

**Listen to the The Buzz:**  
**In conversation with**  
**Anaís Azul**

We sat down with Peruvian musician and Berkeley High School alum, Anaís Azul, and spoke about the release of their new album.



**BHS students react to presidential election:**

After Donald Trump won his second term as President on Wednesday, Nov. 6th, 2024, BHS students have had a range of emotions, fears, and words of hope for the BHS community. Read more on [PAGE 4](#)

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ENTERTAINMENT

## Power, sanity, murder: BHS Drama Department brings Shakespeare’s Macbeth to life

BY CECILIA TILES  
staff writer

“Be there, or be stabbed,” was the motto of the Berkeley High School Drama Department’s production of “Macbeth.” During its five official shows, cast and crew put on an incredibly intricate and captivating rendition of Shakespeare’s classic work; “Macbeth.” The performance took place in the Hall of Fame, a small and candle-lit area between the Big Theater’s entrance and the stage. Friends, family, and audience members alike sat on folding chairs, or pillows on the ground, surrounding the small stage on all but one side.

Before the show started, ensemble members dressed in full costume walked around the stage, interacting with audience members as they entered, setting the atmosphere and tone for the rest of the show. After the audience was packed as tight as it could be, the show began.

“Macbeth,” a show which follows a man by the same name, tells a story of sanity, murder, and complex power dynamics. “Characters end up kind of going mad with guilt and grief over what they do,” BHS senior and actor Sophia Novick-Prucher said. “It’s a story about the cycle of nature and how power can corrupt.”

Set in 11th century Scotland, traditionally, performers are dressed in period clothing and speak in the convoluted early English. While BHS’s performers mostly followed that standard, they also added their own modern twist creating a unique interpretation of the play.

The show opened with a battle; perfectly choreographed stage fighting, jeers, and war cries prominent from all ends of the stage. After Scotland, led by Macbeth, beat Norway, the actors exited and the ominous first words of the show, “Welcome, Mortals” were spoken by the entering witches.

The witches were dressed in primarily red, black, and white flowy dresses, complete with horns and Dr. Marten’s combat boots. The witches proved to be a highlight of the show, as they could be equally creepy and comical at any moment. They acted as narrators, almost never leaving the stage and watching scenes from the throne and chairs constructed at the back of the set. About midway through the show, the witches spoke a scene in modern English, which was a surprising but welcome change from the previous hour of early English, which at times was difficult to understand.

Another highlight of the show was the performance by seniors Novick-Prucher and Maelle Griffin, who played Lady Macbeth and Macbeth. Both of them did a wonderful job portraying two very complex characters, each with their fair share of intense scenes and [PAGE 12](#)



COURTESY OF KATHRYN JAY



# BHS student reactions to the 2024 presidential election results

BY NATALIE GROSS  
staff writer

Republican nominee Donald Trump won the 2024 presidential election, defeating Democratic nominee and Vice President Kamala Harris. As of Tuesday Nov. 19, 2024, the total tally showed that Trump received over 76 million votes (50 percent) vs almost 74 million for Harris (48.3 percent) of the overall popular vote. More critical, Trump secured 312 of the electoral votes while Harris had only 226. In U.S. elections, the candidate who achieves 270 Electoral votes is deemed the winner.

The U.S. presidential election system is different from many other countries in that the popular vote is not the determining factor. Instead, the U.S. uses a system where each state has a designated number of electors. The number of electors allocated to each state is based on the state's number of representatives in the House, plus their two senators. For example, California, with a population of around 40 million, has 54 electoral votes while North Dakota, with a pop-

ulation of around 780,000, has three.

At Berkeley High School, students shared their reactions to the election results.

Caspar Rees, a BHS sophomore, voiced his frustrations, particularly regarding concerns related to his identity. As a gay immigrant, he expressed concern around the outcome of this election, particularly with the rise of policies from the Trump campaign that have often targeted LGBTQIA+ rights and immigrants. "I wouldn't necessarily say I feel endangered, but I definitely feel marginalized and a little bit worried that I will not be able to marry the person I love because of the outcome of this election," Rees said. Rees says he also fears deportation despite living in the U.S. for eight years.

For Madi Rosequist, a BHS sophomore, the issue of climate change was important. "He doesn't want to do anything to help it," she said. Rosequist believes misogyny and racism directed at Harris' identity played a role in her loss.

Neela Marchesini, a BHS sophomore, shared her disappointment but remains hopeful for future

change. "I'd like people to give a female president a chance," she said. Marchesini also believes gender bias played a major role in Harris's loss.

The students also commented on the broader implications of the election. Rees emphasized the importance of abortion rights and maintaining social safety nets. Meanwhile, Rosequist worried about the long-term consequences of Trump's policies, particularly for women and immigrants. "My mom's an immigrant, and she doesn't have a citizenship, and even though she's documented and everything, it's still so terrifying that she could just, like, be sent away," Rosequist said.

Typically each party has certain states that always vote for them; for example California has voted for a Democrat for president since 1992. Similarly, Texas has voted for a Republican for president since 1980. At the beginning of this election, it was fairly certain that Harris was going to have 226 electoral votes and Trump would have 219 electoral votes due to the states a l -

ready strongly favoring one party over the other.

This means that elections are usually won by the candidate who is able to get a majority of the so-called "swing states," which, this election cycle, included another 93 electoral votes. Whoever gets most of those votes is able to achieve the 270 vote total needed. The swing states for the 2024 presidential election cycle were Arizona, Georgia, Michigan, North Carolina, Nevada, Pennsylvania, and Wisconsin.

Harris hoped to win at least three of the swing states: Pennsylvania, Wisconsin, and Michigan, which would have given her the 270 electoral votes needed to win. These states often vote Democratic (as they did in the 2020 election for Joe Biden). Harris did not win any of the swing states, and Trump was the overall victor.

T h e r e

has been extensive debate about why Harris did not succeed in the states Biden had won before.

For the roughly 40 million women who voted for Harris, one motivator was Trump's plan to substantially restrict abortion rights, according to Rosequist. "It's just like, if you're sexually assaulted and you don't have access to abortion, there's no coming back from that," Rosequist said, "And that's just scary that that's a possibility, and the fact that it's happening to a bunch of other victims in America." Rosequist's concerns highlight the fear many feel about the future of reproductive rights under the new administration.

Rosequist's fears were echoed by a student led walk-out organized by the BHS Sunrise club in response to Trump's reelection. Ending with a statement of encouragement, Rosequist shared, "I really hope that our generation starts to speak out more. I think that we have a lot of hope, because I think that our generation is very ambitious ... There's so many amazing people who I know for a fact are going to be able to achieve really crazy and good things."



ILLUSTRATION BY ALISA KARIN KOLPAKOVA

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# Author Maggie Tokuda-Hall visits BHS



A screen says, "Book bans are on the rise," and displays attempts to censor books by state. ALEX TRIPCEVICH

BY MILA BOYDEN  
staff writer

Maggie Tokuda-Hall, author of the graphic novel "Squad," came to Berkeley High School on Friday, Nov. 7, 2024, to discuss her career to BHS students. Tokuda-Hall spoke to students on the importance of children's literature, the rising problem of book bans, the marginalization of queer characters, and how recent approved propositions will affect literature and schools.

"We were hoping that she would speak about book bans and attempts by publishers and school boards to censor books," said Meredith Irby, a BHS librarian, "Things that we haven't dealt with that much because we live in Berkeley. I think that it's still really important for students to learn about the rise of book bans across the country and to learn about how some students don't have access to a variety of texts that tell a variety of diverse stories. It was important for our students to learn about that perspective."

Tokuda-Hall grew up in the Bay Area and went to Piedmont High School. She

first started working with children's literature when she worked at a book chain as a manager for the children's department.

"I wrote 'The Mermaid, the Witch, and the Sea' starting when I was a bookseller. I used to steal time at my desk during my lunch hour to start writing. It took me about eight years to write 'The Mermaid the Witch and the Sea,'" Tokuda-Hall told BHS students during her presentation, "At the time when I was writing, there weren't a ton of queer books for teenagers available. Or if there were queer characters they were relegated to the side of the story and if they were romantically entwined with anyone, the likelihood of one of those characters dying was really high. I wanted to write a book that centered a queer romance that I felt like we deserved." After writing "The Mermaid, the Witch, and the Sea," Tokuda-Hall wrote her favorite graphic novel, "Squad." Tokuda-Hall used her own high school experience at Piedmont High School as a loose inspiration for this Young Adult graphic novel, illustrated by Lisa Sterle.

"Fiction is one of those places where we can exercise our feelings, the ones which are the hardest to deal with," Tokuda-Hall said as she talked about her reasons for writing "Squad."

"When we face the injustices of the world and when we're done moving through those feelings we are able to tackle those injustices with so much more strength, and that's what 'Squad' was for. It's revenge fantasy, it's not here to tell you how to be better people or to fix the world. It is just here to allow you to feel anger because sometimes anger is the right reaction to what is happening around you," Tokuda-Hall said.

After writing "Squad," Tokuda-Hall wrote "Love in the Library," as well as "The Siren, the Song, and the Spy," and her most recent novel "The Worst Ronin," published in May of 2024.

"She's an author of Asian American Pacific Islander descent, and having an artist who is a published author, who also lives in the Bay Area come and talk to students, I think was very important. And it's very important for Asian students specifically to see that there

are Asian artists out in the community," said Matthew Laurel, an Asian American Pacific Islander Literature teacher at BHS.

Tokuda-Hall also spoke about writing "Love in the Library," a book based on her grandparents' experience in Minidoka, a Japanese internment camp during World War II, and the push back she got from companies like Scholastic.

