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Los
Muertos festival

PHOTOS BY MAREN MATTHEWS

FEATURES

Berkeley High School students reflect on Black Girls United



JESSIE LEE

BY NOA OSLER-CAHN
staff writer

In 2021, a teacher at Longfellow Middle School, Tanisha Walton, or as her students call her Ms. Tanisha, organized a group dedicated to unifying and uplifting Black female students. Black Girls United (BGU) started out as a club of around 30 Black girls. Over time, the club grew and spread to neighboring middle schools. The program strives to impact the members of the club as well as the Berkeley community as a whole.

Shavon Johnson, a junior at Berkeley High School, was in seventh grade at Longfellow when she joined BGU. When the club was founded, students had just returned to school after the COVID-19 lockdown. “There was always a lot of fighting, a lot of beef, so we were just kind of figuring out how to stop that,” Johnson said.

The group meetings took place after school on Wednesdays, and members participated in discussions within focus groups as well as group activities and games. The space provided for the girls

to bond proved to be crucial in assisting the restoration of community and relationships among the students.

“There’s so many other girls who have gone through so much of the same things that are in my community that I probably would have never talked to, or would never think that I would communicate with. I think it just brought us all together overall,” Johnson said.

As the opportunity to have a space to be themselves appeared, many girls and staff took comfort in the freedom presented in BGU. **Page 10**

CORRECTION NOTICE

The *Jacket* would like to correct the accreditation of a recent article titled, “The evolution of unity week: From chaos to cohesion,” published on Friday Oct. 25, 2024. The article was credited to writer Aubrey Casper, but was written by writer Soraya June Berent. Additionally, the illustrations accompanying this article were created by illustrator Sabine Shaffer.

BHS clubs and teachers campaign to get students registered to vote

BY KIMIA AZADPUR
staff writer

With the election concluded, a significant accomplishment has been reached for teenagers in Berkeley and Oakland. For the first time, 16 and 17 year olds had the opportunity to vote for school board candidates. To ensure that eligible students at Berkeley High School were registered and informed about the importance of voting, teachers, staff, and student-led organizations actively promoted voter registration on campus in the months leading up to the election.

One of the most involved organizations has been the BHS Civic Leaders club, run by BHS juniors Eva Levenson and Jules Droz. The club took various initiatives to raise awareness, including setting up pre-registration tables across campus. “(The pre-registration tables) were quick and convenient. Students could fill out a few documents and either mail them in or submit them online with just a signature,” Droz said.

Additionally, the Civic Leaders Club organized a Berkeley School Board Can-

didate Forum at the BHS Little Theatre on Tuesday, Oct. 8, 2024, allowing students to learn more about each candidate before voting. “Through initiatives such as its Voter Registration Day partnership with the League of Women Voters (Tuesday, Sept. 17, 2024), and the School Board Forum, the (BHS Civic Leaders club) aims to empower students to actively participate in their community and local governance,” Levenson said in the Friday Oct. 4, 2024 bulletin.

The BHS Civic Leaders Club helped increase voter registration among students, but the limited time for planning meant fewer opportunities to encourage broader civic engagement. “We made a good effort (on getting students to register) and saw higher numbers than before, but I think we could have done even better with more time for planning,” Droz said. “We started organizing in September, which was a bit rushed. Some teachers were also hesitant to give up class time for presentations about voter registration, so it was challenging to reach students

who needed to pre-register on their own.”

However, other teachers helped students understand the voting process and the impact of their vote, and dedicated class time to help students with registration and provided guidance and support. “I gave my students time in class to

“This was a good start, and I hope more students get involved in future events, which will increase engagement,”

Travis Walker
BHS Teacher

register. We had both paper forms and a QR code for on-line registration, which was helpful as I could assist them with any issues,” Kelly Boylan, a BHS teacher who advises the BHS Civic Leaders Club, said. “Some students needed guidance on specific parts of the form or asked questions like, ‘Should I register with a political party or as an independent?’ I explained their options and what those choices mean.”

In general, teachers appreciated the efforts of the BHS Civic Leaders Club and others who worked to get

students registered. “I think the information sent out about registration, the school board speakers, and the club’s efforts were all positive ways for students to engage easily and accessible,” Kendra Lubalin, a BHS teacher, said.

The multi-faceted approach, from emails and support materials to presentations, helped underscore the importance of voting to students. “I was really impressed with the efforts to get students signed up,” Boylan said, “The BHS Civic Leaders Club, which I advise, organized the candidate forum, which went fantastically. Mr. V (John Villavicencio) has been very active in encouraging voter registration, and our librarians prepared materials on how the school board works and how to register. It’s truly been a team effort.”

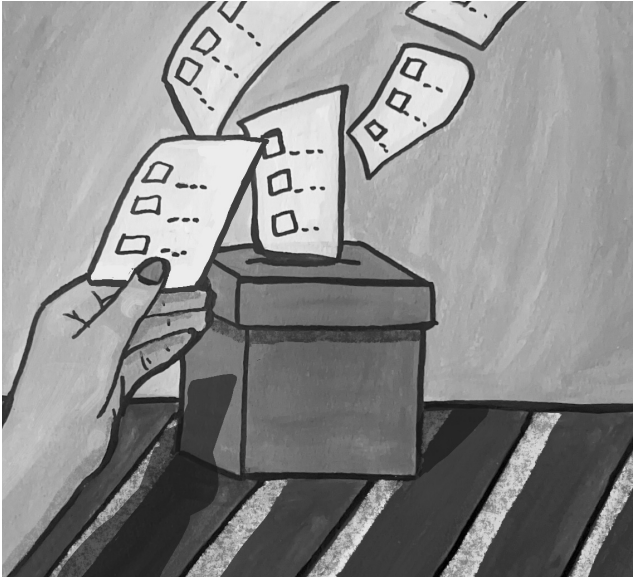
According to Boylan, some students shared in class that the voting age should be lowered, while others argued that it should be raised. “I discussed this with my students. We had a warm-up question: What age should the voting age be? Their answers varied,”

Boylan said. “Those who favored lowering it felt voting on issues that affect their future directly was important.”

According to Travis Walker, a BHS teacher, some students struggled with not feeling knowledgeable about the school board politics. “Other (students) felt they weren’t well-informed or unsure about the impact they could make. I think it comes from a lack of institutional knowledge. As teachers, we understand the influence of the school board on our lives and students’ lives, but this is new to them. Building that knowledge in students

will take time,” Walker said. “Many were like, ‘I don’t really get it, I don’t feel super informed, and I’m unsure if my vote will make a difference.’”

Looking ahead, some teachers believe that providing students with information will allow them to feel more prepared to vote. “Looking at it through the lens of a new opportunity, it was exciting, but my experience with organizing tells me that mobilizing people takes time. This was a good start, and I hope more students get involved in future events, which will increase engagement,” Walker said.



ANISHA PINTO

RISE program hosts Día De Los Muertos celebration on campus

BY OSCAR
BALASUBRAMANIAN
staff writer

On Saturday, Oct. 26, 2024, Berkeley High School hosted a Día De Los Muertos festival in

front of the community theater. The event was hosted by the RISE program, a Berkeley Unified School District organization dedicated to helping students from marginalized and low-income backgrounds in pursuing higher education.



An ofrenda set up in the exhibition room.

MAREN MATTHEWS

Día De Los Muertos is a holiday that is mostly celebrated in Mexico on Nov. 1 and 2. The tradition originated in Mesoamerica with the Aztecs and other Nahua people, who saw death as an integral, ever-present part of life. Día De Los Muertos, or Day of the Dead in English, also originates from a Catholic tradition, All Souls Day, which honors the spirits of those who have passed. Día De Los Muertos is a Mexican tradition where families come together to remember and commemorate their loved ones who have passed. They make candlelit altars with photos, favorite foods, and items of importance to the deceased. It is believed that the border between the dead and the living dissolves and the dead awaken and return to the living world to celebrate with their living relatives.

The RISE program direc-

tor, Adriana Betti, has been running this event for the past nine years.

“This is a way to honor the dead and to celebrate what they have done. It started as an indigenous celebration, but we still continue it as of right now ... It is important to remember your loved ones that have passed. They have done great things before us. It is important to celebrate what they have done because they got us to where we are. And they are the ones who worked hard so that we could live our lives,” Betti said.

This festival had multiple sponsors, which Betti appreciated. “A lot of people support what we do,” Betti said, “We have to get a lot of grants from organizations like the dentist and haircutters. There is also a ton of support from families. We get as many free things as possible because a lot of places

support our organization and what we do.”

The Día De Los Muertos event was in between the C b\ Building and the community theater, extending up to the cafeteria and all the way down to the G-H Building stairs. A mariachi band full of guitars, violins, trumpets, and singers played traditional songs, with wearing traditional white mariachi outfits. There was a lot of excitement in the air. Food stands sold agua frescas, tamales, and pupusas. The event also featured a lowrider car exhibit and many different vendors selling everything, even hand-knitted Baby Yoda’s to earrings. One could buy traditional clay pots or get a face paint of a skeleton. The event also offered free haircuts from Faded Lines and free flu shots.

The Día De Los Muertos event also had altars in the exhibition room, next to the

entrance of the community theater. A traditional altar, or ofrenda, is typically put in someone’s home to honor their loved ones who have passed. One puts a picture of the loved one, salt, candles, papel picado, and favorite foods and items of loved ones on a table with a cloth on top. Sometimes there are also pathways made out of marigolds — which are considered the flower of the dead — leading up to the ofrenda. In the exhibition room at BHS, there were much smaller altars, with pictures of loved ones, marigolds, and papel picado lining the ceilings above.

Nicolás McCarthy, a BHS freshman who attended the celebration said, “I came because I feel like my culture is represented here, and it’s kind of cool to see all people similar to me. It makes me feel more comfortable.”

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Lino Guananja joins BHS as the new SRO

BY HAZEL LUTZKER
staff writer

This fall, Berkeley High School introduced School Resource Office (SRO) Lino Guananja as a new member of its security team. Officer Guananja has worked for the Berkeley Police Department (BPD) since 2022. The police car students and staff often see parked outside the school, is used by Guananja.

As a member of the BPD, Guananja wears a police uniform and is armed. He has the ability to make arrests, write case reports on illegal activity, and perform any other duties a normal police officer would.

“It’s busy, there’s a lot of activity around, so I’m just making sure I’m able to help make this a safe, fun, and secure learning environment for students,” Guananja said, “Also, I serve to be a liaison between the police department and the high school, and that includes parents, teachers, students, and administration.”

Following the protests after the murder of George Floyd in 2021, the BUSD School Board questioned the need for armed SROs at BHS. A committee of students, administrators, parents, and other community members came together to survey students, staff, and parents and to discuss the issue. Ultimately, the committee concluded that having on-campus officers was beneficial and not only should this system stay in place, but it should be expanded, as it provides a variety of safety benefits. However, due to budget constraints, an expansion is not possible.

“Having an SRO that knows the kids and knows the community and the culture can allow interactions to be less invasive and less intense and hopefully have bet-

ter outcomes than if it were to be another member of the BPD,” said Gabriel Fredman, a member of the committee. Fredman has worked in the BUSD community for over a decade, including serving as the BHS vice principal for almost a semester. Fredman is now the principal at Thousands Oaks Elementary School. While at BHS, Fredman said, “I did witness numerous occasions where having a familiar police officer significantly kept things

“Having an SRO that knows the kids and knows the community ... can allow interactions to be less invasive and less intense ...”

Gabriel Fredman
Thousand Oaks Principal

much safer than if we had to call 911 for an emergency.”

“It’s good because we’re kind of near downtown, and it’s busy so it can be dangerous,” Eliana Gilbert, a freshman who frequently goes off campus for lunch said, “It’s important to make sure students and staff are safe, and that outside people that shouldn’t be on campus, are not getting in.” Gilbert explained how she feels more comfortable at school knowing that there is someone in place who can intervene if there’s a dangerous situation.

“We want to be there because we want to prevent crimes from happening,” said Mike Parsons, a sergeant and member of the BPD, “We also take criminal reports as things arise on campus. But we also provide counsel and advice to students on an individual basis. We provide physical presence and we also provide deterrence for non-students or people trying to get on campus when

they shouldn’t be. Ultimately, we want BHS students to feel safe at school and we believe having an SRO on campus helps us with that goal.”

The presence of SROs in high school settings has become a widely disputed topic across the country, particularly in recent years. Those in favor argue that cops on campus provide a necessary level of security, especially since school gun violence has drastically increased since the early 2000s.

However, some, such as Joni Landeros-Cisneros, a Ph.D. student in Critical Studies of Race, Class, and Gender at UC Berkeley, hold a more critical view of the presence of police officers on campus. “It’s been shown that (having SROs on campus) negatively affects students from historically marginalized communities such as students of color, first generation students, immigrants, non-English as their first language students, and even students with who are neurodivergent or with disabilities,” Landeros-Cisneros said, “Many SROs discriminate through bias, like

“I’m here as a resource for not only the safety of the school, but to also be a friend and a teacher figure to the whole Berkeley High (School) community.”

Lino Guananja
BHS School Resource Officer

the trainings that these police officers receive are not critical race theory so they argue in principles of objectivity, race neutrality, when in reality, the practices show there’s blatant discrimination, whether that’s anti-blackness, misogyny, or xenophobia.”

Landeros-Cisneros favors a different solution to ad-

ressing safety concerns. “I know in Oakland, they don’t have school officers. They have more-so mentors or people from the community, whether it’d be coaches, or counselors. Those people go and do the appropriate training to maintain the state’s requirement to have some sort of safety protocol for the school,” Landeros-Cisneros said.

“It makes me feel weird knowing that there is always an armed officer the whole time at school,” Carlos Johns, a freshman who expressed discomfort with SROs on campus, said, “Especially, since the officer is from the police, I just feel like that’s taking school security a little too far.”

As BHS students adjust to Guananja’s presence on campus, discussions about the role of campus officers continue. For many students, Guananja represents a safety net during school hours, while others remain uncertain of the effects his presence may hold for the overall school environment.

In the meantime, Guananja continues to patrol the campus daily, visible to students and staff throughout the day. His presence represents an ongoing effort by the school to adapt to modern safety needs while fostering a positive educational space for BHS’s student body. “Anybody who has any curiosity about policing, about working in the public sector, not police related, ... anything like that, I want the

students to be able to know that they can come to me with that and I would love to talk with them and get to know them,” Guananja said, “I’m here as a resource for not only the safety of the school, but to also be a friend and a teacher figure to the whole Berkeley High (School) community.”

