homemaker, and family manager. These put the focus on the children and the work that these women put into their households, as opposed to being someone’s wife. Online, a term that’s been popularized is tradwife. However, tradwife is not synonymous with stay-at-home mom.

The term itself is short for “traditional wife,” and the lifestyle that accompanies it draws from traditional gender roles within a marriage, with a woman who stays at home cooking and cleaning while her husband goes to work and financially provides for the family. In the past few years, tradwife content creators have reached massive popularity online. Women like Nara Smith and Hannah Neeleman have

gained millions of followers by showcasing their lives making meals from scratch, doing household tasks, and looking after their children. It is a peaceful, glamourized snapshot, with polished and soft-spoken content creators talking about domestic tasks. The bigger platform that this type of content has reached lately has led to debate over the ethics and negative impact that it may be projecting, especially onto younger girls.

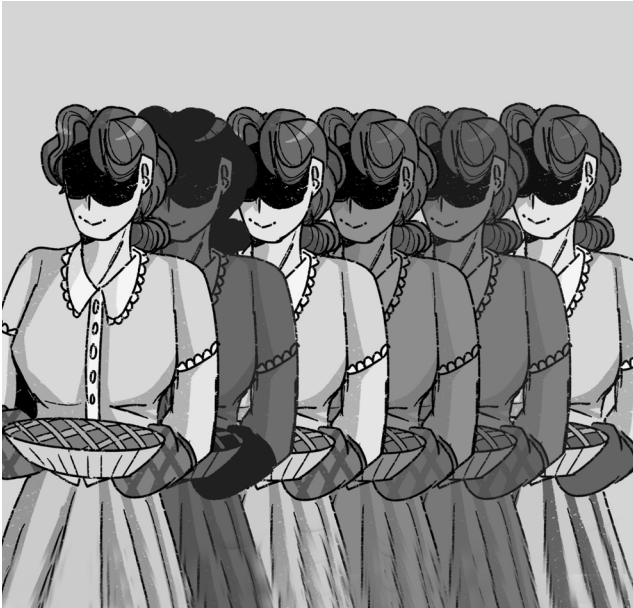
It is crucial to remember that this type of online content is not an accurate insight into someone’s life or the tradwife lifestyle as a whole. This way of life requires the privilege of being able to have a single income household, and the videos pose potential dangers to young girls who view this glamorized content as aspirational. Nara Smith is actually an exception to the standard of this lifestyle, as typically a tradwife will not have a job outside of the home and Smith is a working model. One danger of the lifestyle is that as trad-

wives’ primary occupation is homemaking it’s difficult to earn money if, or once, their marriages end, due to lack of work experience. Former tradwives have spoken out about how they married young and became wholly financially dependent on their partners. This can be especially dangerous because being financially constrained may prevent one from leaving a bad or even abusive situation. A 2023 report by LendingTree found that 23 percent of polled Americans are staying in their relationships because they are financially dependent on their partner.

Berkeley High School junior Riley Pattison has noticed the potential negative impact of this trend. Pattison said, “When it becomes dangerous is when tradwives or their audience glorifies this lifestyle. I think I’ve seen many people say that they wish they could just ‘not work’ or have that lifestyle, but it’s really not that simple, it’s a lot of work to be a tradwife, and many times you can’t get out of

that.” While this lifestyle is ultimately a choice and can be very fulfilling for the women who choose it, online videos should not be seen as an entirely accurate representation of this lifestyle. It’s especially important to consider that the tradwife lifestyle can be unattainable for people in less privileged situations and draws from a history of exclusivity.