"Scholastic came to me with an offer and said we would like to offer you a license. But, there was a catch, it's the author's note which I wrote, they needed me to take some stuff out. They wanted me to remove an entire paragraph about how what happened was not an isolated experience. Not only that, they wanted me to remove the word racism from the author's note altogether," Tokuda-Hall said.

She said no to Scholastic's offer, wanting to send a message to other authors, allowing them to feel safer to reject deals like this one.

Tokuda-Hall also spoke about her work as a founding member leader of The Authors Against Book Bans. She said that book bans have jumped exponentially over recent years.

"We often talk about books as windows and mirrors students should be able to see their own experiences (through), and then also reflect on other peoples experiences that are very different from their own," Allyson Bogie, a BHS librarian said, "It's really disturbing to think that kids would be denied access to the information, to the books that we believe are really important."

## THE WONDERS OF SHARKS: SHARK FINNING AND PROTECTION LAWS

ALEX SOKULSKY



Most people have heard of shark finning, but what really is it? Shark finning is when fishermen catch sharks, cut off their dorsal fins, and then throw the bodies back into the water. Shark fins are considered a delicacy in much of Asia, used for shark fin soup and other dishes. Shark fin soup has been around for a very long time, but starting in the middle of the twentieth century, it became much less popular. However, in the last two decades or so, the demand for it has increased again, and new shark finning issues have begun to arise. Shark fin is also used in medicines, as it is believed, incorrectly, to improve skin quality, lower cholesterol and even prevent heart problems. Despite there being no proven benefit in consuming or otherwise using shark fins, 76 to 80 million sharks are killed for their fins annually.

In the U.S. and other parts of the world, new rules and regulations have been put in place to stop shark finning. States have put in place regulations for shark preservation, and international laws have been put in place to help save these animals. Now, it may seem a bit confusing, as it's hard to say specific parts of oceans belong to certain states or countries. However, in general there are three sets of regulations. The strongest rules are in what is called the Exclusive Economic Zone (EEZ). This is the water between 12.1 and 200 miles from the shores of the U.S., and the rules for this zone are pretty general, but they cannot be undermined by any state or federal rules that governments try to put on top of it. These rules say that people have the rights to explore, conserve and manage the natural resources of the seabed and waters above it.

The next layer of rules are federal laws in the ocean. These extend from 3.1 to 12 miles of the coasts, and include rules about overfishing, and finning. Finally there are state laws, which extend from coasts to three miles from shores, and are the most specific, like what kinds of fish are allowed to be caught commercially and more. In the U.S. there have been many laws put in place, and many of these have been to regulate the shark finning industry.

In the EEZ it is illegal to fin sharks, but this is pretty hard to enforce. However, in federal waters it is illegal to have more shark dorsal fins on a person, boat or vehicle than the amount of shark bodies. This is a roundabout way of saying it is illegal to have shark fins, unless they are attached to the body of a shark. Even if you were not the one who caught and finned the shark you can still get in a lot of trouble just for having it on you.

In the U.S., it is also illegal to have anything to do with shark fins on land, whether they are the actual thing, or a product made from shark fin. It is illegal to buy, sell, or own shark fins or their products, and it is surprisingly well enforced, so you can get in pretty serious trouble for being caught. So much so that there is even a black market just for these products. There are many threats toward sharks that are because of humans, but perhaps the most cruel and wasteful is shark finning.

# NEWS BRIEF: PROGRESSIVE CRIMINAL JUSTICE POLICIES TAKE HIT IN ELECTION

BY OSCAR  
BALASUBRAMANIAN  
staff writer

In the 2024 election, through two propositions and a recall, California and Alameda County voters selected more tough-on-crime policies, suggesting a regression on previous progressive criminal justice policies.

Prop. 6, which would have amended the California Constitution so that the state could not punish incarcerated people with slavery or involuntary servitude, did not get enough votes to pass, with 53.4 percent voting no and 46.6 percent voting yes.

California voters voted yes on Prop. 36, which allows felony charges and an increase in sentences for certain drug and theft

crimes. Prop. 36 passed with 68.5 percent voting yes, and 31.5 percent voting no.

In Alameda County specifically, voters chose to recall Alameda County District Attorney Pamela Price. Price conceded to the recall on Monday, Nov. 18, 2024. Price, who assumed office in Jan. 2023, ran on a platform of police accountability and progressive responses to criminal activity. This was the first time in Alameda County history that a recall on a District Attorney was successful.

According to the California Department of Justice, crime has "spiked considerably" in Alameda County over the last year, contributing to the calls to recall Price, as well as support for Prop. 36. Price has recently faced criticism for being too progressive on



IRIS LE LIBOUX

crime and giving more lenient charges when prosecuting defendants. However, organizations such as the American Civil Liberties Union of Northern California opposed the recall, saying that turning away from progressive criminal justice reform would continue mass incarceration that disproportionately targets Black and Brown people.

*\*All voting percentages are as of Tuesday, Nov. 19, 2024.*



# Berkeley Election Results at a Glance

Note:

The Alameda County registrar of voters, led by Tim Dupuis, expects that all election results will not be certified until a month after election day, Tuesday, Nov. 5, 2024, due to mail-in ballots, and ranked-choice voting. Everything was last updated on Friday, Nov. 15, 2024, at 4:10 p.m.

BY EVA KATZ  
staff writer

## California Propositions

### Prop. 2

Prop. 2 was passed, with 58.5 percent of voters in favor. This prop provides ten billion dollars to K-12 schools and community colleges to fix and renovate facilities.

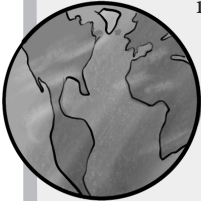
### Prop. 3

Prop. 3 is a reaffirmation of how California defines marriage. It repealed Prop. 8, a prop passed in 2008 that defines marriage as being between a man and woman in the California constitution. It was passed with 62.6 percent voting in favor. It will not change who can get married in California.



### Prop. 4

Prop. 4 authorizes ten billion dollars to be borrowed for environmental and climate responses, including allocating \$1.9 billion for drinking water improvements. It was passed with 59.6 percent in favor.



### Prop. 5

Prop. 5 was not passed, and aimed to make it easier for local governments to fund housing construction and infrastructure projects. “No” won with a 55.2 percent majority.



### Prop. 6

Prop. 6 wanted to prohibit prisons from punishing inmates with involuntary servitude replacing them with volunteer work hours. It was not passed, with 53.4 percent of voters against the prop.

### Prop. 32

Prop. 32 aimed to raise the state minimum wage to \$18 an hour from the current \$16. This prop would have raised the minimum wage to \$17 for the remainder of 2024. It was not passed, with 50.8 percent against it.



### Prop. 33

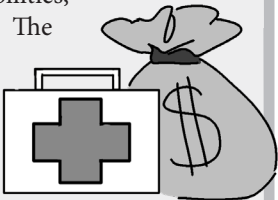
Prop. 33 was not passed with 60.2 percent against it, and would have allowed local governments to impose stricter rent control.

### Prop. 34

Prop. 34, has not been called. Of the votes counted, 50.8 percent are in favor and 49.2 percent are not in favor. Prop. 34 will require health care providers to use medicinal revenue for low income and at-risk patients.

### Prop. 35

Prop. 35, “will require the state to spend the money from a tax on health care plans on Medi-Cal, the public insurance program for low-income Californians and people with disabilities,” according to Berkeleyside. The tax revenue will go to family planning, medicine, and more. It was passed with 67.8 percent in favor.



### Prop. 36

Prop. 36 was passed, with 68.5 percent in favor, and will increase the penalties for theft and drug trafficking. It reclassifies some misdemeanors related to drug and theft crimes as felonies.

## Berkeley City Council

The Berkeley City Council holds eight representatives. District 2 representing West Berkeley, District 3 representing South Berkeley, District 5 representing North Berkeley, and District 6 representing the Berkeley Hills were all on the ballot this year. City Council Districts 5 and 6 have an empty seat after Sophie Hahn’s run for mayor, and Susan Wengraf stepping down after four terms in her position.

### District 2

District 2 re-elected incumbent Terry Taplin with 71 percent of the votes over Jenny Guarino with 29 percent.

### District 5

District 5 elected Shoshana O’Keefe at 67.7 percent, a current math and computer science teacher at Berkeley High School, over Todd Andrew at 20.1 percent and Nilang Gor at 12.3 percent.

### District 3

District 3 re-elected incumbent Ben Bartlett at 52.9 percent over Deborah Matthews at 26.5 percent and John “Chip” Moore at 20.7 percent.

### District 6

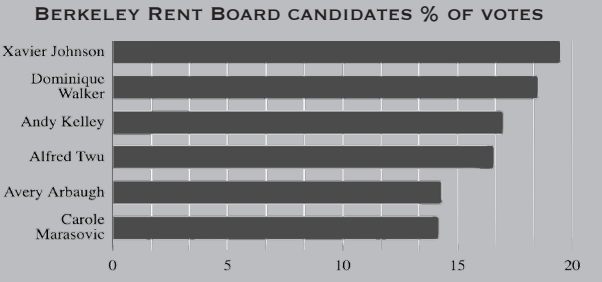
District 6 elected Brent Blackaby at 62.5 percent over Andy Katz at 37.6 percent.

## School Board

As of Wednesday, Nov. 20, 2024, Jen Corn and Ana Vasudeo won the Berkeley School Board race with Corn getting the support of 36 percent of voters and Vasudeo getting 30 percent. Laura Babitt trailed slightly behind with 26 percent of votes. The candidates were Abdur Sikder, Ana Vasudeo, Jen Corn, Laura Babitt, and Norma J.F. Harrison.