THE WONDERS OF SHARKS: THE GREAT WHITE SHARK

ALEX SOKULSKY



In all shark movies there is one kind of shark. Forty feet long, rows upon rows of teeth sticking out, a scary, mean looking smile on its face, usually with bloody jaws. The great white shark is the most feared kind of shark in the world, but it doesn’t live in most of the world’s oceans. They are mainly found in the Pacific Ocean. Although everyone knows of these “evil” sharks, very little is known about their lives. So what really makes these sharks stand out so much, and why are they so widely feared?

Great white sharks are portrayed a very specific way in movies, and a large amount of the fear around them comes from this depiction. Firstly, these sharks at the largest can be around 20 feet long and weigh up to 2,000 pounds, which is huge but not the fishing boat sized monster that movies make them out to be.

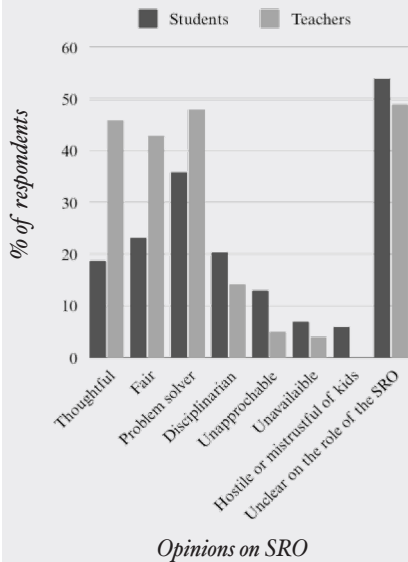
In order to learn more about these sharks, scientists have to be able to get close. While it may seem scary, great white sharks aren’t that aggressive. Professionals go shark diving with them safely all the time. For great white sharks there are three main signs that they are getting frustrated. The first is that they arch their back, so instead of being streamline and bullet shaped the part of their bodies where their dorsal fin is looks higher, and the tail and just before the snout are lower. The next is a raised snout. Great white sharks’ mouths are naturally shaped so when they are normally swimming along a bit of their teeth are showing. However, when they get aggravated this is way more pronounced, almost like when a dog pulls back its jaws to growl. Lastly, when they are seen repeatedly opening and closing their mouths. This last sign is called repetitive aerial, and is possibly the easiest one to see.

The last big way great white shark stories create so much fear is from cage diving. During cage dives they are almost always showing the aggressive signs above. Really though, this has nothing to do with the cage or the human inside. When the cage is lowered, chum is dropped into the water. Chum is the remnants of fish that are used as bait. This attracts the sharks as it smells like fish to them but really there is nothing solid there. However, the shark doesn’t know that, and to them the obvious place to expect the smell to be coming from is the cage. When they cannot get into the cage it aggravates them and they get more and more aggressive. Though cage diving can be a cool experience for people, it’s bad for the sharks involved. Attacking a metal structure over and over can often cause them injuries, as well as making them use the intense bursts of energy that help them catch food, when in the end they aren’t getting anything out of it. The energy used can be essential to them being able to survive, as hunting and attacking prey uses a ton of it, and wasting it, especially when they are attacking for a long time, can have extreme consequences in the long run.

Even though great white sharks are feared, they really aren’t that different from any other shark. They are thought of as the ultimate predator, but in reality, they are no stronger, scarier, or “meaner” than other sharks.

BHS STUDENT AND STAFF OPINIONS ON SRO IN 2021

Data Collected by BUSD



Lino Guananja is the current school resource officer at BHS.

SUNNY BEVIS-LIPTON

Extreme fire weather conditions impact East Bay

BY MILA BOYDEN
staff writer

On Friday, Oct. 18, 2024, the Berkeley Fire Department (BFD) issued an evacuation recommendation for a large portion of Berkeley residents, mostly for homes in and near the Berkeley Hills. While there was no active wildfire in Berkeley, high winds and low humidity prompted the evacuation recommendation, as the fire department cited “extreme fire weather.”

That same Friday, a wildfire, later named the Keller Fire, started in the Oakland Hills around 2:25 p.m. The fire started by Interstate I-580 and Keller Avenue, near the Oakland Zoo. Two houses were damaged in the fire, which spread across 15 acres, endangering other homes and causing approximately 500 people to evacuate. The fire was active for two days, being 100 percent contained by 12:47 p.m. on Sunday, Oct. 20, 2024. The cause of the fire is still under investigation.

As the Keller fire spread,

more Oakland area codes were ordered to evacuate, going from a recommended evacuation to a mandatory evacuation.

“I actually did not get an evacuation alert on my phone until I was already home,” Melissa Jimenez said, a Berkeley International High School World Literature teacher at Berkeley High School, who lives near the Keller Fire, “My zone

“They were going door to door, yelling at people to evacuate, for the mandatory evacuation ... It was very stressful.”

Melissa Jimenez
BHS Teacher

was recommended but not required at that time while I was driving home. By the time I got home, there were police stationed over the entire neighborhood, over the entrances and exits, on every street. They were going door to door, yelling at people to evacuate, for the mandatory evacuation ... It was very stressful. My primary concern was wanting to not wait too long because I knew there weren’t a whole

lot of roads or evacuation pathways from my neighborhood ... I didn’t want to get stuck in a situation where the fire was coming, and we couldn’t get out.”

According to Berkeley-side, “The Berkeley Fire Department declared a state of ‘extreme fire weather’ from eight p.m. Friday until seven a.m. Saturday, recommending anyone in the Berkeley Hills preemptively evacuate their homes and head downhill before that eight p.m. start time.”

The Oakland Police Department also encouraged people to evacuate if they were near evacuation zones. Many of the people who lived outside the evacuation zones did not get notices for evacuations on their phones.

“The police came at around three p.m. They had a car with a megaphone warning everyone to evacuate, or at least be ready to evacuate,” said Athena Tarnas, a junior at College Preparatory School who lives in the Sequoyah neighborhood in Oakland, right outside where the evacuation zone had been, “We planned on



Berkeley Hills’ Fire Station 7 was located within the recommended evacuation area. QUINCY MORRIS-FRY

evacuating to my grandparent’s house, which is in Oakland but out of the range of the fire. We were lucky the fire never got too bad that we had real concern and cause to evacuate. I’m really grateful that our house is safe, and I feel for those who lost their homes. Some people in my neighborhood packed up and left, while others didn’t mind the warnings at all.”

While most people near the fire in Oakland evacuated, many Berkeley residents who were relatively far from

the fire did not evacuate, even if they got an evacuation recommendation. Evacuating during a state of “Extreme Fire Weather” is not mandatory, as it does not necessarily mean a wildfire is active in the area.

“The (BFD) declares “Extreme Fire Weather”—a Berkeley-specific designation—when forecasted wind speeds and humidity levels during a Red Flag Warning would produce especially risky conditions in Berkeley,” stated the BFD on BerkeleyCa.gov. “Fires

that spread under Extreme Fire Weather conditions can quickly become catastrophic. The BFD recommends that residents make plans to leave the hills during periods of Extreme Fire Weather. Extreme Fire Weather is far more rare than Red Flag Warnings. In 2020, Berkeley had 25 days of Red Flag Warnings and only two days of Extreme Fire Weather. Yet this narrow range of weather conditions is when the most destructive fires happen,” the BFD on BerkeleyCa.gov said.

Teachers speak at school board meeting to advocate for higher pay

BY LUCY HOHN
staff writer

On Wednesday Oct. 9, 2024, at the Berkeley Unified School District School Board meeting, several teachers spoke during the public comment portion about receiving higher pay. Berkeley teachers have been advocating for higher pay for a long time.

Back in 2019, during a one-day walkout, 150

Berkeley Unified School District educators “sicked out” (where teachers call in sick), according to a Berkeley-side article from the time. The fight for increased salary has been going on for years across other districts as well. In 2019, Oakland teachers struck for a week, which led them to receive an 11 percent raise in salary. Recently, on Thursday, Oct. 24, 2024, teachers in the Bay Area, decided to strike as well. According to

KTVU, they are “asking the Las Lomas Elementary School District to increase pay to a ‘livable wage’ and provide fully funded health benefits.”

As for Berkeley teacher’s fight for fair pay, there were extensive public comments made from teachers at the recent school board meeting. Azhia Long, a third-grade teacher at Rosa Parks Elementary who spoke at the meeting on Wednesday Oct. 9, 2024, has recently

picked up a second job at the Oakland Public Library. Long said that with her job at the library and at Rosa Parks Elementary combined, she often works from eight a.m. to eight p.m. and six to seven days a week in order to pay bills and earn enough income.

With the intensive nature of teaching, working two jobs is especially challenging. “Being a teacher is not a job that you can turn on and off when you leave. We spend much of our free time thinking about our students, planning lessons, corresponding with parents, attending meetings and PDs, and the list goes on,” Long said.

However, having two jobs is common for many teachers. According to a study by the Learning Policy Institute, around 17.1 percent of teachers take on a second job outside of the school system during the school year. This is one of the many reasons teachers are demanding higher salaries. “I want education to be a field that we can see ourselves in for years to come, especially with the level of time and

money we have invested to become certified teachers,” Long said.

Arun Khanna, a fifth-grade teacher at Ruth Acty

“High job stress, low pay, and challenging work environments drive many out early ... ”

Arun Khanna
Fifth-Grade Teacher at Ruth Acty Elementary School

Elementary School, said, “Due to Berkeley’s high cost of living, my family and I had to move far away to find an affordable place, and we commute an hour each way. My three kids attend Berkeley schools, which means waking them up very early.” Khanna explained that they also have to spend money to commute that far.

Khanna also mentioned another issue, health insurance pay. According to Khanna, while many jobs and districts will pay a percentage of healthcare for their employees, the resulting cost is still steep. “(BUSD) requires that we pay around \$1000 a month for our health insurance

coverage,” Khanna said.

At the prior school board meeting, several speakers expressed discontent about low wages for BUSD preschool teachers. Cynthia Dickerson, who has been teaching preschool in BUSD since 2013, spoke about the lacking pay and benefits for preschool teachers. During the meeting, Dickerson said, “Our preschool teachers sometimes make less than our substitute teachers.”

The difficulties that these teachers have faced led them to talk at the school board meeting in hope of gaining support in their struggle for higher pay. “Berkeley is a unique place, and its teachers are a big part of what gives it that unmistakable spirit. Right now, the average new teacher in the U.S. stays in the profession for about five years. High job stress, low pay, and challenging work environments drive many out early ... That’s part of why I spoke up — to help educate the public and advocate for better support for new teachers,” Khanna said.



EDEN MIDDLESWART

School dances ignite more than just fun

BY LUCY GRIFFITH
staff writer

Loud pop music blasting, catching up with friends in the corner of the room, stuffing yourself with any free snacks and drinks available. School dances are a familiar experience for several Berkeley High School students. At BHS, homecoming, which happened a couple weekends ago, and prom, which is in March, are the two most popular events. Despite these two existing events, BHS needs to offer a wider variety of dances since they

are an integral part of the high school experience. While school dances are often seen as jovial, they're existing format comes with its own challenges. Stressors include if students have a date, proposals, and what to wear; however, that can vary depending on the dance that is offered. For example, a Spring Fling could have a more casual dress code so students don't have to spend a lot of money on clothes. Another popular dance in the U.S. is the Sadie Hawkins which is when girls are supposed to ask out their date. Some argue this insinuates a traditional re-



BHS students at 2024 prom. COURTESY OF ELLA ZARAGOZA-AARON

lationship in which the guy is "supposed" to ask the girl out. However, this dance could add an element of excitement and take a playful twist on typical dating and gender norms. BHS leadership could also get creative with the types of dances they are hosting. This could mean a dance with no dates, with more informal attire, an outdoor dance under the stars, or an event that celebrates dances from different cultures at BHS. One aspect to account for when organizing dances at BHS is the large student body. At school-wide dances like homecoming, there is a large age difference between attendees. "This year every single one of my classes, except for one, is based on my grade. I feel like I get to see people I would never see (at dances)," Frances Portis, a BHS senior explained. However, sometimes seniors are hesitant to attend events knowing a large number of underclassmen would be there — decreasing turnout. "Being a senior is a very different experience (to being a freshman)," Portis said. Hence, smaller dances, that are only for one or two grades, could be a good approach. This alternative would be easier to organize and would more

effectively strengthen bonds between students. "You're still meeting new people, but it's more people around your age," Portis said. For freshmen, this could mean meeting sophomores, or other freshmen, which could possibly develop into lasting high school friendships. It is important that dances can be low-cost and free for students who need it. Not only will this boost participation but it will limit the financial constraints some students are facing. For example, leadership could save money by using BHS students who can DJ during the event for free. Not only would it be smart economically, but the music chosen would always be what students want to hear, instead of an adult who might not know what to play. "Right now it (going to school dances) isn't a culture but you have to change the culture to make it a culture," Portis said. Altogether, we have to lower the stigma around attending school-organized events. Students should make the best out of the opportunities BHS is offering. To encourage this, a wider variety of dances should be offered to make sure that more students feel inspired to attend.

BOOK TEXTURE: LEMONY SNICKET

SYLVIA BURNS



Lemony Snicket is the pen name under which the children's books "A Series of Unfortunate Events" are published. Unlike some pen names, such as Daisy Meadows or Erin Hunter, Lemony Snicket is from the world of the main characters, the Baudelaire children. He is not directly present in the story, but exists as the entity narrating it. In the first book, "The Bad Beginning", its opening lines inform the reader of the Baudelaire's misfortune. Snicket regrettably narrates, "I'm sorry to tell you this, but that is how the story goes." He was not present during the events of the story, but is still able to tell the reader about them.

Throughout the series, we learn that Snicket is disposed to defining words and idioms, that his works are dedicated to the mysterious "Beatrice," and that his friends tend to be on the run. The reader starts to suspect that Snicket is involved in some sort of complex secret society, and relaying the Baudelaire's tale is of utmost importance. By developing Snicket's character, the series gains a concrete narrator, someone who is actually telling the story to the reader. Many books are instead written to completely immerse the reader. Description, thought and dialogue melt together in a movie of plot, but when prose pulls the reader right into the scene, the storyteller is absent. Actual storytellers are traditionally of oral stories, folk tales, fairy tales, and mythologies. With Snicket as the storyteller, "A Series of Unfortunate Events" gains the feeling of a modern fairy tale.

Fairy tales or folktales employ the same simplistic styles and devices as children's books. "A Series of Unfortunate Events" is literal and honest with characters' feelings, moving through the prose with common transition words and, as the story follows the three children, making good use of the rule of three. Children's books are predictably written to interest young readers who are still learning much about the world. These tales aren't complicated either. Spoken stories have to be easy to remember, and using devices such as repetition, leading to predictability, makes the tale memorable. While the writing of "A Series of Unfortunate Events" is fairly simple to appeal to children, its style also emulates classics and fairy tales.