“(A) big problem I have with this content is that it glorifies a time that has never existed, especially for lower-class women and women of color,” Chloe Caruth, a BHS senior and Film Food and Feminism Club leader, said, “I understand the appeal of this content for many people, especially now that we’re living in a time when two parents working full time is not enough to sustain a family. But for lower-class women and women of color, these traditional values and lifestyles that are being highlighted were never a possibility, because during the time period that influencers are looking back



JAY TRAUNER

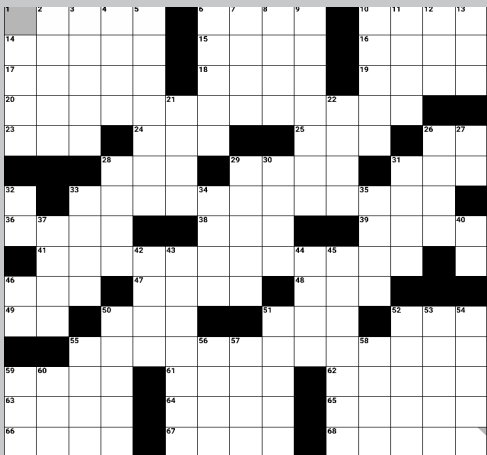
on so fondly these demographics of women have always had to work to support themselves and their families.”

Ultimately, the internet moves at a quick and ever changing pace and it will showcase and popularize things that need to be viewed with critical thinking. Content like this should not be demonized, but it also should not be consumed readily or viewed as the “right” way to live. There is so much pressure on women and young girls to behave in a certain way and it’s especially difficult

to navigate life with online content pushing a lifestyle that is not very sustainable.

“The internet is a free space and people are allowed to post whatever they want. No one is truly able to control what becomes popular and starts trending,” Caruth said, “But I think that nuanced conversations and representation of tradwives in mainstream and traditional media is really important, especially for a generation of young girls that are growing up in a world with different messaging coming at them from all sides.”

THE CROSSWORD



ACROSS

- 1. Tendons or ligaments
- 6. Short smokes?
- 10. Tape for binding seams
- 14. Nebraskan meatpacking city
- 15. What multiplying the side lengths of a rectangle gets you
- 16. "Haha, that's so funny," over text
- 17. Nurse, sometimes
- 18. Final
- 19. Honolulu's island
- 20. Day in an Earth, Wind, and Fire song
- 23. Pig's home
- 24. Cry uncontrollably
- 25. Anger's color, often
- 26. Green's meaning
- 28. Former WNBA player Bird
- 29. Comedian Idle
- 31. Baby 61-across
- 33. Orchard activity happening around 20-across
- 36. Hawaiian dance form
- 38. Chuck
- 39. Tidy
- 41. Starbucks flavor that starts to appear around 20-across
- 46. Skrillex/David Guetta genre
- 47. Frozen princess?
- 48. Disgusting noise?
- 49. First note in the solfège scale
- 50. "BABYDOLL" singer Abdul
- 51. Quick shopping network?
- 52. ____ Dhabi (United Arab Emirates capital)
- 55. Places to get a scare
- 59. Norse god of thunder
- 61. Animal cashmere comes from
- 62. ____ Island (US State)
- 63. Grain storage on a farm
- 64. On air
- 65. Inventor of functional notation, as well as 2.718281's namesake
- 66. Black cat, for one
- 67. Loch ____ Monster
- 68. Performances

DOWN

- 1. Coca-Cola and Pepsi, for two
- 2. "Got to go!"
- 3. Disgusting
- 4. Latin "oh no"
- 5. Team activity directly before a game
- 6. "Stranger Things" actor McLaughlin
- 7. Baghdad's country
- 8. "____ Bambino" (Italian Christmas carol)
- 9. Like most SNL skits
- 10. Substance thicker than water
- 11. The world's "Most Immersive Movie Experience"
- 12. Sound made at good 55-across(es)
- 13. Low-value former French coin
- 21. Bûche de ____
- 22. Part of a guitar or a violin
- 26. 10^9 prefix
- 27. Overdose
- 28. Folder for unwanted emails
- 29. Celtic goddess of horses, donkeys, and mules
- 30. Lorde song about being scared of growing up
- 31. Leg joint
- 32. Sound of realization
- 33. Graduate
- 34. Yale students
- 35. Worm's length?
- 37. Bun or ponytail
- 40. Short grade before kindergarten?
- 42. Lima's country
- 43. "Star Trek" language
- 44. One way to open a door
- 45. Ghosts
- 46. Songwriter Sheeran
- 50. The National member and frequent Taylor Swift collaborator Dessner
- 51. Nice flat-screens
- 52. Italian hiking boot brand
- 53. Moist, in the morning
- 54. Computer consumers
- 55. Courtney Love's band
- 56. Sound quality
- 57. Grub
- 58. "No way!"
- 59. General with chicken?
- 60. That guy