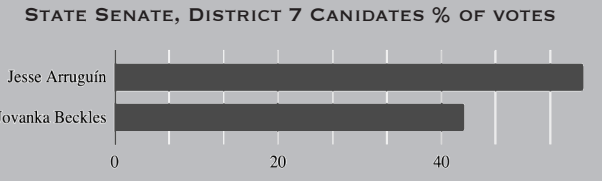
## Berkeley Rent Board

The top four candidates receive at-large seats on the Rent Board. The candidates are incumbent Xavier Johnson at 19.5 percent, incumbent Dominique Walker at 18.5 percent, incumbent Andy Kelley at 17.0 percent, Alfred Twu at 16.6 percent, Carole Marasovic at 14.2 percent, and Avery Arbaugh at 14.3 percent.



## State Senate, District 7

Nancy Skinner held the position of State Senate, District 7 for eight years, and has termed out. Jesse Arreguín, the Mayor of Berkeley until Saturday, Nov. 30, won with 57.2 percent of the vote over Jovanka Beckles.



## Measures

### Measure W

Measure W, currently at 60.8 percent in favor of passing, is a proposed restructuring of Measure P, a tax on real estate transactions to fund homeless services adopted in 2018. The new measure increases the tax from 1.5 percent to 2.5 percent.

### Measure Z

Measure Z was passed, with 79.8 percent in favor of extending the “soda tax,” which was set to expire at the end of 2026. One cent per fluid ounce of sweetened beverages is taxed, and paid by the beverage distributors. It has already brought \$1.15 million annually, and is expected to continue.



Note: The measures have been shortened for print. Find the full list on our website, [berkeleyhighjacket.com](https://berkeleyhighjacket.com)



BERKELEY HIGH JACKET

# OPINION

OPINION EDITORS: ADITYA SRIDHARAN & OHAD AVIRAN-FINKELSTEIN

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## Social media slips through firewall cracks

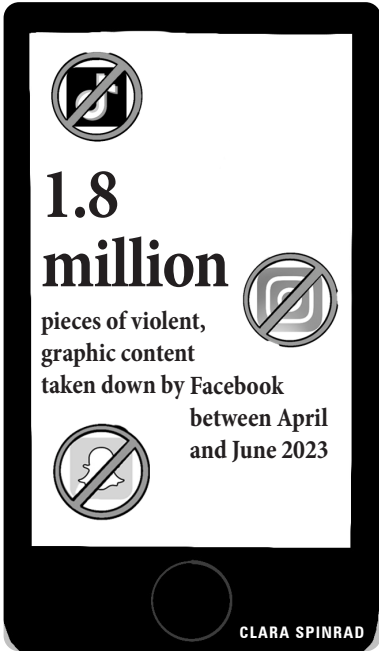
BY LUCY GRIFFITH  
staff writer

Many adolescents have fallen into the addictive nature of Instagram Reels, TikTok's For You page, and tracking users' snap scores — all of which can harm students' attention spans. To prevent this, many schools have started blocking specific platforms at school, a policy that helps students focus and minimize harmful internet content. However, despite the policy's good intentions, it is not fully effective in practice.

At the beginning of the new digital era, in 2000, the Children's Internet Protection Act (CIPA) was passed. It addressed kids' access to explicit information on the internet by forcing libraries and schools to block inappropriate websites that contained pornography, gambling, and online dating. According to the American Association of School Librarians, currently 98 percent of schools started blocking explicit websites and social media platforms on school grounds.

Berkeley High School

has joined this trend by implementing a "firewall," to restrict certain websites on school Wi-Fi. A filter that works similarly to Artificial Intelligence tracks new websites and blocks them as necessary to ensure the system stays updated with the new trends. "I think it's



a natural thing to do because (the administration doesn't) want students using our limited network for things that aren't school-related," said BHS technology coordinator Matt Albinson.

Restricted websites include many popular social media apps, where content

isn't necessarily inappropriate but has the potential to be. Social media is often seen as a harmless distraction, however between April and June of 2023, 1.8 million pieces of violent and graphic content were taken down by Facebook. Blocking students from accessing social media on school Wi-Fi is necessary because harmful content is widespread.

Even though this policy is in place, students can easily bypass the firewall by turning off their Wi-Fi and using the cellular data available on the BHS campus instead. Many students have alternatively started using Virtual Private Networks (VPNs) to mask their phone's current location, creating an encrypted, private tunnel, allowing them to access social media. This renders the blocking less effective, defeating its original purpose.

Some argue social media can inform students about current political events, pop culture, and more. In a politically turbulent time, staying informed in real-time is essential. Furthermore, for some kids, it is one of the only ways of communicat-

ing with their friends if their messages don't work. Administration trying to strip these resources away from students could be harmful. Therefore, a better solution is for teachers to limit access to social media during class. By requiring students to store their phones in phone pouches, students will not be distracted in class but will still have access to the crucial resources of social media at other times.

Albinson explained his perspective on whether blocking is a successful technique to help students focus. "Ultimately it's up to students. It's not like the computer people can dictate whether (students) pay attention or not. There is always a way to find social media if you want it," he said. "We're trying to create an environment where there are as few distractions as possible," Albinson said.

Although the firewall approach isn't always effective, it does discourage students from constantly checking social media. Even the need to turn one's Wi-Fi off is a gentle reminder of the time being wasted. However, while helpful in theory, ultimately, change must come from the classroom and students' desire to learn rather than administration.

## BOOK TEXTURE: ANDY WEIR

SYLVIA BURNS



Andy Weir writes hard sci-fi, a genre in which the story, although fictitious, adheres as closely as possible to real-world laws of science. His works include "Project Hail Mary," "Artemis," and "The Martian." "The Martian" chronicles the survival of astronaut Mark Watney on Mars, and every challenge and solution Watney faces are practical. If Weir wants Watney to grow potatoes on another planet, he has to work out in feasible numbers how much water and space the astronaut needs. The ideas in Weir's sci-fi are so fun and satisfying that the writing isn't even lacking in imagery, or the plot in character development.

Most of the prose in Weir's books is bare description, dialogue, and sarcasm. A lot of my favorite books have lyrical, aesthetic styles, carefully crafting sentence rhythm and sketching with all manner of striking verbs and adjectives. Weir's books don't. The style is neither particularly poetic, nor stylistic in any blunt or flashy way. His word choice and sentence length are predictable, so the writing feels common. However, the joy of his books isn't the fantastic writing. It's the ideas that the writing conveys. Any given scene focuses on a scientific problem and its solution. Watney has to make 600 liters of water, so he pulls hydrogen out of rocket fuel to make it. Not all the hydrogen is reacting to make water, so his base is turned into a ticking bomb. So he sparks the reaction in tiny bursts to avoid an explosion-inducing flame. He spends page after page on problem-solving. There isn't room to have anything else going on in his brain, be that description or character development, and Weir's books don't need it. As much as I like my pretty synonyms for blue and feel-good journeys of betterment, reading about ideas and understanding why they work is gratifying.

Interestingly, my favorite of Weir's books, "Project Hail Mary," has the best emotional-driven storytelling, and is the least realistic. The protagonist, middle school science teacher Ryland Grace, is much more sympathetic than either of Weir's other main characters. The ending of the book is driven by the friendship Grace develops with the alien Rocky. My favorite parts of the book were the least realistic — learning about the new kinds of aliens Weir thought up. Character are important even in hard sci-fi like Weir's. However, some of my least favorite parts of his books were also character details. The protagonist, Jasmine Bashara, in "Artemis," is arguably Weir's most developed protagonist, but I would much rather be reading about welding in a vacuum than her love life. Comparatively, Grace's friendship with Rocky has Weir's fantastic ideas snuck into it, because Rocky is an alien!

All in all, decent and engaging characters might be helpful to enjoy reading a book, but Weir's work can teach us that forcing character growth doesn't always make a story better!

## Geography class will build global citizens

BY KAITLYN FISCHL  
staff writer

It is a common perception that Americans have poor geography skills. Unfortunately, this stereotype has a bit of truth to it. In a National Geographic-Roper Poll that consisted of around 3,000 people from nine countries, the United States placed second to last in its populations' geography knowledge. Geography is a broad field that covers everything from historical and economic events, to cartography and climatology. Although it seems obvious that this content should be taught in schools, many classrooms barely engage with the subject. A yearly geography unit should be incorporated into all students history or social science classes to ensure that fundamental geography skills are developed.

Teaching geography will help students understand the connections between humans and their environment. For example, learning

about California's topography and landscape can make students aware of drought and wildfire challenges. Hopefully, students will be inspired to take action, and think of possible solutions for these issues.

Studying geography will also allow students to understand trade. Different landscapes and locations affect what and how products are exchanged. For example, a large container ship got stuck in the Suez canal in March of 2021. The canal, an important waterway for transportation and trade, is often seen as a powerful example of engineering and geography working together. However, the event triggered the hold-up of over 400 ships and caused an economic loss of over ten billion dollars. Discussing events such as these in geography classes would shed light on the relationship between geography, engineering, and our economies.

In a region as diverse as the Bay Area, international geography would be the most beneficial to teach stu-

dents. The best way to start is to familiarize students with the world map. An effective way of teaching this is to break up continents into regions, and then put them back together. Domestic geography should also be covered as being familiar with one's own country is important. Courses like IB History of the Americas and AP United States History could be geared towards

domestic geography, while BIHS Global History could focus on international geography.

Ultimately, developing a strong grasp of geography grows our understanding of the world and the people we interact with. A strong geography curriculum is essential for students to be global citizens who care about the societal issues we face — whether at home or overseas.