However, the story of "A Series of Unfortunate Events" is actually surprisingly grim, unfair, and lacking justice. The Baudelaire orphans strive again and again to do the right thing and protect what goodness they can, and are never rewarded for it. In its unfairness, "A Series of Unfortunate Events" is a lot like old tales whose characters are at the whims of gods and fate. In myths, many characters fall to tragedy despite long struggles because the world is tragic. Like those tales, Snicket's series contains a strange depth of insight about the nature of the world that can be quite startling for a children's series. To me, its insight and style as a tale are what make these books classic.

Students must retain handwriting skills

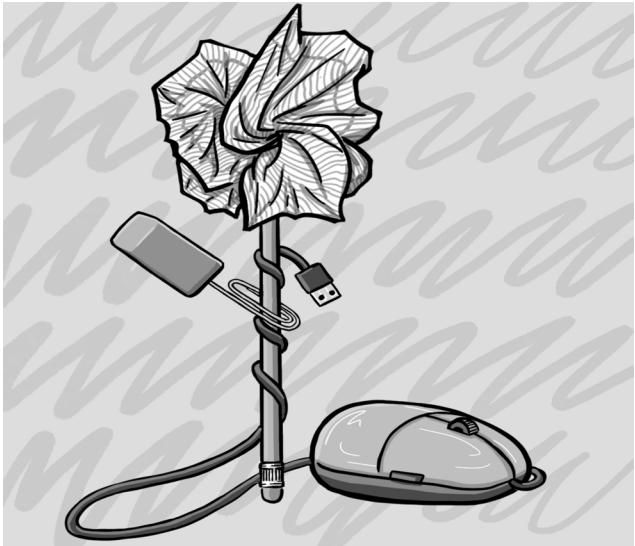
BY KARIM MELEIS
staff writer

How messy is your handwriting, and does it even matter? As of 2022, 24 percent of U.S. adults write by hand only a few times a month. At Berkeley High School, learning has become highly digitized. Most, if not all assignments in some classes are given online, instead of on paper. While digital learning is more convenient than paper-based assignments, its prevalence has led to the neglect of a vital skill: handwriting. According to Scientific American, students who learn to read and write using a digital tablet find it harder to distinguish between similar-looking letters. Writing the letter "p" requires a very different hand motion from writing the letter "d," which mentally reinforces how those two letters are different. However, typing a "p" vs. a "d" requires almost identical hand motions, which makes it easier for students to confuse them. If

students do not get enough practice with writing by hand, they may never develop the ability to produce clear handwriting. Also, not being able to hand-write properly will be an obstacle in many future careers. However, the benefits of handwriting go beyond the acquisition of basic writing skills. When students hand-write, the areas of their brains that control sensory processing, motor coordination, and memory are activated. However, when they type, these areas are activated a lot less. Automatic, rather than active processes take over. Handwriting is also a better way to take notes. A student who takes notes by typing, notes down everything, and therefore does not need to actively process it. However, a hand-writing student cannot write down everything that is said, so they must decide what is most important. This forces them to fully process the information they are hearing, helping them to retain it. A study published in

The Journal of Language and Linguistics in Society explains that students with good handwriting not only do better in school as a whole, but that the ease of typing and auto-correct can cause students to pay less attention to spelling, sentence structure, and punctuation; this can impair language development. Students must be able to write well without digital assistance because if they become reliant on it, they will not be able to write effectively in certain situa-

tions, such as standardized tests, creative projects, and surprise exams. Spontaneous situations such as these will only become more prevalent in adulthood and in students' future careers. In summary, handwriting is a vital skill that has been undervalued by the digital revolution in schools. Even in the digital age, it is of utmost importance that students retain their handwriting skills — their language and writing skills may depend on it.



OREN STILES

From Vans to Thrasher, Berkeley should embrace skate culture

BY CEDAR GILMOUR
staff writer

The Red Bull Sky Line skateboarding contest in San Francisco showcased highly skilled and even professional skateboarders from across the Bay Area. Wheels ground against metal and pavement as skateboarders showed off their most impressive tricks. The Red Bull Sky Line was hosted by the energy drink company Red Bull, in San Francisco, just last

week. Situated on top of Twin Peaks, a temporary skatepark, complete with nine obstacles, was built specifically for the contest. The skatepark offered an incredible panoramic view of the San Francisco skyline along with lush hillsides. Berkeley, as a city, should embrace skate culture to the same extent San Francisco has, recognizing the amount of Berkeley skateboarders and enhancing the city’s unique and colorful community.

For Bay Area

skateboarders, the new Twin Peaks skate park is just one example of the skateboarding hubs made available in San Francisco. To many, San Francisco is considered to be where modern street skateboarding was born. Actions such as hosting skateboarding contests and building new skateparks, such as SoMa West skatepark and Lake Merced skatepark, demonstrate the city’s commitment to embracing Bay Area skateboarding culture, rather than trying to diminish it. Many cities have negative perceptions of

skateboarding culture due to unfavorable media depictions and stereotypes, but San Francisco’s policies support skateboarders. The city not only recognizes skateboarding as a recreational sport and a community, but also as a form of transportation. San Francisco has implemented skateboard-friendly zones within the city, permitting skateboarding as long as proper safety measures are followed: specifically wearing helmets, knee and elbow padding, and other safety gear, fining those who don’t adhere to safety laws.

In contrast, Berkeley is considerably different. “Berkeley has essentially one skatepark, called the Berkeley Skatepark,” Zael Johnson, a Berkeley High School senior, said. Johnson has been skateboarding for 11 years. He mentioned several skateparks in San Francisco but pointed out that there is only one in Berkeley. Another BHS senior and skateboarder, Miles Hill agreed. “I mostly go to Oakland to skate,” Hill said, “I don’t go to the

Berkeley skate park often at all.”

Johnson mentioned other skateparks that he typically skates at around the Bay Area, like Emeryville and Alameda, but described the number of skateparks in Berkeley as sparse. “I often don’t go to the Berkeley skatepark,” Johnson said while explaining his preference for skateboarding spots. “I find myself often going a little bit further,” he added. This is the reality for many Berkeley skaters who are left to find skate parks outside the city due to the lack of good skate parks.

The City of Berkeley should fix this issue by creating more skateparks. This would not only accommodate for the substantial number of skateboarders in Berkeley, but it would also strengthen the sense of community for them, creating local hubs. Berkeley skateboarders would no longer have to look to further spots just to skateboard. However, this solution is not as straightforward as it seems.

While Berkeley needs

to take steps to accept skate culture like San Francisco, there are many things for the city to consider before creating more skateparks. Johnson expressed his concern that overuse of new skateparks could lead to neglect. “There would be tons of people there all the time, it might get overrun and trashed,” Johnson said. This highlights the need for planning to ensure skateparks can be properly maintained, so they remain enjoyable. If skateparks are kept in good condition, they can become community spaces for everyone not just skaters. These spaces can help connect Berkeley’s residents to each other and eliminate the stigma around skating. Additionally, there are valid concerns regarding the misuse of skateparks. If they are not monitored, spaces intended for people to express their creativity could easily be subject to improper use.

Despite these factors, creating more skateparks in Berkeley would help foster more community, fun, and creativity.



Skaters roll free in Twin Peaks San Francisco.

ZOE KOHLMAYER

SCIENCE SPOTLIGHT

Brace for impact: students must stay protected from earthquakes

BY ZOE WHITMAN
staff writer

Waking up at 2:00 a.m. and feeling the room shaking is not pleasant. Then going to school and hearing the whispers of “did you feel the earthquake last night?” and “is this building really that safe?” does not make the feeling any better. Berkeley High School is old, having some buildings that have been standing for over one hundred years. From a historical standpoint, that is a cool piece of information, but from a safety perspective, it proves more of a concern.

In the world there are thousands of earthquakes a year, and in just southern California thousands of small earthquakes. California is known as an earthquake state, with huge disastrous events such as the San Francisco earthquake in 1906 and the Eureka earthquake in 1980. Berkeley itself is situated on the Hayward Fault Zone. Earthquakes are a serious concern for Berkeley residents, especially those sending their kids into old school buildings on the daily hop-

ing to keep them safe.

Earthquakes happen because the earth is split up of flexible tectonic plates that are essentially floating on the molten rock that makes up our earth. These plates move around crashing into each other and creating faults that are able to store energy. When that built-up energy gets released it results in an earthquake. California gets so many earthquakes because there are so many faults — areas in between tectonic plates — scattered around and running through the state.

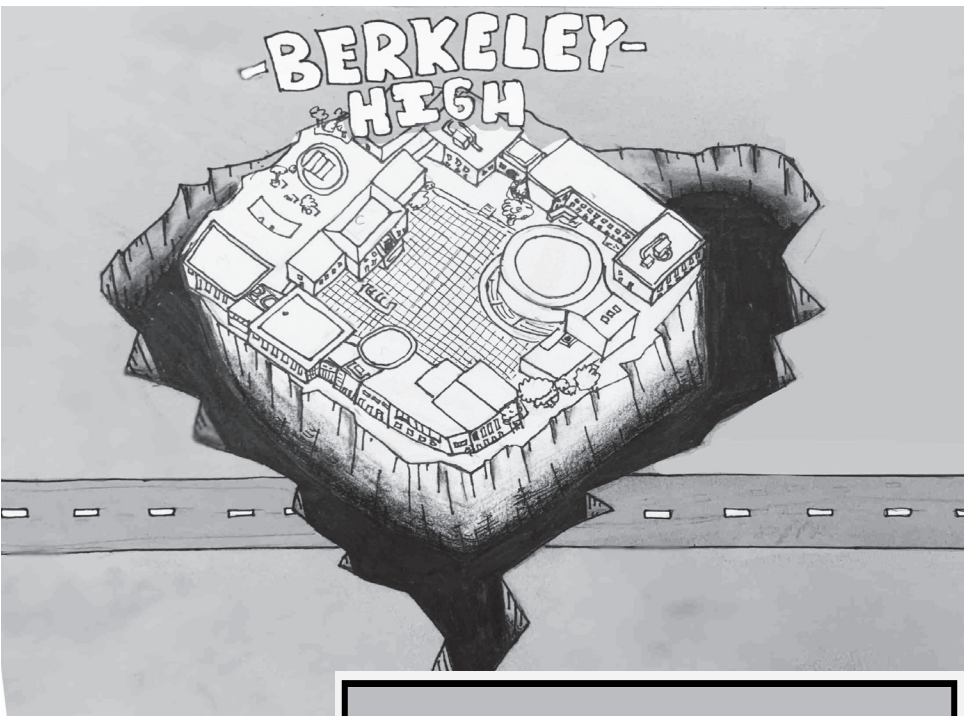
According to Berkeley Unified School District, all of BHS is earthquake-safe. With emergency plans in place and resources just in case, BUSD feels that BHS is extremely well prepared. All teachers and staff are trained in the event of an earthquake and all students must take part in earthquake safety drills, including the Great Shakeout. While this is all true, BHS’s very old buildings may still be disconcerting for some students.

Having classes in an extremely old building, such as the C Building which is a place where almost ev-

ery student will take a class during their time at BHS, can cause worry for some students, even though the building is not unstable or unsafe. This is especially worrisome as the next big earthquake becomes a question of when rather than if. The United Geological Survey reported that a major quake is likely due before 2032. Even if a building is earthquake-safe, is that enough to protect students from a massive earthquake?

Earthquakes are unpredictable, which is one of their scariest factors. Earthquakes are not going to go over well for the procrastinator, so make sure you know what to do when one hits.

Climate change, while not the biggest earthquake causer, is becoming increasingly problematic. According to NASA, large changes in water, such as heavier rain seasons or droughts can affect earthquake risk. Droughts, something every Californian has lived with, can negatively impact faults. The drought paired with the groundwater pumping can lead to significant stress impacts on the faults. While all of this is true,

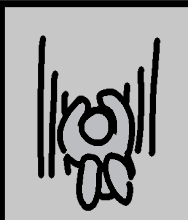


LUCA IONESCU-ZANETTI


some might consider these changes insignificant as they have only led to small-scale earthquakes thus far. Earthquakes are unpredictable however, and in the future, with all the added stress it is not a stretch to assume they might get worse as time goes by.

Even when knowing BHS is following safety protocols, it can be hard to make the fear of earthquakes go away. However, while earthquakes are unpredictable, our response doesn’t have to be. By preparing now, we can choose resilience over risk and turn “what if” into “we’re ready.” That way if the ground starts to shake and things begin to fall, our plans and knowledge of what to do will keep us steady.


EARTHQUAKE SAFETY TIPS



STOP: If you feel shaking or receive an earthquake alert on your phone, stop what you are doing. Try to move away from windows and find a place to cover. By doing this, you will protect yourself from glass shards and other falling objects.



COVER: Once you identify the best spot to cover, hold on tight and cover your neck. Staying covered for the duration of the earthquake will help keep you safe from falling objects. Cover your neck and head with your hands for maximum safety.



STAY: Although earthquakes typically only last for 10 to 30 seconds, aftershocks can happen for hours following an earthquake. Try to create an earthquake emergency kit in case one happens. You can keep anything you need to survive inside.

JESSIE LEE

EDITORIAL

Trump won the presidency – What can we do now?

This election is one of the most significant events in recent history, as Donald J. Trump was elected to be the 47th President of the United States.

On Wednesday, Nov. 6, 2024, history was made, but it was not the history of a first woman president. Instead, it was the history of the first convicted criminal elected to the Oval Office, voted in by over 71 million Americans. Trump's blunt-style campaign spoke to many Americans' unhappiness with the political status quo and the post pandemic economy. After leading in key swing states — North Carolina, Georgia, Pennsylvania, and Wisconsin — and making significant gains in traditionally blue states, Trump won both the Electoral College and the popular vote.

Trump, a man who has threatened journalists and the protections granted by the First Amendment; he vowed to carry out mass deportations of undocumented migrants,

reverse climate regulations, criminalize gender non-conformity and roll back LGBTQIA+ federal protections, played a pivotal role in overturning Roe V. Wade and promised to prosecute his political enemies; will now enjoy absolute immunity from criminal prosecution for all official acts following the Trump v. The Supreme Court of the United States decision.

A red current swept over battleground states for Congress as well, leading the Republican Party to win the majority in the senate. As of Nov. 7th they are leading the House of Representatives race, leaving community organizations as the best avenue for change. The following national and local organizations are some of many that Berkeley High School students and staff can use to move from feelings of powerlessness to action.

Reproductive Freedom For All, and Center for Reproductive Rights are two national reproductive health advocacy organizations BHS students and staff can get involved in. The Do No Harm Coalition and Critical Resistance are two local social justice organizations focused on “building people power” that students can further research to learn how to take action. A full list of California and National Social Justice & Equity Organizations can be found at <https://mrc.ucsf.edu/california-and-national-social-justice-equity-organizations>.