— Violet Kessler

Fall movie recommendations

BY LILA GENBERG
staff writer

As autumn weather arrives and leaves turn bright reds and yellows, it's the perfect time to settle in with a good movie. Here are five film recommendations to highlight the autumn season with a blend of nostalgia, excitement, and seasonal charm. So grab a blanket and a mug of warm apple cider, and get ready to enjoy these must-watch fall themed movies!

"Scream"

This iconic slasher film made big changes in the whole horror genre with its surprising twists and suspenseful storyline. Follow a group of high school friends as they are hunted by a masked killer with a liking for horror movie trivia. Incorporating both thrills and humor, "Scream" is a perfect pick for a chilling fall night.

"Corpse Bride"

Tim Burton's "Corpse Bride" is an animated stop-motion film that mixes spooky and whimsical elements. It tells the story of a young man who accidentally proposes to a dead bride. With its mix of eerie and touching moments, it's a great choice for a cozy rainy day.

"When Harry Met Sally"

For a change of pace, here's a heartwarming love story. "When Harry Met Sally" is an enjoyable mix of romance and comedy. This beloved classic explores the dynamics of friendship and love with wit and humor. "When Harry Met Sally" is a feel-good movie that can help you welcome autumn.

"Ghostbusters"

Moving on to a more nostalgic movie, "Ghostbusters" follows a team of eccentric scientists as they battle a ghostly invasion in New York City. A classic blend of comedy and supernatural adventure, with its memorable lines and creative special effects, this movie is a fun, light-hearted way to welcome the spooky season.

"Knives Out"

Last but not least, "Knives Out" is a fun mystery movie where a famous writer, Harlan Thrombey, dies and his strange family may be involved. Detective Benoit Blanc has to figure out who's guilty and who's innocent. The movie is full of twists, humor, and set in cozy fall, perfect for this season.

ILLUSTRATION BY ANJA BALL

Dragon boating team cultivates welcoming and inclusive community for queer athletes

BY ALANA CORTES
staff writer

The East Bay Rough Riders Dragon Boating team, while often compared to the rowing team, is actually unique to itself. dragon boating, a club sport which competes in the Bay Area, consists of a long, semi-thin boat, painted with traditional dragon scales, and with the telltale dragon head and tail on the ends. The athletes sit on rows of benches that fit two people each, paddling on each side.

This sport is available to students 12 to 18 years of age, and mainly draws from Berkeley High School and El Cerrito High School (ECHS), with some middle schools as well. Although the sport is already unique, one of the most special attributes of this team is the inclusive community.

The community they’ve built prides themselves on their diversity and inclusivity of their members. “I think that the diversity of the team and how there’s all sorts of different people that wouldn’t interact normally at school really makes it a

stronger and a better community,” BHS junior and Vice Captain Lalima Gluesenkamp said.

LGBTQIA+ representation is a core part of the Dragon Boating team, contributing to the sense of an

“... I think we’re used to (being) accepting of people who are different than ourselves.”

Coach Lawrence Pang
Rough Riders Head Coach

accepting community felt by the athletes. The gender diversity on the team also creates a close knit community.

“We have a broad range of identities, and because, specifically, we have so many people who are used to being a minority, a lot of us come from one marginalized group or another, I think we’re used to (being) accepting of people who are different from ourselves,” said Head Coach and founder of the youth team Lawrence Pang who works as an ECHS calculus teacher when he’s not coaching on the water.

While Pang is proud of how all students on the team support each other regardless of differences, Pang be-

lieves that this aspect should not be unique to the Dragon Boating team.

“I think it’s important for every culture to be that way. This team is one important aspect of our lives, and we spend a lot of time in it. We put a lot of effort into it. I think any group environment should be that way,” Pang said.