World map hangs in BHS classroom C-307. TESS PETT-RIDGE HENNESSY



# Graduating early: A worthwhile endeavor for interested students

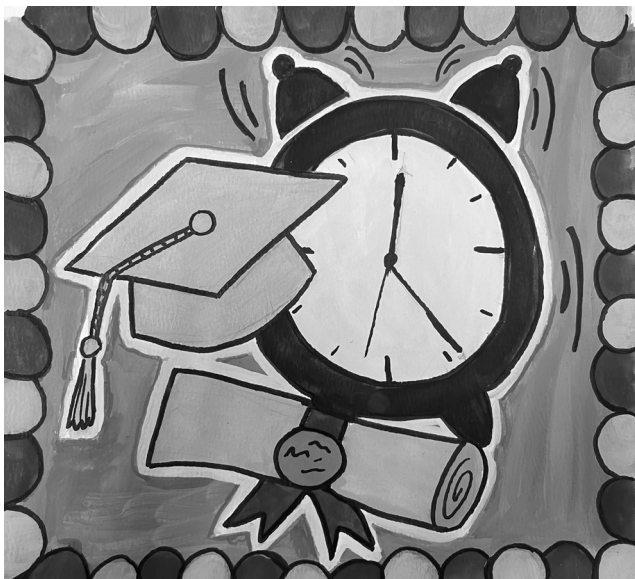
BY KARIM MELEIS  
staff writer

By the time Berkeley High School students get to the start of their senior year, many wish high school was over. For some, this is actually possible! Every year, several BHS students graduate early. It may sound difficult to some, but for those with enough persistence, dedication, and hard work, it can be an incredible opportunity. To graduate early, BHS students need to take additional classes outside of their typical classes to acquire the required number of credits earlier than usual. Most students who aim to graduate early take dual enrollment classes in the Peralta Community College District to earn these credits, specifically at Berkeley City College. This significantly increases their workload because they need to simultaneously complete

their regular courses, the extra courses, and, if they want to go to college immediately after graduation, college applications. Graduating early is difficult, but it can be an enormous benefit to those who manage it. While it can be easy to assume that graduating early will be a benefit to your college application, this isn't entirely true. Generally, colleges will look at the transcript of a student who has graduated early the same way as one who didn't. If an early graduate's grades suffer because of the additional coursework, the fact that they graduated early will not make up for that. In addition, taking the additional courses required to graduate early often means doing fewer extracurricular activities, which can also hurt college applications. However, there are also many positives to graduating early, the most prominent being that it

gets students ahead of their peers. Even if the college the early graduate wants to attend does not provide a path for them to enroll immediately after graduating early, they can attend community college in the interim period. If the four-year college they are planning to go to lets them transfer those grades, it can enable them to complete some of their college general education requirements early, allowing them to graduate college earlier than their peers by a semester. This would give them a headstart in finding a job. In addition, there are scholarships only available to students who graduate high school early. For example, the Texas First Program provides Texan early high school graduates a scholarship to some colleges. Because fewer people are eligible, they are often a lot easier to get than regular scholarships, so early graduates may find the cost of

college to be less, another motivation to pursue early high school graduation. Unfortunately, a large drawback of early graduation is missing out on the spring semester of your senior year. Those few months contain several communal events for seniors such as the senior sunset and senior ditch day. Missing out on these social gatherings is unfortunate for early graduates. The most notable detriment to an early graduation is not having a graduation ceremony where students receive their diploma, and instead getting it in the mail. The graduation ceremony is one of the most important parts of the high school experience to many, and the memories and pictures of that day often stick with students for years. Losing that is a significant price to pay for graduating early. Overall, there are many benefits and drawbacks to graduating early from



ANISHA PINTO

high school. However, for students who are up for the challenge, it can absolutely be worth it. For some, the opportunity to get a head start on college and spend less money on it, is well worth giving up some events for seniors and the high school graduation ceremony. Additionally, students who graduate early have complete control over their lives, meaning they don't need to go to college

but can have a gap semester in which they work, travel the world, or do anything they want while still joining their peers in college at the same time they would have if they graduated on the regular schedule. By graduating early, students have the chance to become fully-fledged adults slightly before their peers, and if they are ready for it, the opportunity could be priceless.



BART fares build up for students, causing financial strain. IDA MARSHALL-LAPPE

## BART should allow students under age of 18 to ride for free

BY REECE FONG  
staff writer

Since August of 2021, San Francisco's Muni has been free for everyone under the age of 18, allowing students to commute to school at no cost — an important relief for many of the city's youth. Although Muni offers free transport to all minors, BART, the backbone of the Bay Area's transportation network, does not offer free rides for minors. For the sake of equity, BART should allow students under the age of 18 to ride for free, ensuring greater access to education and opportunity. For families with financial aid, free lunch, and other support, finding the money to pay for BART transportation to and from school each day can be a struggle. "It's costly to live here in the Bay Area. I feel like the youth shouldn't have to pay to take BART because we're not able to

generate a steady income to sustain paying for transportation to school every day," Cole Geurtsen, a Berkeley High School junior, said. Additionally, regardless of their financial situation, students should not be expected to have to pay for transportation just to access education. "There are a lot of kids in the Oakland, San Francisco, and Berkeley areas that don't have a lot of money ... where BART is really the only option, students shouldn't be charged for that when it's their only way to get to school," Geurtsen said. Unfortunately, BART already has financial struggles. Cutting back on youth payments for transportation could heavily affect BART's already struggling finances. Nonetheless, there are solutions to BART's financial strain besides charging youth for rides. The jumping of turnstiles and other underhanded ways to avoid paying for

BART are common. Before the pandemic, BART estimated that it lost between \$15 million and \$25 million a year from fare evasion alone. Fortunately, BART has already begun implementing solutions to this. As part of a new \$90 million project, BART is installing six-foot tall plexiglass doors with a mechanical auto-lock to prevent fare evasion. This, in theory, should prevent fare evasion, which might allow BART to afford to let minors ride for free. Providing free BART rides for students under the age of 18 is crucial for ensuring equitable access to education in the Bay Area, where transportation costs can be a significant burden to students. By addressing these fare evasions, BART can help alleviate the financial burden on students and families, nurturing better opportunities for youth without needing to compromise the system's financial stability.

## The unsustainable cost of college applications must come to an end

BY RIGZIN GYALTSEN  
staff writer

With graduation only a semester away, seniors have college on their minds. With the number of options, students often end up applying to many schools. Unfortunately, most students have to pay upwards of fifty to a hundred dollars per college application. Moreover, application costs are growing each year, and it's time that these prices were brought down, in consideration of students. College application fees can range from forty dollars, all the way to \$125. For students like Maya Merhige, a Berkeley High School senior, this number continuously racks up with each application. "I spent over one thousand dollars last week on my registration and some college applications," Merhige, who is applying to 20 institutions, said. This substantial price tag harms student's educational opportunities by discouraging them from applying to a broader selection of universities. Although some schools offer reduced-price application fees, all students should have the right to apply no matter their financial situation. Tuition costs are enough on their own. Americans have a collective \$1.6 trillion worth of student loans. This number can be seen as a direct effect of

high tuition prices, some of which can be up to \$93,417 per semester, according to Columbia University. Furthermore, many institutions are already exceedingly wealthy. In 2024, Columbia University made \$6.6 billion — \$3.3 million of which came from application fees. In addition, the number of applicants has consistently increased while the number of acceptances has stayed relatively constant. Taking Columbia as an example, in 2016, 31,851 students applied, and 2,363 were accepted. In contrast, 60,374 students applied in 2023 while only 2,255 were admitted. It is unfair that colleges continue to charge applicants so much when so few students are accepted compared to the number who apply. College application fees can be important, however. Fees encourage students to be more selective with their applications, so they can help narrow students'

lists. This can also prove to be beneficial to colleges, as admissions officers won't have to spend time reading the applications of students who threw their hats in on a whim and don't actually want to attend their college. Despite this, universities like MIT, make \$4.56 billion a year — yet are still charging a \$75 application fee. While institutions like these have expenses, they could easily fund admissions officers' salaries on their own. From the East to the West Coast, institutions in America must begin lowering, and ultimately eliminating college application fees. In doing so, they will allow greater access to educational opportunities while saving students and their families potentially thousands of dollars. It's important that colleges and universities lower application costs to ensure equal opportunities, and meet the needs of students regardless of their financial situations.



ISA SHIMOMURA



EDITORIAL

# District attorney recalled and Prop. 36 passed

PRO

In the 2024 Nov. 5 local election, 65.2 percent of Alameda County residents voted to recall Alameda County District Attorney (DA) Pamela Price. The recall is a necessary step for a safer Alameda County.

Supporters of the recall have criticized Price for being too lenient on crime through her passing of minimal sentences to convicted individuals. Supporters of the recall also blamed Price for a rise in crime in Alameda County. According to data presented by the Governor of California, Alameda County had the highest homicide, violent crime, and property crime rates of California’s 10 largest counties in 2023. Further, Price failed to meet deadlines required to prosecute around a thousand misdemeanor cases, according to the San Francisco Chronicle.

While opponents of the recall may argue in support of

Price’s effort to make the criminal justice system more equitable by stressing rehabilitation efforts and alternatives to incarceration, it is worth noting that these rehabilitative values should not diminish the pursuit of justice within our criminal justice system and for the families of victims.

In addition to the recall of Pamela Price, Alameda County residents have demonstrated a desire for the criminal justice system to be tougher on crime with 68.5 percent of voters voting YES to Prop. 36, a measure designed to inflict harsher penalties on crimes such as theft and drug offenses. These changes serve as necessary steps for ensuring that Alameda County continues to strive for a decreased crime rate through adequate prosecution.

Getting involved in local politics by showing up to meetings held by the city are actions every citizen in Alameda County can take to protect the safety of their communities. Learn more about how to get involved in local Alameda County politics at <https://www.acgov.org/participate.htm>.