With Trump's vow to reverse climate regulations and defund the Environmental Protection Agency, BHS students can advocate through the local organizations Youth Vs Apocalypse, 350 East Bay, or any Bay Area climate organization listed here: <https://www.bayareacclimateactionmap.org/profiles-all/>.

The unhoused and low income population will almost certainly be strongly impacted by this election, and BHS students and staff can work to support these communities through the upcoming holiday meal hosted at BHS on Saturday, Dec. 14th, 2024 through the Alameda County Community Food Bank, or through any organizations found at <https://projects.sfchronicle.com/sf-homeless/how-to-help/>.

While mobilization is critical, equally as important is taking care of your emotional and mental wellbeing. We all have the right to feel upset, angry, or worried about the implications of another Trump administration. If any BHS students are struggling with intense emotions or their mental health, the BHS health center can be found in room H-105 or contacted with the number (510)-644-6965. The BHS wellness center is open from 11:00 a.m. to 2:00 p.m. every day, and students can access free mental health services and make an appointment at the BHS health center at <https://cityofberkeley.jotform.com/203430685833052>.

It feels so easy at this moment to hang our heads; to bathe in the anger, anxiety, and terror. But we unfortunately do not have that luxury. Now is the time we must organize; now is the time we must protect our community and those under threat. As Vice President Kamala Harris said in her concession speech, “Do not despair. This is not a time to throw up our hands. This is a time to roll up our sleeves. This is a time to organize, to mobilize, and to stay engaged for the sake of freedom and justice.”

BERKELEY HIGH JACKET

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We encourage students, staff, and the community to submit letters to the Editor for publication. All submissions must be signed; anonymous letters may only be printed with a two-thirds vote of the Editorial Board.

Not all submissions will be printed and may be edited to conform to *Jacket* policy or to meet space restrictions.

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NEWS BRIEF

Students and staff evacuate due to suspicious device on Nov. 5

1:00 p.m.

A school resource officer is informed by a school staff member about a “suspicious device” in the C-1 boy’s bathroom. The Berkeley Police Department (BPD) is immediately contacted by Principal Juan Raygoza following the discovery of the object.

2:00 p.m.

After BPD's initial investigation, they determine all buildings should be evacuated out of an abundance of caution. Students are evacuated to the football field. The BPD Explosive Ordinance Detection Team investigate the “suspicious item” and search the campus for other “suspicious items.”

2:45 p.m.

Principal Raygoza sends an email to Berkeley High School parents and guardians informing them about the evacuation and “suspicious device,” confirming the safety of all students and staff, and explaining the safety precautions being taken.

3:12 p.m.

BPD determines that the device is not a real bomb. Further investigation confirms that the “suspicious device” was a prop for a class project.

3:20 p.m.

Students are released from the football field and allowed to leave campus. Before 3:20 p.m. students were only allowed to leave if one of their parents or guardians picked them up in-person.

BY YSABEL CHU
co-editor-in-chief

**Information from Berkeleyside and the Berkeley Scanner's articles on the evacuation was used to corroborate this timeline.*

ILLUSTRATIONS BY ANJA BALL

INVESTIGATIVE

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Degrees of discomfort: High temperatures in classrooms harm teachers and student learning

BY ELSIE YUEN
staff writer

The classroom of Julie Panebianco, Universal Ninth Grade (U9) English teacher, is officially the hottest classroom in Berkeley High School, according to BHS's temperature sensors. (As of Tuesday, Nov. 5, 2024, the website used to display the data collected by the temperature sensors, <https://berkeleyusdpublic.iaqdashboard.ca/public-portal.html>, is no longer in service.) Located on the third floor of the C Building, the classroom is significantly warmer than the hallway directly outside of the door. On Thursday, Oct. 24, 2024, Panebianco checked the thermometer that a former teacher had installed in the room; it was 75 degrees in the hallway and 85 degrees in the classroom.

The C Building's third floor has been notorious for its high temperatures for years. This is because it was constructed over a century ago, without modern insulation techniques, explained Tobi Stein, U9 Physics teacher and area vice president for the Berkeley Federation of Teachers (BFT). According to Stein, the BFT was told by the school that the C, G, and H Buildings are all too old to install permanent air conditioning, and doing so would make the buildings unsafe.

"It's so hard to think and learn and just exist (with the heat) ... when it's that hot, it's just so uncomfortable and miserable," Panebianco said. Zia Grossman-Vendrillo, a U9 English teacher whose room is also on C-3, explained that the heat made her "cranky" and left her feeling like she'd "been in a sauna for hours."

According to a study by the University of California Los Angeles, hot learning environments significantly affect students' learning, from hindering their memory ability to decreasing their test scores. Panebianco described seeing students panting and putting their heads down, seemingly about to pass out. "It's not safe, not conducive for learning. It's miserable," Panebianco said.

Because of the difficulties of learning in hot environments, Grossman-Vendrillo doesn't expect much from her students on hot days, as it's difficult to focus. Both Panebianco and Grossman-Vendrillo explained that the hot temperatures lead to lost instructional time. "I definitely haven't gotten through my material as quickly this year, because we lost learning," Panebianco said. Grossman-Vendrillo continued, "It sucks to feel like I have to budget (the heat) into my planning ... like, how many days am I going to lose to heat?"

Currently, the most prevalent temporary solution to the heat issue is moving students to cooler, unoccupied classrooms on extremely hot days, according to Kanissia Davis, U9 English teacher. However, this comes with its own cons, Davis explained. "I think there's some learning loss happening because we're in a different classroom and students aren't able to adapt to routine, and it's unpredictable," Davis said.

Panebianco described a similar situation. "Often you wouldn't know what (the) material, what the setup would be," Panebianco said. Additionally, students are often excited by the change, making it hard to focus, she explained.

Stein also believes that switching classrooms isn't the solution. "We can share classrooms, but when more (than) half the classrooms are too hot, where do we send people? Do we send people from the classrooms that are 95 degrees to the classrooms that are 85 degrees?" Stein said, "That doesn't really solve the problem, and I would even hesitate to say that it mitigates it; the legal and learning issues are still there." Despite this, Stein explained that moving rooms was the only actionable solution that he's gotten from administration at this time.

Switching classrooms to escape the heat didn't work for Davis or her students, so she started a GoFundMe for a portable AC unit. "I think it (cost) around \$370, so I asked parents if everybody from Hive Two can donate two dollars, then we can reach our goal and... we won't have to go to a different classroom," Davis said. In the end, Davis's class was able to purchase the AC unit, even surpassing their goal.

Still, Panebianco said, "I don't understand why the district couldn't purchase (portable AC units) for the hottest classrooms ... teachers should not have to crowdsource to cool off their classrooms."

Making the heat problem more complicated, according to Panebianco, there's the issue of the temporality of the problem, as it's mainly the worst in the hot seasons. During heat waves, the urgency of the heat issue is unignorable, and teachers are vocal about it, she explained. But after the seasons change, people become occupied by other things, forgetting about the issue until the next heat wave, then the cycle repeats itself. "That's what I've seen happen for the past seven years here," she added.

Additionally, there are many other issues that Berkeley Unified School District has to attend to, which draws their attention away from BHS's heat problem, Panebianco explained. "I don't think (BUSD) doesn't care, and maybe I'm naive, but I think that there's so many other competing priorities, in terms of, like, what's the best way to support kids?" Panebianco said, "I think just being uncomfortable is probably not as important as, like, the literacy emergency."

However, in July of 2024, California ap-

proved the Heat Illness Prevention in Indoor Places of Employment standard. This requires employers to allow workers access to a cooldown area and water if their indoor work environment is at least 82 degrees, Stein explained.

In October, 2024, over 75 percent of the classrooms in BHS were over 82 degrees, according to Stein. "We should be holding ourselves to a higher standard than (the Occupational Safety and Health Administration (OSHA) standards), especially because we have kids in the classroom (where they) can't learn," Stein said, "An 81 degree classroom may be OSHA compliant, but it is not a good learning environment."

While many BHS classrooms have access to water, there is no cooldown area, Stein continued. "And even if there was one, I can't get

up in the middle of my physics class and go to the cooldown area and come back," he said.

Though some classes' temperatures are currently over the limit, BHS may be exempt from the consequences right now as it's formulating a plan to mitigate the problem, Stein described. It's possible that BUSD and BHS haven't had time to deal with OSHA as a legal issue yet, since it was just passed this summer. Davis had a similar opinion. "Berkeley High School (should) be more proactive to solve this problem," she said, "Knowing the state of my classroom and how it is, I think it's only a matter of time before somebody passes out."



Note: This article has been shortened for print. Find the full version on our website, berkeleyhighjacket.com

BUSD: A trailblazer with school lunches made from scratch

Amidst schools under fire for chemicals in their meals, BUSD has been a pioneer in the scratch lunch movement

BY ANNA WILLIAMS
staff writer

In the past few months, many schools around the country have been debating the effects of food dyes in their school lunches, concerns brought up because of the hyperactivity and other health impacts they may cause, according to the New York Times. In fact, a bill was signed into law late September in California that will ban public schools from putting six artificial food dyes in their meals, starting in 2027.

However, Berkeley High School has already made strides of progress in eliminating toxic chemicals and dyes due to their scratch lunch system. According to Bonnie Christensen, BHS's former Director of Nutrition Services, Berkeley Unified School District was ahead of its time in regards to the quality of school lunches.

The current BUSD Director of Nutrition Services, Rich Hannan, spoke about the value of having lunches made from scratch. "You got so much more control of what's going into the food. It's because you're starting with the raw products," Hannan said.

Due to the system of making lunches from scratch, Hannan explained that BHS can make sure they are not using Red Dye 40 and brominated flour. According to Pederson's Natural Farms, Red Dye 40 can cause migraines, hyperactivity, and allergic reactions like hives. Brominated flour is a human carcinogen, meaning it could expose humans to benign and malignant tumors, according to the National Institute of Health.

However, BUSD's school lunches have not always been made from scratch. "Fifteen years ago, Berkeley was the first school district to really embrace scratch food cooking. Before, everything was coming in frozen, reheated, individually wrapped, heavily processed (packages)," Hannan said.

For many years, BUSD, like other school districts, relied on processed food filled with unhealthy preservatives, according to Chritensen. Parents noted the issue and campaigned for the school to change the way they approach school lunches, according to Hannan. "When I started, we had cases, like a pallet worth of croutons, they just taste(d) like chemicals. Just in 2006 they started getting salad bars. But before that, it was frozen vegetables, government hamburgers, chicken nuggets, things like that," Christensen said.

Hannan also attributed the change to BHS parents like Alice Waters, a food activist, Anne Cooper, a previous chef at BHS specializing in

health, and Christensen, who fought for Berkeley to have lunches made from scratch. "I think Berkeley was already way ahead of its time. I mean, at that time, they even had parents who were coming and testing the foods, for all kinds of chemicals ... they were really the grassroots effort that was powerful," Christensen said.

Waters was also instrumental in creating scratch lunches for BHS students. "Alice was there, working with them to really make strides. And she's a prominent, well known person in the industry and was able to get a lot of people's attention," Christensen said.

According to Christensen, Waters worked directly with parents, campaigning for better quality lunches. Her foundation, formerly called the Chez Panisse Foundation, now called the Edible Schoolyard Foundation, helped BUSD hire a food consultant and helped pay for the salary of Anne Cooper, now a former BHS chef, so she could institute scratch lunches.

The scratch lunch change was also helped in recent years by the School Lunch Initiative (SLI) which gave BHS more funding. According to BUSD's website, SLI's goals are "to serve nutritious and delicious, freshly prepared meals using locally grown food to all of our students and to educate children in kitchen, garden and academic classrooms about their food choices and the impact those choices have on their health."

BUSD's website said that this program allowed them to eliminate processed foods, hydrogenated and partially hydrogenated oils, high fructose corn syrup, refined sugars and flour, chemicals, dyes, additives and nitrates from their school lunches.

Hannan notes the necessity of meals made from scratch, explaining how toxic additives are hidden in the foods we eat. "(Food manufacturers) come up with all sorts of acronyms and abbreviations for items, and ... you'll have to almost be a food scientist to know everything that they stand for," Hannan said.

Oftentimes, when the quality of the products of the foods improves, so does the reception from students. Yael Pollak, a sophomore who used to eat school lunches everyday, said "I think the quality is fine but the

"You got so much more control of what's going into the food. It's because you're starting with the raw products,"

Rich Hannan
BUSD Director of Nutrition Services

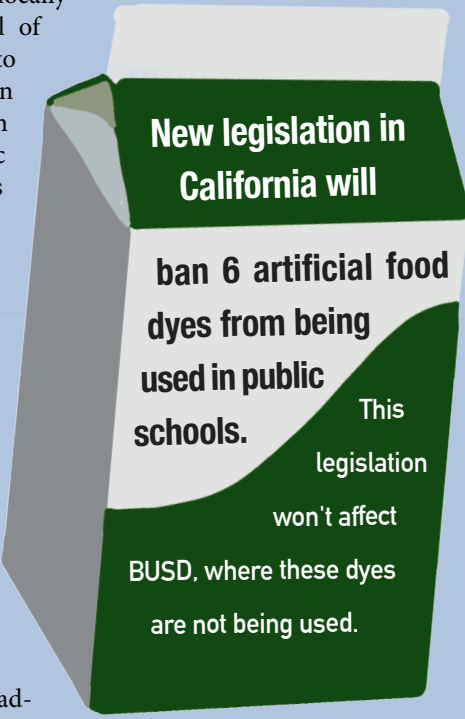
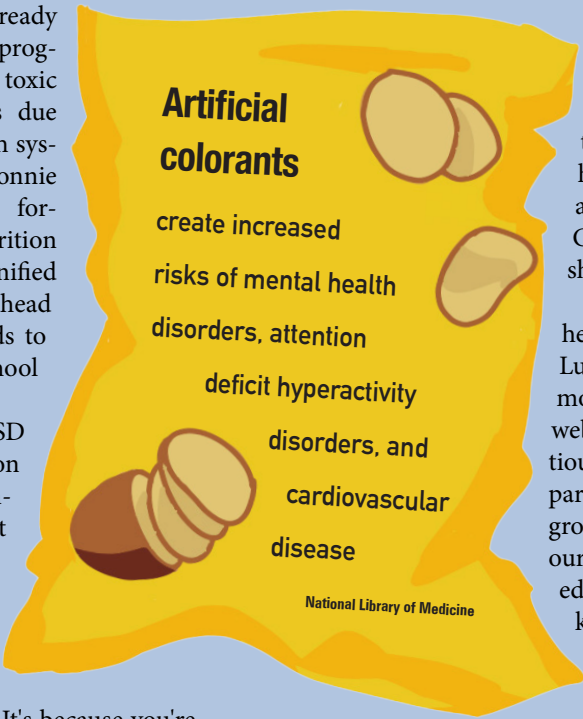
lines are really long so I never get it." When comparing it to fast food in the country, she said, "it's definitely better, although there are similarities."