Over the course of the year, the Dragon Boating team participates in multiple competitions held in the Bay Area, racing against various age groups and teams. During races, the team can be heard yelling out their team calls, inspiring everyone on the boat to muster up more strength and power. Phrases such as “power ten,” which is when the team puts in an excess of strength for ten full strokes, helps the team to focus while racing. “It’s good that there’s a sense of supportiveness and connection even outside of the people who you know because it makes it easier to talk to people and easier to get help when you need it,” Gluesenkamp said.

Many members of the co-ed team felt immediate acceptance when they joined

the Dragon Boating team. One of these people was Eva Patrick, a BHS senior. She feels that the team is unique compared to other sports teams.

“Recently, at a race, our coach was talking about what kind of makes us special as a team, and it really is the community,” Patrick said. “It really is one of the strongest communities I’ve been in, and so I think that’s been really consistent for as long as the team has existed.”

One of the main reasons Patrick joined the team was because of the diverse identities the team drew. “That was part of the way it was sold to me. I don’t think we’re predominantly trans, but a lot of us are. It’s a very queer team. So that’s really nice for me to be a part of,” she said.

The East Bay Rough Riders Dragon Boating team is inclusive and supportive to students of all different identities and grades. It’s a fun way to meet new people, receive PE credits, and become a part of a bonded community. With only a small amount of sports including co-ed teams, the dragon boating community is rooted in the connection of people appreciating and encouraging differences.



The dragon boating team practices on the Berkeley Marina.

EZRA PAYNE

Girls volleyball defeats Saint Mary’s in closely scored match

BY CEDAR GILMOUR
staff writer

On Friday, Sept. 20, 2024, Berkeley High School girls varsity volleyball team secured a win against Saint Mary’s College High School, after a very closely scored game. Fans showed their support for the BHS women’s volleyball team as the Donahue gym buzzed with

excitement.

The first set was intense, with multiple instances where the two teams were tied, and there were many quick back and forth lead changes. BHS gained momentum as the first set progressed, and once a time-out was called, Berkeley was up by five points, successfully winning the first set.

However, Saint Mary’s stepped up their game in

the next two sets. They were tough competitors who challenged Berkeley’s skill level evenly. Saint Mary’s ultimately won both the second and third sets.

“I definitely felt like this game would be a fight,” said BHS freshman and outside hitter Laurel McGatlin-Golier, “I knew we had to go in, expecting it to be a close game.”

“I was really stressed out

at first,” said BHS sophomore Rubi Silva, referring to the beginning of the match. Silva is the volleyball team’s setter.

“We had a lot of people in the stands cheering for us,” Silva said, “As the game went on, I became excited.” This allowed the team to begin gaining

energy, and after losing two sets in a row, BHS picked up

“I definitely felt like this game would be a fight, I knew we had to go into it expecting a close game.”

Laurel McGatlin-Golier
BHS freshman

on their collaboration skills on the court.

The fourth set was another close match, but eventually BHS prevailed.

“We’ve really been working on our team defense this season, and solidifying how we play as a team,” said McGatlin-Golier.

As the roster changes from season to season, team building is vital for game play. Volleyball is built on good player communication and synchronization.

“Getting to know the person next to you is really important so you can feel confident and comfortable being on the court with them,” McGatlin-Golier said. McGatlin-Golier is the only freshman on varsity this season. “It’s definitely new,” she said, “but I’m very grateful to have this opportunity.”

Despite being a fresh-

man, she truly stands out on the court, having scored 23 unreturnable attacks during Friday’s game.

After the fourth set, BHS and Saint Mary’s were tied 2-2. Only one, very important set remained, determining the

final outcome of the game.

During the fifth set, Berkeley was quickly dominating. It was clear they had good communication skills on the court and a strong team dynamic. “Mental toughness is something we’ve been working on as a team,” sophomore Liliana Sanger said. It is her first year playing on varsity, and has experienced a supportive team dynamic so far. “working well under pressure and keeping calm is really important,” Sanger said. Sanger was pleased with the performance on the court. Girls volleyball is already looking towards their next games throughout the season. “I think if we can carry the energy from our win tonight into our next games, we’re going to do pretty good,” Sanger said. hoped.