CON

Between 1986 and 2006, California’s prison population skyrocketed from 59,000 to a whopping 173,000, largely due to a series of criminal reform laws passed state and nationwide, according to The Guardian. They have similar goals to Prop. 36, which will increase sentencing for shoplifting, property crimes, and drug possession. Recently recalled Alameda District Attorney Pamela Price opposed Prop. 36,

and through her platform aimed to reduce racial disparity in the criminal justice system with restorative justice practices and reduced sentencing, according to her website, Pamela Price for District Attorney. The recall of DA Price and the passage of Prop. 36 are detrimental to the progress made in CA’s prison system thus far.

In California, prisons are more than 75 percent Black and Latino, while the state population is only 44 percent Black and Latino, according to the Public Policy Institute of California. The recall of Price will undermine the opinions of voters who elected her wanting positive change and movement towards equality.

Increased criminal prosecution is a costly endeavor, meaning that money that could have been allocated towards social services improving people’s lives and addressing the root causes of crime may instead be spent on incarceration. Since 2014 when Prop. 47 was passed, a law that focused on rehabilitation and prison de-crowding, California has saved \$800 million that would have been spent on criminal prosecution, according to Gov. Gavin Newsom’s online platform. Prop. 36 and the shift to harsh criminal justice policies brought by the recall of Price will actively work against the progress made by Prop. 47.

If you’re wondering how to support restorative justice there are numerous local organizations that you can get involved in through donation and volunteer work. One such organization is Oakland based Community Works West that you can look into at [communityworkswest.org](http://communityworkswest.org).

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The by-lined opinions expressed in the Editorial/Opinion and Entertainment sections and columns are those of the writer and do not necessarily reflect the opinion of the *Jacket*. Non-by-lined editorials represent the opinion of the *Jacket* and must be approved by a two-thirds vote of the Editorial Board. Any opinions or views expressed in advertisements do not necessarily reflect those of the *Jacket*.

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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## SCIENCE SPOTLIGHT

# AI is here to stay; BHS students must adapt to an AI-filled world

BY CEDAR GILMOUR  
staff writer

Fueled by its rapid evolution in the last few years, Artificial Intelligence (AI) has made itself more and more accessible and relevant in our everyday lives. Companies like Meta, Nvidia, Apple, and Microsoft have invested in AI tools to enhance their platforms and user experience, solidifying AI as a tool that is here to stay. As it is clear AI will only become increasingly relevant in the future, students need to learn how to navigate AI’s complexities. Integrating AI into Berkeley High School’s existing computer science classes’ curriculums will give an essential introduction to the concept of AI as it continues to evolve and affect our lives, setting up BHS students with the knowledge to take on the ever-changing world of AI.

According to research done by McKinsey Global Institute earlier in 2024, 65 percent of people surveyed say their organizations are using AI regularly, almost double the amount 10 months prior. Learning how to navigate AI as a high school student teaches important skills relevant to many lines of work and may be used later in life. Learning about AI not only helps students in the workforce but also helps them become more knowledgeable about this technology and the effect it has on our society and world.

“Whether we like it or not, we’re going to be expected to be able to use AI,

and it’s going to be used on us,” Shoshana O’Keefe, an AP Computer Science Principles (CSP) teacher, said. By integrating AI into current computer science classes’ coursework, BHS can ensure its students are ready to enter any field that uses AI.

AP CSP covers a wide range of topics, teaching students various computer science skills. From learning how to code, to understanding internet safety, the class provides an introduction to computer science and does not require prior coding knowledge or experience. While this class introduces students to a variety of topics, AI is currently a very small part of the curriculum. “I also think students should spend some time considering the ethical implications of different ways to use it (AI) and the different directions that the technology could unfold,” O’Keefe said. In addition to learning AI skills, the potential harm of using AI cannot be ignored and are crucial to teach to students.

Rather than creating a new and entirely AI-focused

class, integrating AI into existing curriculums would be more effective. Creating an entirely new class requires materials, resources, and the hiring of new teachers, which takes money and time. AI is still a relatively new and niche subject compared to computer science, which is a much broader field. Many students may not choose to take an AI class, but integrating it with a more popular course like computer science, would give the topic more exposure. By doing this, it would be possible to teach AI concepts to a larger number of students.

As AI becomes increasingly relevant in our society, it is crucial for students to learn how to use it and understand its potential consequences. By integrating AI into the existing AP CSP curriculum, students will establish a basic understanding of AI and its complicated characteristics. Doing this will prepare students for the workforce and beyond, giving BHS students the skills to succeed in the AI-filled world.



NATALIA LUNDIE



# BHS students walk out in protest of Trump’s reelection

*Approximately 40 students gathered at Civic Center Park, hung posters, gave speeches, and painted a mural*

BY FINOLA JACKSON  
news editor

On Friday, Nov. 8th, 2024 at 11:30 a.m., approximately 40 students walked out in response to the results of the November presidential election. After painting a mural on Allston Way, students gathered at Civic Center Park, across from Berkeley High School, to hear speeches from fellow student speakers.

The walkout was planned by Sunrise Berkeley High, a BHS climate activism club, in collaboration with members of Jackets for Palestine and the Black Student Union. According to Azucena Uribe, the president of Sunrise, the walkout sought to foster community and collective action in response to the election, while highlighting the urgency of addressing climate change.

“It was a time for people to get ignited and use their emotions about what’s going on to cultivate intentional action for the next four years and for our lives,” Uribe said. “(The BHS community) is all young people, and we’re going to feel the effects of what’s going on in this political moment for generations, especially in terms of climate change.”

Melanie Chang, another organizer of the walkout, said that the walkout emphasized how the Trump Administration could harm the climate change movement.

“The Trump Administration plans to support the gas and oil industry, which means the clean energy industries will be limited,” Chang said, “His administration will also be reducing the funds that support work towards a cleaner Earth, as a way to reduce inflation. This is a major hit

to the climate change movement because of the little time left we have to save the planet.”

During and after speeches, students also collaborated on a mural painted on the street of Allston Way. Designed by Maria Sanchez Perez, a BHS senior, and David Solnit, a Bay Area muralist, the mural spelled out “We will not live by Trump’s policies,” and “All Power 2 the People.”

“Because the walk out was made to bring awareness of the dangers Trump poses to many communities (at BHS), I wanted to design something that would also bring us hope,” Sanchez Perez said.

The mural was made up of two circles. According to Sanchez Perez, one side represented what the BHS community stands for. This side included a tree representing life and growth, the Black Lives Matter symbol, the transgender symbol, the woman symbol, and a hand that says “Palestina libre.” The other side represented what the community will not stand for, and included an illustration of a smoke tower.

“Seeing everyone come together and work on the mural was really powerful,” Uribe said, “It felt like community.”

According to Chang, the walkout successfully provided participants a sense of community and hope.

“The students who showed up were able to bond with each other and listen to each other’s stories,” Chang said, “Those who gave speeches were vulnerable, and were able to tell their stories, speak up for their communities, and have their voices heard. Knowing that other students at our school are willing to fight for change, and fight for their futures made me strongly believe that we will be able to make change.”



Karim Meleis gives a speech to a group of BHS students who gathered for the walkout.

SEBASTIAN FLETCHER



Various students paint the roads beside the park as part of the protest.

ATTICUS LABANG



Students gather in Civic Park during the walkout.

ATTICUS LABANG



Students paint a mural on the street outside Berkeley High School.

SEBASTIAN FLETCHER



Students at the protest give speeches and shared stories.

SEBASTIAN FLETCHER



Paints are set out in preparation of mural design.

SEBASTIAN FLETCHER



# FEATURES

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## How the Jacket uncovered indentured servitude case in 1999

*Megan Greenwell and Iliana Montauk captured media attention after investigation into death of local 17 year old*



BY TEJAL DOPMAN  
staff writer

In the Friday, Dec. 10, 1999, issue of the Jacket, two students, Megan Greenwell and Iliana Montauk published an article titled “Young Indian Immigrant Died in Berkeley Apartment: South Asian Community Says ‘Indentured Servitude’ May Be to Blame.” At the time, Greenwell was a Berkeley High School sophomore who had only just joined the Jacket and had only written one Jacket article prior to this.

Greenwell was assigned to look into a girl named Seetha Vemireddy who had died from carbon monoxide only a few blocks away from BHS. Since Vemireddy was 17 years old, many assumed she went to BHS, as Vemireddy lived only a few blocks away and it was the only public school in the city. Greenwell described her reaction after finding out that Vemireddy didn’t go to BHS.

“I thought that (it) was kind of weird, because it’s the only public high school in town. It just seemed surprising that she wouldn’t have been a student,” Greenwell said.

According to Greenwell, after discovering that

Vemireddy didn’t go to BHS she decided to talk to several students at BHS to inquire about Vemireddy and why she wasn’t in school. Greenwell was able to find multiple sources that said Vemireddy worked for Lakireddy Bali Reddy, who at the time was one of Berkeley’s wealthiest landlords. According to several of those sources, Reddy helped those in India get to the U. S., however, many of those people felt as though they were in debt to Reddy and worked for him for either a very small amount of money or nothing at all.

“Such immigrants are vulnerable because they do not have the skills necessary to find another job, they don’t speak English, and because they feel indebted to their employers,” read the article by Greenwell.

The article also found that “indentured servitude” may have been to blame for the death of Vemireddy. Greenwell’s sources had varying perspectives on indentured servitude, however, in the U.S. indentured servitude is clearly illegal.

Both Greenwell, Montauk and many other Jacket editors

were worried about the backlash the Jacket might get for writing about Reddy in a way that implied illegal behavioral. Greenwell described the steps they took before publishing the article to ensure its credibility.