Despite BUSD making progress, there is still more room for even more improvement. BUSD's school lunches are entirely made from scratch, but their breakfasts are not. BUSD is still getting their breakfast options from a variety of different companies, for example Kellogg's Nutri-Grain bars, and baked goods from City Baking, Bay Area Bagels, and Altamira Bakery, according to Hannan.

Increasing the quality of school lunches and including scratch breakfast meals in BUSD's menu would require higher salaries for staff among other things, according to Hannan. "Getting salaries up to attract (chefs with culinary experience and education), getting wages up for our staff. Our staff are the lowest paid in the district, so we have a lot of turnover, with our staff and recruiting people," Hannan said.

Healthy school lunches can not only provide crucial benefits to students, giving them the energy to learn throughout the day, but also impact the general Berkeley community.

"I also think that parents in Berkeley get that, if you wanna make change at large, it's really impactful to ... (have) a good start in the schools ... it impacts a lot of the community," Christensen said, "If you can change what's happening in the schools, you'll see changes ripple out from there."



MORE THAN TOAST:
FAVORITE FALL
BAKES

HAZEL BAILEH KLEIN WOLFF



Dear Jackets, despite our current weather conditions it is still fall. Fall baking is one of my favorite activities, where I get to explore flavors such as cinnamon, pumpkin spice, chai, ginger, apple, and caramel. I have a massive sweet tooth, so having something sweet to eat during the colder months can help to alleviate common feelings of seasonal depression. The bake of the week is a spiced ginger cake with candied ginger pieces and a lemon glaze. This cake is incredibly moist and flavorful. The spiciness of the ginger is enhanced by the molasses and the sweet lemon glaze. I recommend serving this with an equal ratio of cake to vanilla ice cream. I hope you enjoy this one, and if you make it feel free to DM me a picture and a review! I would love to see your bakes. My Instagram is @hazelbaasil.

Spiced Ginger Cake with Lemon Glaze

For the cake: One cup softened unsalted butter, one cup packed brown sugar, two eggs, one tsp vanilla, two cups dark molasses, three-and-a-half cups all-purpose flour, two tbsp ground ginger, two tsp baking soda, ½ tsp ground cloves, ½ tsp salt, ¼ cup minced crystallized ginger, one cup boiling water. For the lemon glaze: one cup powdered sugar, one to two tbsp lemon juice, ½ tsp lemon zest

Instructions: 1) Preheat the oven to 350 degrees Fahrenheit. Use cooking spray or a tablespoon of melted butter to grease a 10-inch bundt pan. 2) In a large bowl with an electric mixer or stand mixer fitted with the paddle attachment, beat the butter on medium-high speed until light and fluffy. Add the sugar and beat until smooth. Add the eggs, one at a time, along with the vanilla until fully incorporated and continue beating until the mixture has lightened in color and is fluffy once again. Gradually stream in the molasses until blended and fluffy. 3) In a medium bowl, whisk together the flour, baking soda, cloves and salt together. Stir in the crystalized ginger pieces. Gradually beat the flour mixture into the wet ingredients until just combined. Slowly stir in the boiling water by hand with a large spatula. Pour the batter into the prepared pan. 4) Bake until the cake comes away from the pan, after about an hour. The center of the cake will be a bit fudgy and soft, that's okay. 5) Cool the cake on a wire rack until warm, 20 to 30 minutes. Run a knife along the edge of the cake to loosen it from the pan. Invert the cake onto a platter or cake stand to serve. 6) To make the lemon glaze, stir together the powdered sugar and lemon juice until smooth and add the lemon zest. Drizzle the glaze over the top of the cooled cake. The cake will taste delicious if served warm, but to get neat slices you can wait for the glaze to set. Serve with vanilla ice cream or whipped cream. Enjoy!

BGU alumni reflect on program's impact

CONTINUED FROM PAGE 1

"I feel like sometimes when you are a minority, you do need your own space, especially Black girls," Walton said, "I feel like they're shushed and hushed and not able to be as expressive as they want to during the school day (and) we need our own space to debrief, just to be ourselves, to be as loud or (as) expressive as we want to be without fear of judgment."

In addition to helping the girls establish connections with one another, BGU also impacted the members individually. "It helped us to see that working hard in school was important, and Ms. Tanisha made us feel important (when) we didn't really feel important all the time," said Jae Marie Howard, a junior at BHS and former member of BGU.

Being in a unity group can provide people with life lessons that shape the way they show up in other environments. "I took away the experience of just having love for my community and having love for the Black girls I run into every day. We talk to each other, give each other advice, and just be a little community in ourselves and in our club," Howard said.

Not only did the mem-

bers of BGU learn useful skills from the experience, but so did Walton, the founder of BGU. "When I was in high school, I was in a lot of white spaces, so I felt very invisible. I felt like my beauty or my brains didn't really matter," Walton said, "(BGU) feels like a way to give back to a group and a population that I care about dearly, and that I want to see prosper."

In addition to wanting to impact girls within the club, through having BGU be a program in elementary schools and middle schools, Walton hoped a unified way

of perceiving the glory of being a Black girl would be established. "When everyone finally matriculates to Berkeley High, I hope that we have built this culture of solidarity among one another, where we are supportive, we are kind, we are helping each other, we have conflict resolution skills, we know who we are, and we are embracing our beauty," Walton said.

According to Walton, Black girls are often discriminated against, and BGU provides an outlet for self discovery and pride over their identities.

"BGU (provides) the opportunity to bring Black girls to the center, to center their voices (and) their beauty, to teach them that they don't have to look like everybody else, that they can be proud of how they show up in the world, and that their voice is important," Walton said.

Walton hoped that the girls would leave the club with a commitment to helping each other throughout life. "We are not each other's enemy, we are here to build each other up. I think that's really needed in our world today," Walton said.



BHS junior Jae Marie Howard brings insights from BGU to BHS.

IDA MARSHALL-LAPPE

Spotlight: Fermentation Station Nation

BY NIALA LENZ-RASHID
staff writer

"Our mission is to explore and share the art of fermentation through hands-on learning and collaboration," Cecilia Grant said, "All these people who have a shared interest—now they're going to have the shared expertise." Grant, a Berkeley High School freshman, is the club founder and president of BHS's Fermentation Station Nation club which began this past school year.

Fermenting is the art of creating a chemical change within certain foods using yeast. The role of yeast or bacteria is to produce bubbles, heat, or process sugars into alcohol. Fermenting is a task that is used frequently to create some of the most

popular foods in countries such as Japan, Egypt, Russia, and more recently, the United States.

"I realized how many of the foods I eat are fermented, and it's just really intriguing to explore the science of that (process)," Grant said, "There's science in everything, especially in the making of food."

Grant acknowledged the cultural and scientific significance of fermenting foods and wants to integrate it into the BHS community. "We make a lot of pickles and kombucha," Grant said, "I just hope that everyone in the club can learn more about the scientific process and how it ties into (different) cultures, because lots of (fermented) foods are very cultural and it's important to recognize that."



Fermentation Station Nation club pickles and ferments LEO OSTROY HARP

Grant, along with BHS sophomore Emma Candler, the club's co-founder and vice president, strive to make the club interesting and inventive. They spend meetings not only discussing the process of fermenting and educating members on the history and health benefits of it, but they also experiment fermenting specific foods.

Candler shares the same inclination for fermenting and helping other students learn how to successfully execute it. "Me and (Cecilia) both are really big pickle fans, as well as (fans of) kombucha and other fermented items," Candler said, "I know that (fermenting) is really good for you and really healthy, and there's just so many different types of foods you can make with fermenting."

Along with assisting during the fermenting portion of the club, Candler also focuses on collaboration with other clubs and groups in the Bay Area that celebrate fermenting. Candler contributes to publicity for the club in order to expand the club's outreach. "Our job is organizing it all, but we're still learning with everyone and trying different things out and experimenting,"

Candler said, "We're gonna try to work with other workshops in the Bay Area, and it's gonna (hopefully) help us have more resources."

Students involved in this club speak highly of its organization, creativity, and hands-on learning techniques. "I didn't know a lot about fermentation when I joined (and) I definitely wanted to learn more about it," Francesca Bertolini, a BHS freshman as well as treasurer of the club said, "It definitely has given me a sense of community at the school because you get to meet new people who share the same interests."

Bertolini also gave her perspective on what she believes the club activities offer to students interested in fermentation and broadening their food horizons. "I'd definitely recommend this club to anyone who's interested in foods...and (who) likes to experiment with different tastes," Bertolini said.

By incorporating hands-on learning, historical and culture significance education of foods you normally wouldn't think twice about, the club not only expands taste buds, but also increases knowledge of one of the oldest processes of creating food globally.

Architecture creates unique intersection between art and STEM

BY DAMON HUNT
staff writer

For decades, the majority of studies and professions have been divided into two categories: the arts and the sciences. Some individuals who are interested in both subjects have felt torn about choosing between two very different disciplines. However, architecture offers a solution. Through architecture, people can hone in on both art and science skill sets at once and channel two passions into one field of study. Encapsulating both the rigid properties of engineering with the creative aspect of interior design, architecture is both a science and an art.

Berkeley High School students looking to go into architecture deeply resonate with this sentiment. “It’s a neat combination of math and art, and it’s ... a really neat way to be creative, but also deep thinking,” said Lily

Collins, the co-founder and co-president of the Architecture and Design Club at BHS.

Collins was first inspired to pursue a career in architecture because of her interest in interior and exterior design. She emphasized the interesting connection between art and rigid skills provided by architecture.

“I feel like one major area of architecture where math and creativity intersect is in the actual designing process. Making designs takes a lot of measurements and calculations, but it also has an innovative, artistic side when thinking about layout, structure, form, etc,” Collins said.

Ian Kelso, an architect, as well as the Senior Associate and Project Director at Tipping, a structural engineering firm in Berkeley, provided insight into the specific aspects

of architecture that are more technical and those that are more creative.

active and artistic. Kelso explained that the design process is rarely linear, and requires much back and forth, retracting and adjusting previous conceptions and reworking the existing framework of the model. He also said that the design process

solving skills to understand and resolve. But, these technical challenges have to be balanced and interwoven with the creative process,” Kelso said.

According to Kelso, beyond the design process, the financial

ing design.

“I think a lot of the original ideas of buildings come from your like, creative spark, whether it’s like, just things around you, or like, if you go to a museum, for instance, or design things like that to that that are then incorporated into specific projects like buildings,” Hammond said.

Hammond also immensely enjoys the fact that architecture is both art and science as she was never especially interested in English or humanities, but was

interested in subjects like math, science, and art. Similarly to many people who like both science and

art, she initially felt they were highly divergent from each other, and no profession could act as a cohesive culmination of the two, that is, until she found architecture.

“I like architecture because it merges both art and math, which are two things that are very separate, but come together in architecture,” Hammond said.

Hammond also argued that architecture is not only enjoyable and unique due to its intersectional properties, but also very helpful regarding developing technical or creative skills. Because architecture requires mathematical processes as well as creative and artistic processes, it has

helped her find more motivation to be successful in math class. “I think my interest in architecture has made me try harder in my math class,” Hammond said.

Collins clarifies this idea further, explaining that math and art not only act cohesively in archi-

tec-
ture,
they
comple-
ment and supplement
each other. She believes the design aspect of architecture will assist her with enhancing her logical, mental, and mathematical skills.

Clearly, this intersection is vital to both the profession as an occupation, but also as a way for students who enjoy both the arts and STEM subjects to channel their interests into one activity or career. Fortunately for BHS students, the newly founded Architecture and Design Club provides an outlet for fostering this passion, where they can meet others who share the same interest, learn and grow as designers and inventors, and eventually set themselves up for careers in architecture.

How do I become an architect?

- Obtain a National Architectural Accrediting Board (NAAB) accredited first professional degree.
- Complete internship hours through Architecture Experience Program (EXP).

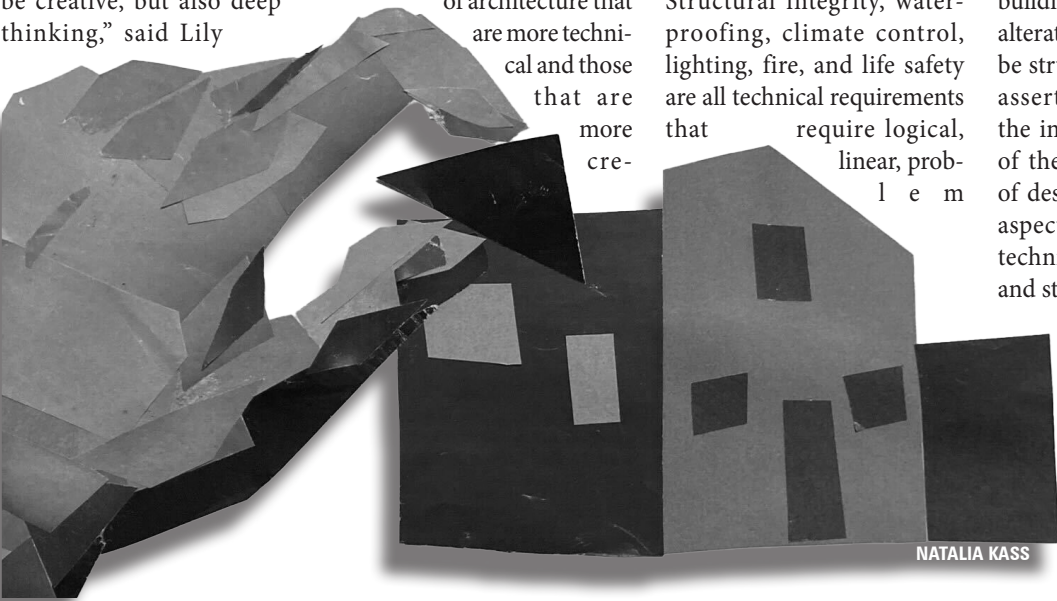
Take Architect Registration Examination Exam (ARE), a series of exams that test overall skills and knowledge of architecture in order to obtain an architecture license.

is highly creative and artistic in and of itself as it requires imagination and vision to be enacted.

“On the technical side, buildings are very complexly built objects that have to meet lots of technical challenges. Structural integrity, waterproofing, climate control, lighting, fire, and life safety are all technical requirements that require logical, linear, problem

side of architecture is both logistical and creative due to the fact that buildings often require artistic alteration for the building to be structurally feasible. Kelso asserts that in addition to the immense creative aspect of the initial brainstorming of design, there is a creative aspect intertwined with the technical aspect of financial and structural feasibility.