A BHS player powerfully spikes the ball towards opponents.

LUCAS THOMPSON

SPORTS

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BHS sports department navigates absence of athletic trainer

BY REUBEN WOLF & CLARA TJEN
staff writer & sports editor

Fall sports at Berkeley High School are underway, but there is currently no athletic trainer on the sidelines. Lauren Small, the BHS athletic trainer for the past 10 years, is in the midst of a contractual situation between Children’s Hospital and BHS, which is preventing her from fulfilling her role. This is rendering hundreds of athletes without the ability to get the medical support needed for their injuries.

The job of the athletic trainer is more than just assessing injuries. Small played a major role in creating and executing physical therapy plans for athletes recovering from injuries. It is crucial that athletes have an effective recovery plan so that they are able to get back to playing the sport they love. Athletic Director Ross Parker said, “(The athletic

trainer is) somebody who works with our coaches to fill their med kits, and goes to their practices before the season starts and talks about health and what to do if they get hurt. She’s the first person people can go to if they get injured.”

In past years, Small attended all football games, home and away. Football is the only high school sport that requires a licensed medical professional to be on the sidelines of all games. Without her this year, the BHS football team has resorted to having an Emergency Medical Technician from the district sitting on the sidelines at all the home game so far.

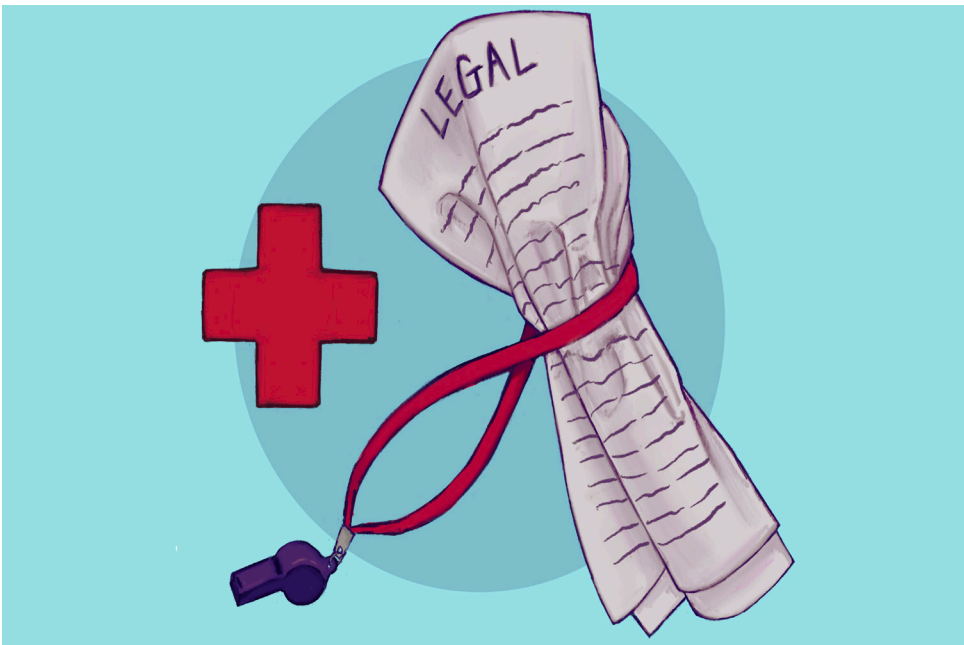
BHS senior and varsity football player Cayesh Hendrickson-Sperry spoke of a personal experience of how Small helped him get back to playing. “(She) helped me come back from a concussion that I got during last rugby season. It was a pretty serious concussion, and she helped identify it and make

sure I got the proper treatment for it,” Hendrickson-Sperry said. Being trained in sports medicine, she has also helped countless athletes figure out how to return from injuries in reasonable time spans.

Small’s absence is felt not only by athletes, but it’s also adding an additional strain to coaches, staff, and volunteers. Without an athletic trainer, coaches are having to tend to injuries more often this season. In past years, having Small as a resource gave coaches the ability to focus more on coaching.