“It was obviously edited by a bunch of people, including our then Jacket advisor. We had a media lawyer read it, which was not something I was used to doing for the Jacket,” Greenwell said.

Greenwell said the Jacket didn’t involve the police before they published the article because they decided that if it was something that the police wanted to look into they would.

“The story came out in the last issue of the Jacket before winter break, so we went on break, and we didn’t hear anything about it ... And then it wasn’t until we got back in January that all of a sudden, everything exploded,” Greenwell said.

In January, Reddy was arrested for human trafficking and immigration fraud charges against young immigrant girls.

Following Reddy’s arrest,

Megan Greenwell  
BHS class of 2002



Iliana Montauk  
BHS class of 2003



ILLUSTRATIONS BY EDEN MIDDLESWART

multiple articles were written about Greenwell and Montauk and how they were the first to write anything uncovering the truth about Reddy. Greenwell described how after Reddy was arrested, there were reporters everywhere, including her locker at school and in front of her parents’ house. Despite the chaos that erupted after Reddy’s arrest, overall the story shaped her life in a very positive way.

“This one story had (shown me) what I wanted to spend my life doing. And, you know, I think that’s an uncommon thing to know quite that early,” Greenwell said.

This event gained recognition for the Jacket in a way that it had never received before, and also helped shape the careers of Greenwell and Montauk. Greenwell explained that this story was what made her want to become a journalist in the first place. Greenwell was

the editor-in-chief of Wired.com and has written for the New York Magazine, Esquire, ESPN The Magazine, and GQ. Greenwell was also a member of the Washington Post team that received a Pulitzer prize for their coverage of the Virginia Tech shooting.

“What a privilege to be able to start my journalism career in a place like Berkeley,” Greenwell said. Greenwell described how high schoolers have an advantage on some topics compared to professional journalists since young writers have the ability to know what other young people want to read about.

“I see every year with the high schoolers I work with that there are stories they think of that I would never in (a thousand) years think of because I’m not walking the halls of a high school anymore,” Greenwell said.



Leadership team(left):  
Top(L-R): Will, Noam, Andy, Steven, Finnigan, Sean.  
Bottom (L-R): Becca, Ellie, Sophia, Katie, Iliana, and Ian (not pictured)

Iliana Montauk in the “Jacket” section of the Class of 2000 Yearbook

COURTESY OF BHS CLASS OF 2000 YEARBOOK



MORE THAN TOAST:  
RESTAURANT  
REVIEWS

HAZEL BAILEH KLEIN WOLFF



Berkeley has never lacked when it comes to fantastic restaurants, and today I want to highlight some new restaurants around town that deserve our support. The pandemic started a takeout epidemic in our culinary community. Now that COVID-19 has settled down, I would like to vouch for going out and eating in restaurants to become the norm again. For one, local restaurants actually make more money when you eat in, and you'll be paying less for transportation fees and unnecessary taxes to delivery companies. Also, restaurateurs spend a lot of time crafting the perfect environment with furniture and decoration for customers to enjoy while eating in, so appreciating their hard work is important. I hope that you are inspired to visit these three new local restaurants and enjoy some delicious food!

Noor Indian Fusion: On University Avenue across from the Target is Noor Indian Fusion, a new Indian restaurant owned by a husband and wife. I had the chance to meet them while enjoying a tasty meal and they told me all the dishes are family recipes. Everything I tried was absolutely delicious and flavorful. My favorite dishes were the tofu tikka masala ordered with buttery, flaky paratha and basmati rice, the malabar shrimp, aloo gobi, and a mango lassi to drink. This restaurant is decorated beautifully and would be perfect for a celebration dinner.

Bageltopia: Right across from Noor Indian Fusion on University Avenue is one of many new bagel joints to open in this past year. Bageltopia has been featured in the New York Times for their delicious bagels and spreads. Serving a wide variety of both custom bagel sandwiches and classic bagel combos, Bageltopia has something for everyone. The menu has expanded quite a bit since opening, featuring an extensive vegan selection, egg sandwiches, and many new delicious spreads. You can order your bagel open-faced or in a sandwich form. I have a sweet tooth so I usually order a cinnamon raisin bagel with date cream cheese. I have also tried their innovative vegan "lox" made out of thinly sliced salted carrots.

Tanzie's Cafe: Tanzie's Cafe is a small Thai breakfast and brunch spot right off Sacramento Street and Dwight Way. Their menu has both savory and sweet traditional Thai breakfast dishes with ingredients sourced from local farms. The best item on the menu is the lava eggs, which are soft scrambled eggs served with meat or veggies over rice. They also have sizzling fried rice skillets and chia pudding which are both fantastic and indulgent. Tanzie's has both outdoor and indoor seating. They recently announced that they will be starting dinner service soon, but for now they are open for breakfast and lunch. While Tanzie's is slightly difficult to spot due to its tiny storefront, missing out grabbing a bite to eat there would be a true tragedy.

Innovation Club  
fosters creative ideas

BY NIALA LENZ-RASHID  
staff writer

"My overall goal (of this club) is to have people be happy with what they can create and (help) expand people's ideas to the fullest," Benicio McNally, a Berkeley High School sophomore said, "With every single thing that someone talks about or comes up with, that just adds to the overall goal of working together with people to create things, collaborate and bring your thoughts to reality." McNally is the co-founder and president of the BHS Innovation Club.

Students participating in this club have the opportunity to showcase their own creative ideas to a group of their open-minded peers. Students then bounce ideas, topics, references, and plans off of each other through in-depth conversations in an attempt to be able to create something meaningful and powerful. Currently, the Innovation Club is working on directing a mockumentary (fake documentary) to hopefully be showcased to BHS students later in the year.

"It's a movie we want to

make ... and we really just started with a base of, 'oh, I have a story,' and then we talked about it and the more and more we talked about it, we started creating different scenes and it really just expanded," McNally said, "All that freedom and the creativity you could do by making films, that's why I wanted to start the club — it's a place where you do that and you need a lot of different people's input and to get that from students is just really valuable."

McNally conveyed how a substantial motivation for the creation of the club came from recognizing how unacknowledged student perspectives are in terms of the creative process. "With the help of the people (in) the club, they can get recognized and get more seen by students."

McNally, along with student member Simon Spinrad, a BHS sophomore, values the community aspect this club offers, serving as a safe space for anyone and everyone to express their creative ideas, perspectives, and stories. "The club is a place where we can talk about our creative ideas and be taken seriously, because at the end of the day, a lot of



Innovation Club discusses mockumentary idea. SASHA BALASUBRAMANIAN

(other) places will not take us seriously," Spinrad said, "We take each other seriously with our creative ideas, and our goal is to achieve the maximum potential of someone's creative idea."

Spinrad, one of the original creators of the mockumentary in the works, illustrated how the club offered a space for him and his creative ideas to be recognized, built on by other people, and appreciated, without judgment or criticism. "When I pitched (the idea) to the (Innovation) Club, it clicked for them. It felt really good for me because I had finally found people who saw the same potential in this idea that I had throughout the day," Spinrad said, "We all just got almost head over heels over this idea, adding on to each other's ideas until we're script writing and trying as hard as we can to make it like a real produc-

tion."

Many club members share gratitude for the inviting community, freedom of expression, and for chance to get to know and connect with new people. Miles Rieger, a BHS sophomore and member of the club, appreciates it as an opportunity to manifest his individual creative ideas into something bigger and more meaningful, with the help and input of the club. "(It's) a club for people to express their artistic side and come together to make a collaborative piece of work that uses diverse talents to make one piece for all of us," Rieger said.

The Innovation Club features a non-judgmental, expressive, and friendly community space with room for all student-created ideas to grow and prosper through collaboration and creative talent.

The job search: Challenging yet rewarding

BY KESL HUMPHREYS  
staff writer

Having a part-time job during high school can be a rewarding experience for many teenagers. Working as a teenager allows for greater financial independence, and also teaches new skills and work ethic. However, landing a job as a teen is not always a straightforward process.

"A lot of jobs are looking for somebody the age of 18 or older," Margaux Rocha, a Berkeley High School junior, said. Nell Harte, a sophomore at BHS, encountered the same problem. "A lot of places tend to hire more college students," Harte said, "(High school students are) in school a lot of the time and only can re-

ally offer certain time commitments. People don't want to hire someone who's not going to be able to work there full time."

Harte had started searching for a job during March of 2024. With help from a writing teacher, she built a resume detailing her positive work qualities such as her understanding of technology and people skills. A difficulty for Harte was approaching a business, presenting herself to strangers, and asking if they were hiring. She was able to overcome her feelings of nervousness by shifting her mindset. "I was there to offer my skills and I realized that rejection is okay," Harte said.

Harte didn't give up. Two months later in May, she found a job as a cashier

at a local farmer's market, working Saturdays for six to eight hours. Throughout the job search process, Harte learned to have more confidence and not be afraid to advocate for herself.

Rocha tried to lean into her strengths as a water polo player and swimmer, aiming to get a job as a lifeguard. "I kind of already had the upper hand on learning (as) it's a water based job," Rocha said.

To become a lifeguard, Rocha had to get her lifeguard certification. To get certified, she participated in two days of training with seven hours each day, and then completed a 20-question multiple choice and written test at the end. Rocha also put together a resume describing her skills of leadership through being a leader in Girl Scouts and her experience with kids through babysitting. She applied to different lifeguard positions, eventually landing a job in Richmond. On a typical week she works around five hours.

at BHS, found a job through networking. She works as an assistant at a small pottery studio named Brushstrokes. Dooley's mom met the owner of Brushstrokes through a yoga class. From there, Dooley's older sisters got a job at the studio, and eventually Dooley did too. The studio provides a place for individuals to paint and work with pottery, and also offers classes and camps teaching pottery and other art forms including mosaics and glass working.