Lillie Hammond, the other co-founder and co-president of the BHS Architecture and Design Club puts a lot of emphasis on the innate creative ‘spark’ and innovative qualities required for build-



Working with kids gives teens vital experience and enrichment

BY TEJAL DOPMAN
staff writer

Several students at Berkeley High School have or have had jobs that teach them how to work well with kids. These jobs range from working over the summer at day cares, to volunteering in after school programs and camps, to babysitting after school. Not only do these activities provide children with fun or education, but they also create an

enriching experience for high school students too.

“It helps (teenagers) build another skill,” said BHS freshman Pablo Furstenfeld Silan. Furstenfeld Silan discussed how some students may be trying to pursue a career that involves working with kids and jobs like these are a step in the right direction.

Some students shared how by the end of the day they might be exhausted, but being with kids makes their day feel meaningful.

“There was this one girl who ... really (wanted to do) the monkey bars on her own, but she needed help at the start, so I would help her, and then eventually she was able to do it on her own,” said BHS freshman Kailey Robinson.

Robinson recalled how after this, every time the girl finished the monkey bars by herself, she would excitedly announce this accomplishment to her. When working with kids, even helping with small things can make all the

difference. According to Julia Segre, a senior at BHS, the high school students that helped and connected with her when she was in middle school were incredibly impactful in shaping who she is today.

Haley Matthes-Davis, a senior at BHS, shared how she felt after a day of working with kids while she coached gymnastics. “(I felt) fulfilled because I did something not for myself, but for somebody else,” Matthes-Davis said.

Some students may say that they don’t like working with kids since they are too messy or too energetic. Jackie Overlid, the librarian and media specialist at Washington Elementary School, discussed the rewards that come with working with kids despite these challenges.

“I think that it’s a great way to figure out what kind of jobs you want to do,” Overlid said. Overlid shared how Washington Elementary provides students with opportunities such as volunteering in school events as well as being an after school tutors to help kids in all subjects. This creates a space for high school students at BHS to interact with kids in

a way that could help them decide if they want to pursue a career in education.

“We love having (high school students), and the kids love seeing the big kids ... seeing (the kids) light up ... like (they’re) the coolest people ever,” Overlid said.

High school students, being at a closer age to children than teachers are, can have a different type of connection with younger kids that teachers are unable to create. According to Sachi Chakko, a freshman at BHS, the age difference not being as significant creates a space that lets kids open up in ways they wouldn’t with older adults.

Although it may be exhausting at times, the experience of working with kids is something so much greater than some students can imagine.

“I think that a sense of empathy is really, really important for us as a society,” Overlid said. She explained how high school students through watching and mentoring the children often build both strong connections with the kids and develop an even stronger sense of empathy.

Various students have said that working with kids has greatly improved their ability to work with others, solve problems, and develop patience. Robinson reflected on the experience of herself and her colleagues after working at Rosa Parks Elementary School over the summer.

“I feel we had all grown in some way, having more compassion and being able to handle conflicts better,” Robinson said.

Even if students working in childcare don’t become educators or work with kids in the future, they’ll still have learned valuable skills. Being able to handle conflicts in a way that makes all sides feel heard is something most careers will require in some way.

As for students who do enter this career path, early childcare jobs can be eye-opening. According to Overlid, she first started out as a camp counselor and babysitter, and it wasn’t until around college that she realized that not everybody felt the same sense of importance with working with kids as she did. This epiphany is what led her to the career she has today.



ENTERTAINMENT

ENTERTAINMENT EDITORS: ANNIKA JOY & AMAR WALKER

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ALBUM REVIEW: MADVILLIAN BY MADVILLIAN

LAWRENCE BAUNACH



If there is one king of the underground hip-hop scene, it's MF Doom. Though, I'm sure Doom would rather style himself a dictator, as he always played the villain role. Being dropped by his original label and left without money after his brother's untimely death, Doom's literal villain origin story became the centerpiece of his personality, wearing a mask based on Dr. Doom, and bringing a cartoonish sampling to many of his songs. In 2002, MF Doom started collaborating with Madlib, an influential producer, who is also known for adopting interesting alter egos, most notably Quasimoto. These two eventually released a groundbreaking album, "Madvillainy", on Tuesday, Mar. 23, 2004.

Mostly alternative hip-hop, the album has a lo-fi sound to it, brought by the use of old jazz and soul music as samples, as well as tracks from old shows. In a way, this makes the album quite relaxing to listen to, emphasized by Doom's coarse, but somehow not rough vocals. But our mask-wearing MC has a lot to say, especially on the album's most famous track, "All Caps". A song ripped out of a comic book, seen in its 1940's-style music video, "All Caps" is a testament to Doom's personality, sounding like a theme for a supervillain, with the song mentioning vague threats, most famously "all caps when you say the man's name". Accompanied by sampled flute and trumpets, a more memorably villainous song is yet to be found. The "alternative" in alternative hip-hop is also not neglected, as shown by a song such as "Accordion". It might seem like a strange choice for a rap song to have a whiny instrument accompaniment, but it simply works. Madlib somehow perfectly balances the repeating beat of the accordion with Doom's vocals, where he references old villains like Dick Dastardly, and MCs such as himself, who he thinks should stand up for themselves to the "villains".

"Madvillainy" inspired many hip-hop artists, such as J Dilla with his 2006 album "Donuts". It was released days before his death, and captures a man facing his mortality with a smiling face, creating an eclectic array of instrumentals to suck the listener in. The Beastie Boys' 1989 album "Paul's Boutique" is also a testament to the power of sampling, with the album making frantic harmonies that catch the ears.

Often victims' lives are boiled down to their interaction with a killer, which is unfair. They had goals, interests, families, and friends, all of which make them who they are, rather than the moment when someone decided to hurt them.

Victims' families aren't helped by countless media money grabs where their family member's stories are glossed over. True crime media desensitizes people from the reality of these horrors. It distorts the reality of the occurrence of crimes and the demographics they affect. There are plenty of real monsters in this world; let's stick to depicting the fictional ones.

Boy bands: Charismatic stars and crazy fans

BY CECILIA TILES
staff writer

One Direction. NSYNC. BTS. All of these bands, plus dozens more, are examples of an extremely unique genre of the music industry — boy bands. Dating back over 60 years, the creation and subsequent obsession with boybands has been a phenomenon that has struck music listeners worldwide. And now in the wake of boyband superstar Liam Payne's sudden passing, passionate One Direction fans have been publicly mourning him and his legacy all over his social media. This includes vigils, Instagram posts, and various tributes. "Considering I grew up with him and I grew up with One Direction, it feels like a lot of my life," Berkeley High School freshman Sarah Khan-Akselrod said, "Parts of my life revolved around them, and I think that's the reason his death is so sad."

The initial popularity of boy bands can be traced back to the 1960's, with The Beatles and the Jackson Five. Boy bands had another spike in popularity in the 1990's and the 2000's, with the likes of NSYNC and the Backstreet boys. One Direction dominated the genre through the 2010's. The as-

pect that all of these bands had in common was a certain charisma. Boy bands are often marketed towards adolescents, specifically teenage girls. Therefore, having a group of attractive, charismatic, and charming young boys, who are similar in age to their target audience, helps the audience feel more connected to the performers.

"With The Beatles, people went crazy over them because of how charming they were," BHS junior Najuna Kiggundu said, "They were heartthrobs, and that really contributed to them skyrocketing to fame."

Relatability is also marketed towards fans in the target demographic. Boy bands' music is typically about young love, tricky relationships, or school; all topics which are relatable to young fans. Seeing someone they look up to openly sing about teenage experiences creates a deeper emotional connection with the musicians.

Taking the example of The Beatles, what made them so special at the time was that they came from the working class and almost all of them had faced struggles. With their strong Liverpool accents and goofy personalities, fans really felt like the boys were people they

would be friends with, or go to school with.

Boy bands can seem a bit formulaic, as though record labels are just sticking with what has worked for groups in the past. BHS freshman, Minerva Burley said, "(Boy bands) are all styled the same way and they often look relatively the same." Boy bands' personas are perfectly curated by the record studios to make as much profit as possible, with the goal of franchising and globalizing the band.

This is noticeable in bands like BTS, an extremely popular modern Korean boy band. Despite having released only six songs in English, BTS still remains very known in the western hemisphere. In the digital era, boy bands have the opportunity to spread their music easily across the world. This

creates a global community, one that can connect every type of person to a group of perfect boys. People from all over the world can listen to these artists and form a connection with them. This skyrockets their fan bases and popularity.

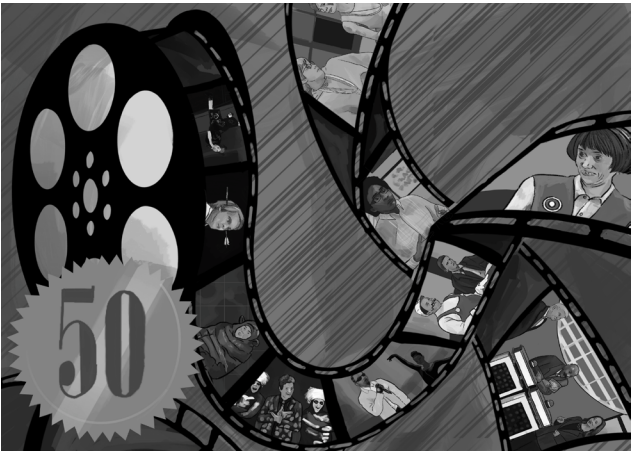
Boy band music is often very catchy and easy to listen to. "I was just drawn to (One Direction's) music because of how catchy it was," Kiggundu said, "Whenever I would listen to it, it would just be very upbeat."

The success of boy bands can't be completely attributed to targeted marketing. The phenomenon is most likely the result of a mix of perfect circumstances, which when they come together, allow boy bands and their members to take the world and it's teenage population, by storm.



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SNL still makes strides in its 50th season



SAWYER M.B. ERCH

BY SORAYA JUNE BERENT
staff writer

Saturday Night Live (SNL), an American variety show that centers around relevant comedy skits, is currently in its 50th anniversary season. The show has changed a lot throughout its time on television, with certain hosts, musical guests, and seasons getting both extremely positive, and negative reviews. SNL has become universally well known, but it is especially relevant in Berkeley, since some writers and cast mem-

bers graduated from Berkeley High School.

Something that sets an SNL episode apart is the quality of its host. According to Lily Jelen, a freshman at BHS and a SNL fan, "The person has to be naturally funny, so it's not forced," Jelen said. The majority of SNL critics and watchers agree that an SNL episode is only as good as the quality of its host.

Some people find that SNL helps them in daily life, such as Kelly Boylan, a BHS APUSH teacher. "As an adult, I turn to SNL for help processing politics and

current events. They help me laugh about things that otherwise might just stress me out," Boylan said. She has noticed that SNL has become a more diverse and realistic expression of the USA's population in the last few years. "I ... appreciate that in recent years the SNL cast has gotten more diverse, and more representative of America," Boylan said.

SNL skits in recent years have incorporated many aspects of social media, referencing platforms like TikTok and Snapchat. Sabrina Rahm, a BHS freshman said, "I think they're really funny, honestly ... I could relate them all to other videos I'd seen, and remember the original video."

SNL appeals to a very wide demographic and some jokes do not land with everyone. Jelen finds that the recent skits have not been as funny as the ones she fell in love with when she first watched SNL, finding old episodes from the mid 2000's a few years ago. "The old comedians, like

Will Ferrell and Jimmy Fallon and stuff were the funniest ... sometimes I feel like it's not as funny as it used to be," Jelen said.

As the show continues, there is still room for improvement. Rahm feels that some jokes are excessive. "I do think some of it is over the top and dramatic," Rahm said. Many skits have been criticized for being gimmicky and too obvious. As the show evolves, comedic styles also change. Jelen finds that moving on from older concepts takes away some of SNL's genuineness. "You can still use new ideas, but I feel like the funniest ones were the originals, and the ones that just felt more authentic," Jelen said.

Since SNL's inception, its goal has been to keep viewers entertained and educated about the world through a lighthearted lens of comedy. As BHS students continue to watch SNL, opinions may change. But the show has made an indent in the public's perception of comedy that cannot be erased.

THE ELMWOOD THEATER: A long-standing Berkeley institution

BY AKHILA NARAYAN
staff writer

On Tuesday, Oct. 22, 2024, the Elmwood Rialto Theater, Berkeley's last movie theater, celebrated its 30th anniversary.

That is, its 30th anniversary since its reopening. The theater first opened in 1914, under the name of Strand Theater. At about 110 years old, the theater bears a City of Berkeley Landmark plaque, proudly displayed in its box office window, marking it as one of the Elmwood neighborhood's "first commercial structures."

The neighborhood is now filled with bustling shops, cafés, and salons. On a Saturday afternoon in late October, the Elmwood area was packed with families. Children wearing Halloween costumes and holding plastic jack-o-lanterns were running up and down the streets collecting candy from each store as part of the Rockridge Halloween Parade.

The Elmwood Theater was crowded with excited children and their parents exiting its free Saturday Family Matinee. That day, they showed "Hotel Transylvania," befitting the spooky season.

Watching movies on a computer or at home may be quickly replacing movie theaters. When the pandemic hit, many theaters closed, unable to sustain their businesses when they were shut down indefinitely. Then, during quarantine, subscriptions to streaming services soared and most studios shortened the time-span between theatrical release and streaming release. Ky J. Boyd, director of the Elmwood Theater said, "People's viewing habits changed because we taught

everybody how to stream."

Unfortunately, all of these factors plus inflation have meant more expensive movie tickets. Boyd said, "The pandemics and the strikes happen, minimum wage keeps going up, utility and operating costs keep going up, food costs keep going up. Just as everybody feels the impact in their own wallet, we've felt it as well ... we have to raise prices and it's been very challenging."

The shift away from theater-going has been seen close to Berkeley High School. At one point, downtown Berkeley had about six

shut down time and time again. It closed in 1941 during World War II, then reopened in 1947 under the name of the Elmwood. In 1988, the theater caught fire. A plan was proposed to demolish the theater and turn it into a shopping mall. Burl Willes and Laurie Capitelli, along with several others such as David Salk, Frederic Harvey, and Alan Hibbard, began a campaign to save the theater. Capitelli worked as a real estate broker and his wife, Marilyn Capitelli, owned a bookstore in the neighborhood, then called Avenue Books, now Mrs. Dalloway's. Willes worked across the street from the Elmwood Theater, and lived just a few blocks away. Willes said, "It was a joint effort of quite a few people. And, we really worked with the city. The city really wanted to save that theater too."