“While we, as coaches, are doing our best to support our student-athletes, Lauren possesses the specialized knowledge and skills that are essential for this role,” BHS Football head coach David Perry said.

Another important contribution to the athletic department Small provided was baseline concussion testing. According to Park-



EMIKO ARONEN

er, “(Small’s) day job is she leads the concussion center at Children’s (Hospital).” Athletes lacking proper treatment for concussions can be extremely dangerous. Hendrickson-Sperry said, “There’s just no medical person doing concussion protocol and we didn’t do baseline concussion testing.”

The current situation without an athletic trainer is leaving players uncertain about potential for improper injury recovery.

“You’re more concerned about injuries,” Hendrickson-Sperry said, “You’ll probably take longer to come back from injury because you don’t have the resources to heal.”

Perry and coaches for other BHS sports teams, sent emails to teams and families regarding the lack of an athletic trainer. They encouraged families to reach out to the superintendent to express concerns and the critical need for a dedicated athletic trainer to support athletes. “This situation is not only unsustainable but could also potentially compromise the safety and well-being of our student-athletes,” Perry wrote.

ATHLETE PROFILE



EMORY ELY

Ever since she was little, Berkeley High School senior Jayme Lawrence has had the dream of being a cheerleader. She is now the captain of the BHS cheerleading team, and has grown more and more dedicated to the sport throughout her four years in high school. Lawrence described cheer as something that has helped her grow both socially and personally. She said it has allowed her to “learn more about myself and how I work with others.” As team captain, she embraces her leadership role, noting that it has helped her mature through working with different personalities and guiding her team. Another way being cheer captain has helped Lawrence develop as a person is making deeper social connections. “Cheer’s a very social thing, (it) kind of gets you out of your comfort zone,” she said. For Lawrence, cheerleading proves to be a great outlet. “(It) helps me get my mind off things, especially when it comes to school.” Working with a variety of personalities has been challenging at times in Lawrence’s leadership position, but it has taught her how to collaborate and adjust, learning how to support each person’s expectations on the team.

— Natalie Gross

Field hockey triumphs over Sacred Heart in home game

BY AVA QUANDT
staff writer

On Thursday, Sept. 19, 2024, the Berkeley High School girl’s field hockey team took on Convent of the Sacred Heart High School at home. The BHS team immediately came off strong, with midfielder and team captain Greta Graham taking on several defenders and finding key passes to her teammates.

The majority of the first half was played closer to the opponents goal, with sophomore Josephine Sutton in an exciting goal in the first quarter. The Jackets continued to hustle in the second quarter with impressive defense skills from senior Tallulah Owsley and junior Echo Sutherland. The two stopped several counter attacks and kept the ball away from Berkeley’s goal.

However, in the third quarter, the home team seemed to tire and Sacred Heart was able to make plays in front of the Jackets’ goal. They had several break aways and a few shots, but junior Sabine Rosen and Graham worked hard to win the ball back.

Sacred Heart gave BHS several penalties opportuni-

ties, and the Jackets got several shots off before finally scoring again in the final moments of the third quarter when Rosen was able to get a shot off of a scrambling ball. This put the Jackets up 2-0.

By the fourth quarter, the Jackets were able to keep possession, only interrupted by a few counter attacks that were quickly defended, and the game ended with BHS winning 2-0.

After the game, Graham, a current senior, said, “I thought we did a really good job connecting our passes, but we still have a lot of room for improvement on keeping the energy up and taking shots.”

The team has a record of two wins and four losses and hopes they will continue to improve. “I’m really proud of us because we have a lot

of new players that are just playing field hockey for the first time, and I think we’re doing really well,” Graham said.

Although the team had some recent losses, Graham and the other captains are optimistic and hope to continue to come together with the newer players.

Plum Newman, another senior player, is thrilled with the number of new faces on the team. “I personally love it. They are really good at field hockey and are a great part of the team,” she said. One thing that the team hopes to work on is communication, Newman said, “I think that communication is really important and just being really uplifting to each other, and encouraging people to go to the ball and not create too much of a culture of competition.”



BHS Yellowjackets fight for the ball at center.

SUNNY BEVIS-LIPTON