Dooley has been working there for almost a year now and has developed a sense of connection to the studio. "I'm really comfortable with the people there, and my friends work there as well. It's definitely a very homey place," Dooley said.

Dooley typically works one or two days on the weekends. She likes to spend her hard earned money by eating out and buying clothes.

Despite the challenges some teens have to overcome during the job search, through this process, they can learn to network, self-advocate, and investigate different job opportunities and gain valuable learning experiences and increased independence.



Nell Harte, BHS sophomore, works at a farmer's market. LEO OSTROY HARP

Lila Dooley, a sophomore



# Coaching Boys Into Men fosters connection, empowers students

BY AUBREY CASPER  
staff writer

Cornelius Smith, a safety officer at Berkeley High School, backed away from the whiteboard where he had written “RESPECT” in big letters. “Pull up that word,” he told the group of about six students in front of him, “I want you to read the definition of that word.”

This is a common occurrence in J-205, the classroom tucked away into the back of BHS where the Coaching Boys Into Men group meeting takes place every Wednesday. The group attendance can range from 12 to 25 boys.

Oftentimes, Smith focuses with the boys on an important word — like “respect,” “accountability,” or “goals.”

“Sometimes kids don’t even understand a word and they don’t know what it means,” Smith said, “People use words a lot, but really don’t have the true meaning and understanding of the word.”

This group is a resource that helps boys with character building, accomplishing their goals, furthering their education, and overall supporting them — whether that be with reassurance and love, or food and clothes. That’s why, Smith explained, the boys show up to

these meetings — the sincere love they receive, as well as the respect, honesty, fairness, and consistency of the meetings.

“They know we love them whether they do good or bad, and they know we gonna always be fair,” Smith said, “We’re gonna always tell them what’s right. We gonna lead by example ... We don’t switch up, we don’t change up. You know we got you.”

One member of the group is Derrick Coney, a BHS junior. Coney has attended the group since the middle of last year, and plans to attend until he graduates. Coney explained that he keeps going to classroom J-205 because it helps him find opportunities for after high school and provides him with community.

“I think I get a sense of a community of my own, since it is mainly African American scholars,” Coney said, “ ... I know it’s an environment of people that are similar to me.”

Oftentimes, Smith presents job opportunities and internships to the boys in these meetings. Jobs are mostly with the City of Berkeley, and often include positions like summer camp counselors. This valuable resource not only allows students to gain job experience, but also provides them with the opportunity to make money, and support their fam-

ily, if need be.

“We’ve had a couple of kids work the past summer, which is good, and they were able to ... save or help with the load, or (with) school (and) clothes in their household (and) not being a financial burden,” Smith said.

However, Smith said that paperwork that parents must sign often inhibits the students in the group from being able to do jobs or take internships.

“Sometimes the parents don’t get the paperwork in a timely fashion, and so the kid is not able to move forward in (the opportunities) that they apply for,” Smith said.

In addition to supporting students by helping them build character, connecting them to job opportunities, and discussing important words and ideas, Smith and former school resource officer Austin Mitchell often provide around-the-clock support. They both have received many calls from students that have had an accident, a medical emergency, or that were hurt, stuck somewhere, or grieving peers that had been killed.

To support the kids on another level as well, Smith and Mitchell also try to help obtain clothing for anyone that needs it, as well as provide food at their meetings. They even help students with transportation

to and from school, or to a sports practice, by paying for an Uber or Lyft to get them there.

“I give a lot of money out my own pocket. Officer Mitchell does (too) ... I can’t tell you how much money I give during the week, or officer Mitchell, for Uber, Lyft, or for food,” Smith said.

Although this group has technically only been around for a little over a year, Smith and Mitchell have been wanting to create a group like this for years. Even before they officially got classroom J-205 to operate in, they were already having discussions with the

boys.

“I saw a need ... for the young men that have certain concerns and needs,” Smith said, “ ... and just seeing that need in all aspects working on campus and closely with the students, and having a space and an outlet for them to share, and/or help bring their goals and visions and dreams to pass. Unearth that talent that they have — to make that a decision.”

Smith sees this need in the young women on campus too, and they hope to start a girls’ version of the group.

“I wish more adults would contribute to the furtherance

of building character. When the kids graduate after four years, they have another 45 years outside this campus to be successful in life and be viable,” Smith said.

In the end, no matter what obstacles the group members face, BHS students continue to meet in J-205 — building character, harnessing opportunities, and forming connections with each other.

“We let them voice their concerns, and we deal with their concerns,” Smith said, “We love you, regardless of who you are ... And the kids know that, and they respect that.”

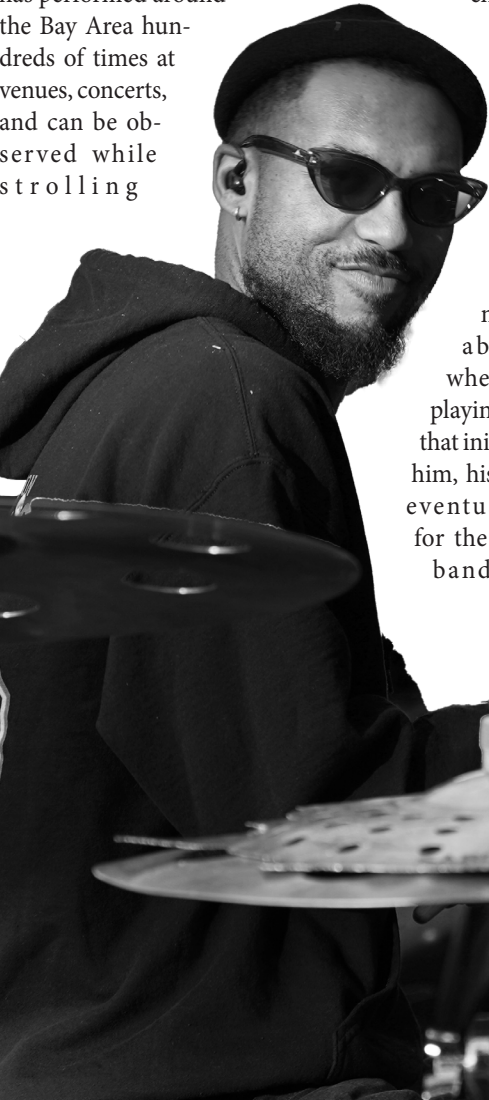


Cornelius Smith and Austin Mitchell serve as mentors and support system for the group. JAHAN INGRAHAM

# Street musician Jordan Davis’ soulful beats revive Downtown

BY DAMON HUNT  
staff writer

Jordan Davis is a Berkeley High School alum, as well as a professional hip-hop and R&B drummer of 10 years. Davis has performed around the Bay Area hundreds of times at venues, concerts, and can be observed while strolling



Davis often brings his beats to Berkeley’s Oxford Park.

through town, on the streets and parks of downtown Berkeley.

Davis’ passion for drumming was sparked when he was just three years old, listening to the grooves and beats that rang throughout church. He began by simply playing with pots and pans in his grandparents’ kitchen. He became more serious about music when he started playing at the place that initially inspired him, his church, and eventually played for the BHS Jazz band. Fol-

lowing his graduation, he continued to pursue music, ultimately taking his talents to the streets and parks of his hometown.

According to Davis, he was drawn to drumming, as opposed to other instruments, because when playing the drums there is much more room for one’s own ideas and imagination compared with other instruments. Davis said drumming allows for him to truly express himself and his style more than any other art.

“People are always very versatile and different. (Drumming is) unique, because you can kind of create your own style of it too,” Davis said.

Davis has been able to

hone in on this versatility through street music for a variety of reasons. He was always a very creative and artistic individual, and so although he loves performing in all settings, he most enjoys street music because he is free to improvise and play to how he feels, fueling his creative process. He is also able to play based on his audience’s immediate desires, which he greatly enjoys.

“When you’re playing at different venues and stuff ... you can only set up so much stuff. But out here, I feel free so I can set up all my gear, seven cymbal stands, a five piece kit

... I just feel real free when I get to come out here,” Davis said.

Although performing publicly allows for Davis to express himself creatively to the fullest in ways that he cannot at some shows, there is another aspect of street music that musicians grapple with; street music can be a challenging endeavor as negative feedback is inevitable.

“I get picked on a lot for playing out here at UC Berkeley, like people ... might harass me, or whatever the case may be,” Davis said.

Nevertheless, Davis does not allow any negative feedback to deter him from truly expressing himself and giving the community the

beats. Though there are moments of difficulty, his love for music prevails.

“I just keep on going because I love doing it ... It’s just a joyful spirit for me to come out here and do what I do. I really enjoy it. I love playing the drums, and I love watching other people play,” Davis said.

Although negative feedback is a challenge for street musicians, according to Davis, the diversity of opinions and perspectives on street musicians’ music has somewhat of a silver lining.

“You get to see a lot of different emotions behind people, just for me coming out here, playing the drums,” Davis said. Because everyone can express whatever opinion they may have on his music, he has built immense faith in himself and his musical abilities, opening up many opportunities.

Street music has also had a profound impact on Davis’ community. Many of his best friendships have been forged through street music and he has been able to meet many inspirations through playing in public, as well as being able to inspire others. Davis plans to continue inspiring others through street music for the rest of his career in the hopes that he can instill the love he has for drums in other aspiring musicians.