The city's contribution was to designate the Elmwood as a landmark. That made it much more difficult to bulldoze and rebuild the Elmwood as anything but a new movie theater. United Artists, the corporation that owned the theater at that time, decided to sell the theater. Along with their friends, Willes and Capitelli fundraised and got a loan from the City for repairs to the damaged theater, then bought the Elmwood.

"We held two fundraising events on consecutive Saturdays ... On those two Saturdays we raised \$425,000 from the neighbors," Capitelli said proudly. "It was in the form of the loan ... by the end of this

month, probably the middle of next, we will have paid them all back."

However, this was not the end of the Elmwood's troubles. In 2004, the theater had to make up one million dollars worth of repairs after it was flooded due to a broken sewer line. Boyd also mentioned the 2023 actors' and writers' strikes. "In a lot of ways, you know, the pandemic was one blow but the strikes were another blow and they really impacted film production ... so we've been dealing with having a reduced number of films to show," Boyd said.

Willes spoke of a particular incident in which a car crashed right into the marquee of the theater. Apparently, two people had been arguing in a car. Their argument frightened their poodle, who jumped into the front seats and caused the driver to veer into the theater's electrical box. "It was the weekend before Oppenheimer opened ... this was going to bring a lot of people back to the theater after the pandemic ... we reopened right on time, but it was a narrow escape," Willes said.

Both Capitelli and Willes see a bright future for the Elmwood Theater. It now serves food and wine to accompany the films. While they often tend to focus on independent cinema rather than mainstream films, they try to show something for everyone.

There are free family films for younger children, film art exhibitions, National Theater live for the arts and theater communities, and free classics for older generations. Willes said, "People of all ages like to go to the

we announced to the neighborhood that we were going to try and save the theater, people came out of the woodwork wanting to help."

Boyd echoed this sentiment. "We live and die with the community. I mean, you know, without an audience it's just light flickering in the dark," Boyd said.

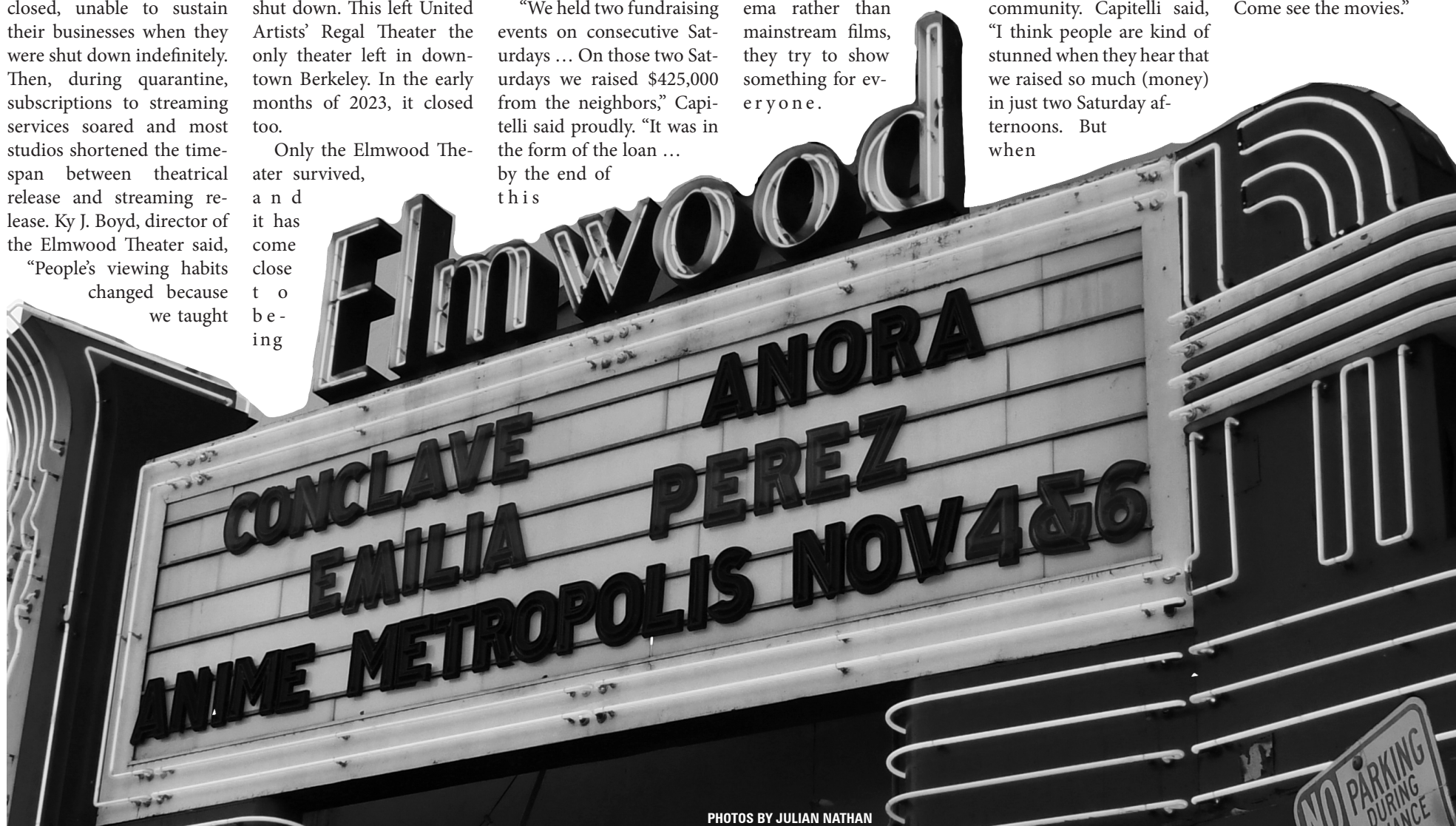
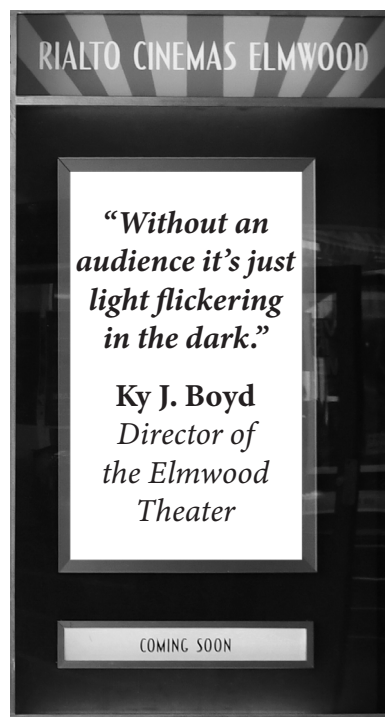
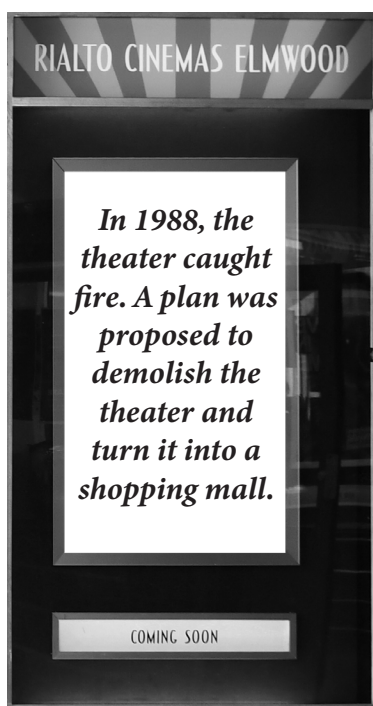
At the end of the day, there's nothing like being in a movie theater. "There is something about being part of a community of people ... you're in a big theater, there's 100 people, and they're all laughing together ... It's just the difference between watching a ball game on TV versus being there in person. You know it's a lot more fun to be in the grandstands whooping and hollering with a group than watching it alone," Willes said.

Boyd also gave the reminder that without the community continuing to come to the Elmwood, they won't be able to keep afloat. Boyd said, "If you value this experience, you need to support it because movie theaters are not going to exist without the support of an audience. And we're doing everything we can pragmatically ... we're trying everything we can... but, you know, if we're gonna survive, the audience has to meet us halfway and show up. So support storytelling. Come see the movies."

movies if there is something worth going to."

Furthermore, Boyd has been trying to keep theater accessible to everyone. "To combat (rising ticket prices) We created a loyalty program that we call Movie Lover. And movie lover is totally free to sign up for," Boyd said. The program allows any member to see a movie for only nine dollars on Monday evenings.

Capitelli and Willes credit the Elmwood Theater's success in part to the community. Capitelli said, "I think people are kind of stunned when they hear that we raised so much (money) in just two Saturday afternoons. But when



PHOTOS BY JULIAN NATHAN

The Substance: New thriller is sickening and straightforward

BY ELI LEICHTER WILSON
staff writer

Coralie Fargeat’s 2024 psychological thriller film “The Substance” is not for the faint of heart. It follows Elizabeth Sparkle (Demi Moore), an aging television star who takes a black-market drug that creates a younger version of herself (Margaret Qualley), with violent and disturbing results. It serves overall as a scathing critique of beauty standards and how a woman’s worth is inextricably tied to her attractiveness and youth.

From the first 20 minutes, “The Substance” pulls no punches with its messaging. There is no nuance here; Elizabeth’s pain as a result of the drug (and by extension, societal pressures) is extreme, swift, and violent. On one hand, the lack of nuance parallels the real-life manner in which women are explicitly forced into beauty standards. On

the other hand, as an audience member, one often feels they are being talked down to, or like Fargeat, does not trust the audience to catch on without being explicitly told what is happening.

Beyond its central message, the movie does not seem to be sure of what it wants to say. It is strangely judgemental of Elizabeth’s decisions, rather than those of the unseen (but often heard-from) creators of the drug who ruthlessly prey upon her insecurities. In the end, her undoing seems to be less about how she has been mistreated and manipulated and more about her own failure to adhere to the simple guidelines that come with her medicine. Additionally, the movie suffers from occasional pacing issues. The first act flies by, and like any good thriller, strips the story to what’s necessary, with little extra fluff. The second act, however, is bloated and slowly drags into monotony. Sim-

ply put, it is 20 minutes of ideas spread thinly across the majority of an hour-and-twenty-minute runtime. Finally, the third act comes together with thunder and lightning, losing itself slightly in its own theatrics but eventually wrapping up satisfactorily.

Aside from these issues, the movie largely excels. Its sound design, in particular, is incredible; it is used skillfully to make a shot of a man eating shrimp as hard to watch as a bloody fistfight. Wide-angle shots and carefully over-saturated colors drag you into the film whether you want to be a part of it or not. Where the film really shines is in its use of practical effects to create truly disgusting, Cronenberg-esque moments of body horror. It is one aspect that never gets old, even when the plot sometimes does, and it helps to support the movie’s thesis on how far women feel they must go to adhere to beauty standards. Fargeat’s com-



COURTESY OF METROPOLITAN FILM & VIDEO

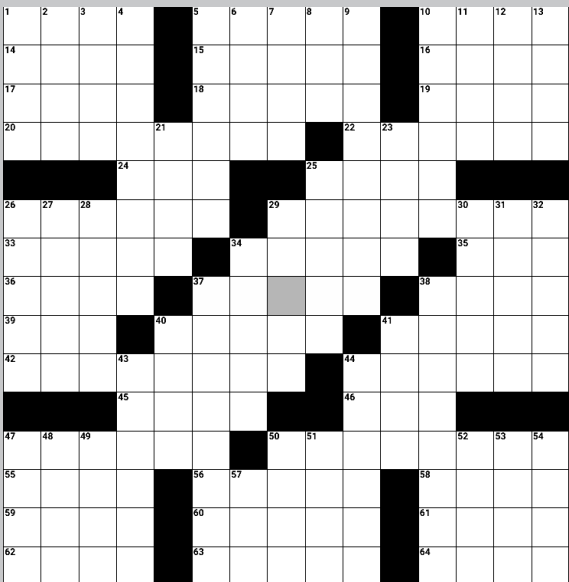
mitment to this exaggerated visual style is tasteful and intentional, and this aspect in particular shows her extraordinary promise as a director with only two feature films under her belt. Moore and Qualley’s performances equally reflect such a strong commitment to the film. A rule their characters follow is that they can never appear at the same time, so they each deliver bold performances as alternating leads. Moore is the film’s emotional center, tapping

into a raw vulnerability that grounds Elizabeth’s character. Her performance as Elizabeth results in a character that anybody who has felt insecure, particularly regarding aging, can probably relate to. She provides the movie’s heartbreaking scene, when her character, disgusted by her own aging body, stays home and obsesses over her appearance rather than meet somebody for a date. On the opposite side of the coin, Qualley oozes confidence and pow-

er. It is a pleasure to watch her on-screen, playing her way to the top before things inevitably come crashing down.

Despite its heavy-handed messaging and pacing issues, “The Substance” has the visceral energy and bold directorial style of a mid-night cult classic. Whether you love or hate it, “The Substance” clearly carves out a space of its own; the film is many things, but it is certainly not easily forgettable.

THE CROSSWORD



ACROSS

- 1. Cowboy’s tie
- 5. In front of
- 10. Fashionable
- 14. Spirited horse
- 15. Oxford’s mark?
- 16. Drive out
- 17. LA football team
- 18. Chez Panisse founder Waters
- 19. Fortune-teller, for one
- 20. Animal with bad luck
- 22. Fairy tale character “in distress”
- 24. One prefix?
- 25. Sax lower than tenor
- 26. Italian tenor Bocelli
- 29. Activity often involving bubble baths or face masks
- 33. Baby food, often
- 34. 88%, on a report card
- 35. “____ Culpa” (2024 Netflix thriller)
- 36. “The Marvelous Mrs. Maisel” actor Scott
- 37. Nobles ranked above viscounts
- 38. Madrid’s country?
- 39. Way to prepare eggs quickly?
- 40. Sleep ____
- 41. Leg muscle exercise
- 42. Unnamed Biblical character turned into a pillar of salt
- 44. Supply’s partner
- 45. Little cow
- 46. Kendrick Lamar and Drake’s genre
- 47. Southwestern gully
- 50. Pickles made from young cucumbers
- 55. Frank L. Baum’s scaredy cat
- 56. Strong winds
- 58. Theaters with high-resolution screens, often
- 59. Shoe with jibbitz
- 60. Lyft’s rivals
- 61. Empty egg cases of lice
- 62. Place
- 63. ____-weensy
- 64. Feature of a “white Christmas”

DOWN

- 1. Zinger
- 2. Report given out loud
- 3. Dalai ____
- 4. Hidden
- 5. Gum arabic producer
- 6. Spanish greeting
- 7. Give off
- 8. Movie theater at Bay Street
- 9. Icarian inventor
- 10. Universal?
- 11. Colors
- 12. “I get it!”
- 13. ____-alt-del
- 21. knee
- 23. Small dog’s barks
- 25. Model Hadid
- 26. “Wednesday” writer Blair
- 27. Ano ____ (Pescadero state park)
- 28. Slowly move away
- 29. Spell of unrestrained activity
- 30. Microwave maker
- 31. Rule
- 32. ____ in (took it slow)
- 34. First Canadian national park
- 37. Chapter after the end of a book
- 38. Smashing band?
- 40. At a distance from
- 41. Shakespearean king
- 43. Wall-mounted light
- 44. Black tie, for example
- 47. World Series qualifier
- 48. Nickname for Rihanna
- 49. Turnip or carrot
- 50. Narrow valley
- 51. His-and-____
- 52. “Sign me up!”
- 53. Military alliance between many European and North American countries
- 54. Austin music and film festival
- 57. Honest prez

— Violet Kessler

NOVEMBER POP CULTURE FLASHBACKS

1889

The first jukebox was patented in San Francisco. It would go on to adopt that iconic retro shape and revolutionize how music is bought and played.

1928

Walt Disney’s short film ‘Steamboat Willie’ released as the first synchronized sound cartoon. The film was the debut of Mickey Mouse, Disney’s mascot and iconic pop culture figure.

1968

The first ever interracial kiss was shown on television in an episode of Star Trek, between characters Kirk and Uhura. In a period of immense social change and progress in civil rights, the kiss was a big step forward in the entertainment industry.

2001

A wildly popular book went on to become one of the highest-grossing films of its time when the first Harry Potter movie came out in November. The cherished film became a series, and remains a household name and popular property.

2015

Snoopy received a Hollywood star, being recognized as a cultural icon and immortalizing Charles M. Schulz’s work.

1927

The first Academy Awards Nominations were announced, setting the stage for what would later be an annual tradition for entertainment.

1947

At the height of Cold War paranoia, the U.S. Screen Actors Guild implemented an anti-Communist loyalty oath. This led to blacklisting, social outcasting, and is reflective of the fears and politics of this time.

1969

The iconic kid’s show, Sesame Street first aired, and continues to air today, making it one of the longest-running shows in history.

1982

The most sold album of all time, Michael Jackson’s Thriller released. The blend of genres and innovative production made the collection of songs wildly popular and gave the album the legacy it has today.

2008

Based on Stephenie Meyer’s book of the same name, the movie ‘Twilight’ was released, growing a huge fan base and heavily impacting young adult fiction.

— Zoe Dilworth

Girls golf team wraps up another season

BY MILES WISE
staff writer

The Berkeley High School girls golf team just wrapped up a triumphant season, showcasing their growth, camaraderie, and determination.

In previous years, the team consisted of nine players, but this season, the squad had grown to thirteen members. Next season the team is hoping for even more players to join the group.

Leading the team as captain is BHS senior Pharaoh Fleischman. Introduced to the sport by her sister who was part of the girls golf team when she attended BHS, Fleischman initially joined to earn P.E. credits. Fleischman started to appreciate how enjoyable and calming golf can be. “For me, it’s really nice after a long day at school to just go out to Tilden and just hit golf balls ... to not think about anything,” she said. “It’s actually really fun. It’s really underrated.”

Katy Marshall, a BHS junior on the golf team, shared her enjoyment and passion for the sport. Marshall expressed, “I think a lot of people have a stereotype around golf where



The BHS girls golf team poses together at the Tilden Park Golf Course.

COURTESY OF KATY MARSHALL

it’s boring and stuff, but it’s actually super fun.”

Marshall also learned about the sport from her sister, who participated on the girls golf team for four years. After hitting some balls around a bit with her sister and father at the range, she decided to join the team and is looking forward to next season when she will step into Fleischman’s shoes as team captain.

The camaraderie between players has created a strong sense of community, with the squad having a signature Jacket cheer at the range. “I really like when we do our chant: Go Jackets,” Marshall said. “It’s fun because, at the range, it’s supposed to be all quiet, and we’re just screaming ‘Go Jackets!’” Fleischman said.

Cedar Love, a BHS sophomore golfer, shared that, “Something that other students at BHS should know about the team is how sweet the community is. Nobody is going to put you down or make you feel bad about how you play ... The coaches are super nice and encouraging, which makes the team a great environment.”

Marshall added, “Despite the amount of girls from different grades, there’s a huge amount of community.”

With some matches consisting of up to 18 holes, golf is not only physically demanding, but is also mentally challenging. Keeping a cool head and not allowing for distractions to affect performance can be daunting. Fleischman reflected on how she deals with the men-

tal struggle and the lessons she has learned through the sport. “For me, it’s also not trying to beat myself up too much when I don’t have a good day ... Golf is difficult,” she said.

With girls golf being a BHS sport with less athletes, Love discussed the ways new players are recruited. “Mostly just telling our friends about the team, and through the bulletin,” Love said.

Fleischman explained, “We just tell our friends and family members about it ... there’s always a low number of players on the team each year, if you show up to the first practice you are on the team.” She and the team hope that next year there will be enough student interest to hold tryouts.

Athletes prepare for winter sports tryouts

BY CID FRYDMAN
staff writer

As winter sports season approaches, athletes on the basketball, soccer, and wrestling teams are gearing up for the tryouts. The anticipation is high as athletes push themselves to make teams and perform at their highest level.

Soccer is known for being one of the most competitive sports at Berkeley High School, and for freshman Isabel Bernasconi, training and putting in time and work is how she plans to stay prepared for tryouts. “(I’m) just trying to train as hard as I can at practices so

I feel ready when they come up, and challenging myself,” Bernasconi said. BHS sophomore Vivien Chiu, who has already been a part of the BHS soccer team, has mixed emotions going into tryouts week. Chiu said, “I’m really excited to try out but also super nervous because there have been a lot of changes from last year.” Chiu also expressed the ways she plans on coping with stress going into the upcoming season, saying, “Personally I think that I do worse under pressure and when I’m over thinking it, so I usually just try to focus like a normal practice.”

As for BHS junior Joaquin Jackson, soccer tryouts are a

way to have fun with friends and he’s looking forward to having a successful season with them. “I’m pretty excited and nervous. It’s a mix, but probably more excited because I know a lot of my friends are trying out. Soccer has always been a nice time to just connect with all my friends because we’re usually always on the same team,” Jackson said.

With wrestling season also coming up, wrestling athletes are determined to begin the season on a high note. “I’ve been wrestling all summer, going to practices, going to off-season tournaments, just sticking with wrestling,” said Vincent Longmire, a junior at BHS. Longmire commented on the upcoming season, saying, “Since it’s my junior year, it’s a lot more competitive. It’s one of those years where things get more serious.” For another wrestler, BHS junior Eloise Thomas, jumping straight back into the season after a long break can be difficult. “I think that one of the most challenging parts in terms of wrestling is going to be returning from the summer, just getting back up to the level of conditioning that we’ve had before, (and) making sure that we’re all in shape and ready for the

season,” Thomas said.

The third winter sport at BHS is basketball. With the tryouts process approaching, energy and eagerness fill players as they enter the week. Basketball is an incredibly fast paced sport, and tryouts can be intimidating for many. Athletes like BHS sophomore Ezra Tornallyay have their own guides to follow during tryouts. “(I) try to be confident and not worry about other people, because then if I worry about other people it’ll reflect into my game,” he explained. BHS junior Kavi Jivan focuses on the offseason as a way to prepare for tryouts. Jivan said, “In the offseason, I have been playing basketball and working out pretty much daily, as well as club games and practices. To me, the offseason is almost more important than the season so I take it very seriously and try to get better during it to prepare for the season.”

Winter athletes are ready to put their hard work and skills to the test. With all the excitement in the air, the season is sure to bring tough matchups, memorable plays, and plenty of opportunities for athletes to showcase all their determination and dedication.



OBSCURER MOVIE REVIEWS: A FANTASTIC FILM NOIR

JUDY SCHWARTZ



For my last column, I have decided to cover the sensational film noir titled “Out of The Past” (1947). Film noir is a subgenre that includes elements of crime, thriller and mystery. There are many defining plots and characteristics, with a common visual characteristic being the use of expressive black-and-white cinematography.

Another important element of Film Noir is the femme fatale. A femme fatale is a character who seems to ooze femininity and seduction. However, her intentions are never purely to fall in love, as femme fatales often have manipulative qualities.

A great example of this subgenre is “Out of The Past.” The film deals with a former private eye, Jeff (Robert Mitchum) who has retired and now runs a gas station. His past comes back to haunt him and he is forced to do one more job for his former employer. He meets his old flame, Kathie (Jane Greer) who is as cunning and dangerous as she was when they met.

The cast does a wonderful job overall, with Mitchum and Greer performing very well as the main duo. The supporting cast also does well, with an early appearance from Kirk Douglas as the employer.

Greer’s character is the perfect example of a femme fatale. Kathie knows exactly what she wants and will stop at nothing to get it. Kathie manipulates Jeff in many ways to run from all of her past misdeeds.

“Out of The Past” has a good script attached to it, which is no surprise because film noirs are known for witty one-liners. A great example happens during an afternoon drive between Jeff and his new sweetheart Ann. As Jeff recounts the story of him and Kathie and how conniving she is, Ann says: “She can’t be all bad. No one is,” to which Jeff replies, “Well, she comes the closest.”

Another characteristic of film noirs is their amazing cinematography. “Out of The Past” has several notable scenes of cinematography. One scene to discuss is when Jeff and Kathie are together at a beach. The use of white light and music adds atmosphere to the scene and makes it interesting and immersive. One more scene that stands out is when Jeff and Kathie shelter themselves from rain in her house. The camera pans around the house and perfectly showcases the environment.

The film’s composer Roy Webb contributes a dramatic musical score that only adds to the strong atmosphere. One moment that stands out is near the end, when tragedy strikes. The dramatic music adds tension and intensifies the moment.

Overall, “Out of The Past” is a cinematic masterpiece because of its twists and turns, moody cinematography and witty one-liners. I first saw this at the Berkeley Art Museum and Pacific Film Archive and I’m so glad I did because it opened my eyes to the dark world of film noir. This movie gets a 9 out of 10 from me!

SPORTS

SPORTS EDITORS: LULI GALINSON & CLARA TJEN

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BHS fall sports wrap up and recap key moments this season

BY YOSHI ROHN & LILA GENBERG
staff writers



Samantha Lopatin and Eman Alharazy serve.

JACOB GRANT

TENNIS

Girls tennis ended the season with a win-loss record of 13-5. Berkeley High School junior Elanna Kunis attributed this season's success to their positivity going into matches. "Even with a loss there was no negative attitude, we always tried to do our best each time," Kunis said. The team aspect of tennis also provided a great support system for her. "Being on a team brought me so much happiness when it came to competing. It has also taught me how to work with a group and share ideas on how to improve," she said.



Josephine Sutton defends the ball.

SUNNY BEVIS-LIPTON

FIELD HOCKEY

This year, field hockey experienced a change in leadership with a previous assistant coach stepping up to become head coach, joined alongside two additional side coaches and a team manager. Ailsa Collier, a BHS junior on varsity, said, "(This season) was really different, but we had a lot more work outside of the team. We had assigned runs and we had a lot more team bonding, which was fun." Additional program changes, such as adding a practice team alongside the varsity squad and more frequent conditioning, also contributed to the team's achievements.

WATER POLO

Boys water polo had a successful season this year, winning the West Alameda Contra Costa (WACC) Championships against Castro Valley 16-7. Eamonn Kaufer, a BHS senior varsity player, said, "Our success came from our drive to work hard and really want it. Most of us have been playing club year round for four years outside ... but playing together helped us grow a lot inside and outside of the pool." This hard work showed in a win over James Logan High School. Kaufer recounted, "We had lost to them by one earlier in the season and when we played them again emotions were high ... We had one of the biggest turnouts at home. We went into overtime and beat them by two and it was electric."



BHS senior Yair Sas rises high to catch ball.

JACOB GRANT

FOOTBALL

While the football season is yet to fully finish, players are extremely proud with the outcome of this year. "Our reason for success was everyone buying into the program and everyone working together as a team," said Gunnar Chock, a BHS junior football player. He explained how being on the team this year was a new experience for him. "I feel like being on this team has made me more disciplined both in and out of school, and as a first year player I feel this team has really helped me play the best I can," Chock said.



The Jackets tee up against Bishop O'Dowd High School.

GEORGIA PAULOS



Maggie Hougan practices at home track.

ALEX TRIPCEVICH

CROSS COUNTRY

BHS senior cross country runner Abraham Lee credited the cross country team's success to the whole team being super close. "We really feel like a family. People go on runs with each other outside of practice, and the friendly competition motivates us to try our hardest," Lee said. Running can be a mentally challenging sport, so having companions to practice with can support success when competing. Lee feels that ending his last season on the high school team was a bittersweet experience. "The bonds I've made with my teammates over the years have been some of the strongest I've ever made, and the community was always super supportive," he said.



Liliana Sanger leaps to spike ball.

LUCAS THOMPSON

VOLLEYBALL

BHS's girls volleyball team had a victorious season, ending as the third seed in their WACC league. The team grew closer throughout the season, with players sharing they felt the team was becoming more like a family than a sports team. According to Lily Schultz, a BHS senior on varsity, "(This season) helped us empathize with each other and understand how we feel and why we feel it, and it's made us way better as a team."

ILLUSTRATIONS BY CLARA TJEN



ATTICUS LABANG

ASHTON DOTSON

Athlete Profile

Ashton Dotson is a Berkeley High School senior known for his skills on the football field. He started playing when he was eight years old under the guidance of his late uncle, a football coach. "He was always making me practice, talking about football, ... it felt like a family game," Dotson said about his uncle. "When I think of my uncle, I really think of being motivated and wanting to be the best version of myself because I know that's what he would have wanted for me," Dotson said. The dedication his uncle instilled in him paid off, and Dotson made the BHS varsity team his freshman year. He plays both receiver and cornerback. Dotson wears the number eight on the field and prepares for games with a combination of weight training and running. He also spends a lot of time learning plays, "There's a lot of studying involved that many don't realize unless they play (football)," Dotson said. Dotson's favorite part about playing football is mastering new skills and the relationships he has made through the sport. On the other hand, he finds that he struggles most with the emotional aspect. Dotson said, "When you have a bad play it can affect you for the rest of the game." After he concludes his last season at BHS, Dotson hopes to play football in college, become an entrepreneur, and, in his own words, "Keep pulling."

— Sophie Cranley