SUNNY BEVIS-LIPTON



# ENTERTAINMENT

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## ALBUM REVIEW: SUNSHINE DAYDREAM BY GRATEFUL DEAD

LAWRENCE BAUNACH



The Grateful Dead straddled the line between rock and the improvisational nature of jazz, becoming famous for the long jams during their live shows. The band consisted of great musicians such as Jerry Garcia, Phil Lesh, Bill Kreutzmann, and Keith Godchaux. Starting as a psychedelic garage rock band in the 1960s, they transitioned heavily into a more rootsy, folky band who made use of the “Great American Songbook” like no other. Combining original material with well-known folk, such as pairing their spaced-out classic “China Cat Sunflower” with the blues standard “I Know You Rider” to blend seamlessly into each other every show. One of their best efforts was their concert in Veneta, Oregon, on Sunday, Aug. 27, 1972. Hot off the heels of their complicated but undoubtedly timeless tour of Europe, the Grateful Dead played a benefit concert in Veneta for the Springfield Creamery. This recording was highly bootlegged by fans who attended the concert, but a fully remastered version didn’t come out until 2013, when a documentary film about the show, and subsequent live album occurred.

Much of the Grateful Dead’s repertoire is documented. One staple that appears here is “Playing In The Band,” a song ironically fantasizing about the freedom of playing in a band. This version goes on for 20 minutes, showcasing lead vocalist Garcia’s classic soulful voice as the band enters a long jam session. However, if we’re talking about the height of improvisation, look no further than “Dark Star,” an original composition who’s original riffs and lyrics barely matter. The fairly short original song has been spun off into long epics, such as the version in this album going on for over 30 minutes, becoming completely free form, like the style of poem. The Grateful Dead make sure to give nods to famous gun-slinging, cowboy iconography, with songs such as the original “Mexicali Blues” and a cover of country artist Marty Robbins’ classic “El Paso.” The album reaches a climax where “Sunshine Daydream” gets its name, the welcoming “Sugar Magnolia.” I’ll be honest, when I heard the album version of this song, I didn’t like it too much. I thought it was a little too soft. Although, this version manages to tick all the right boxes. It’s a little harder rock, but still keeps a country feel. Everything feels grander, the rhythms feel like the relentless chugging of a train, until it suddenly ends, before picking back up with Garcia’s screeches, launching into one more epic solo.

The album was made for archival purposes, so it was not too much of a success, but that’s not what it’s meant to be. It’s a testament, more than anything, to the Grateful Dead’s success as a band, not to mention how it cultivated a massive community of “Deadheads” who followed the band. It’s essential, and it feels so free.

## Students’ passion transforms ‘Macbeth’

CONTINUED FROM PAGE 1

hefty amounts of dialogue to memorize. The hard work that they put into fully learning, understanding, and enunciating every line was evident.

“Our director called in a guest artist to help to work with certain groups on translating lines. The enunciation, the way you speak, is really useful in getting people to understand,” BHS sophomore and Assistant Director Flora Jackel said.

A specific high point of their performance was the scene after Macbeth murders the King of Scotland, Duncan. They both did an excellent job depicting the severity of these two characters’ actions, while connecting with the audience and bringing some humanity to the roles.

“I love the morally ambiguous,” Novick-Prucher said, “I have a lot of love for Lady Macbeth, I think she’s someone that at least deserves to be looked at as perhaps a cautionary tale, but I think with a little bit of understanding.”

The musical score of the production was also incredible. Every piece of music used during the show was written by BHS students. Whether it be the background of the scene, or the

original song “Never Motherless,” sung by BHS sophomore Charlotte Donaldson — it was incredibly immersive for the audience to experience such an original and student-led production. Another example of this is the original dance that BHS sophomore Kirby Duncan choreographed, which was performed about mid-way through the show and was titled “Banquet Dance.” The jolly and fun Scottish dance served as a break from the preceding morbid scenes of the play.

“We all got to do that together,” BHS sophomore Stage Manager Kaelo Hickman said, “It’s one of my favorite moments. After a lot of the shows, most of the cast would go outside, and we would all do the banquet dance together.”

While every single actor was incredible, it is also important to credit the show’s success to the hard-working production staff. The show has been in production since April of this year, when auditions began. Actors were then asked to practice, learn, and memorize their lines over the summer. The roles of assistant director, stage manager, and other jobs were assigned by Director Caitlyn Louchard. The production staff seemed to be the backbone of the

show, helping the actors through every step of the process.

BHS sophomore Mad-dy Owens, the director of publicity, made posters and filmed bulletins- publicizing the show as well as helping to sell tickets. Jackel attended every single rehearsal, helped the actors memorize their lines, and even helped run rehearsals at times. All three stage managers, Kaelo Hickman, Sadie Fitzhugh, and Inyo Harmon, were incredibly involved in the process and were active with the cast members on and off-stage.

All in all, the mix of equally talented cast and crew resulted in an incredible, unique, and simply fun

production of “Macbeth.” “I think that it was an incredibly impressive production, especially considering that it was a high school production,” Nico Otto, a BHS sophomore and audience member, said.

Each actor enunciated every word, was always in character, and was ready and prepared for everything, while the production made sure everything ran smoothly behind the scenes. The BHS theater department’s beautiful rendition of a Shakespeare classic showcases the talent and passion of the team, and leaves audience members brimming with anticipation for performances to come in the future.



Students performing “Macbeth” in Hall of Fame. COURTESY OF KATHRYN JAY

## WORD ON THE STREET

HOW DO YOU TRANSITION FROM FALL TO WINTER HOLIDAYS?

For Emma Candler, a sophomore at Berkeley High School, the transition from Halloween to more wintry holidays is enjoyable. “I like going from one exciting holiday to another, like winter vibes ... I like starting to dress warmer, and starting to make a wish list,” Candler said. One of her favorite parts about the approaching winter season is the weather. She especially loves the rainy season in Berkeley.



Since Christmas and Halloween are fairly opposite in their decor and energy, Joseph Hegarty, a BHS junior, finds that Thanksgiving is a perfect gateway from Halloween into the winter holidays. “It does feel a little bit weird, to be honest, to go from a scary kind of holiday to a happy kind of holiday overall, I think it’s done pretty well because both holidays are kind of cold ... Thanksgiving dinner gets us in a kind of family and friends kind of mood, which is the perfect path of leading to Christmas,” Hegarty said.



For Lillian Ellis, a BHS sophomore, the transition from fall to the winter season is her favorite time of year. “My birthday is in November, so it’s like, my season, and I love the cold. I like Halloween ... but I love this time of year,” Ellis said. Each holiday season, Trader Joe’s releases a new line of holiday themed snacks. Since BHS has such close access to Trader Joe’s, one of Ellis’ favorite parts of the season is seeing all the new products. “I like to go to all the stores and see their new Christmas stuff ... My mom made me go to Trader Joe’s with her, just so she could see holiday stuff,” Ellis said.



INTERVIEWS BY SORAYA JUNE BERENT  
staff writer

PHOTOS BY ZIVA AMENDOLA



# Glamorization of “Sad Girl” aesthetic brings nothing but tears

BY SOPHIE MIRZA  
staff writer

“Because I’m pretty when I cry,” a refrain in Lana Del Rey’s melancholic, gray-washed album “Ultraviolence.” It has been over 10 years since its release, and even longer since the iconography and aesthetics associated with it first surfaced, yet the Sad Girl remains a beloved and debated cultural icon today.



MIA BLATT

While her media portrayal has been of great comfort and a place of belonging for many young women grappling with similar emotion, the Sad Girl easily becomes fetishistic and reductionary of mental illness. She exists in many ways in an exclusionary and appropriative bubble.

Cleopatra, as a divine, tragic beauty, can be seen as an early example of the Sad Girl. Although an incredible beauty and femme fatale,

she was reckless and died an untimely death, making her the blueprint for the key features of today’s Sad Girl. Jumping ahead around 2000 years, Sad Girls permeate nearly every space of popular culture, from authors to musicians, cinema, and television. Most recently, the Sad Girl has taken over social media. Take the “crying girl makeup” on TikTok or Spotify’s popular “sad girl starter pack” as examples. In media, she is Lux Lisbon (“The Virgin Suicides”), Effy Stonem (“Skins”), and Cassie Howard (“Euphoria”), characterized by her dark emotion, melancholic beauty, and traditionally feminine appearance. Influential figures associated with the Sad Girl include author Sylvia Plath, director Sofia Coppola, and musician Lana Del Rey.

Audrey Wollen, artist/writer, coined “Sad Girl Theory,” explaining the Sad Girl as a symbol of resistance against the patriarchy that expects women to sit and smile. “It’s OK, even honorable, to be a sad girl.”

While the Sad Girl has been a consoling and identifying character for many young women and self-defined “girlbloggers,” she is frequently defined by her whiteness, seeing as there is little representation of women of color in the trope. The aspects of the character’s roots in Latina/x culture go unacknowledged. Heather Mooney, author of “Sad Girls and Carefree Black Girls: Affect, Race, (Dis) Possession, and Protest”, describes a scene in Lana Del Rey’s short film “Tropico” that embodies this thoughtless consumption of marginalized culture. This is a scene where she inhales the smoke exhaled by a Latina/x character. “Del Rey ‘breathes in’ racialized space and embodied ‘authenticity,’ animating her position as a ‘real’ Sad Girl,” Moony writes. She describes the physical breathing in of smoke exhaled by Del Rey’s character as symbolic of a larger issue of cultural erasure — embodying something and pretending it is yours.

Additionally, expression

of Black women’s emotion is often depicted differently in the media. While intense emotion from white women tends to be glamorized, Black women’s emotion is often grouped into the harmful “Angry Black woman” stereotype. This creates a dynamic where a Black woman’s expression of emotion is viewed as angry, while a white woman’s is viewed as soft and beautifully tragic.

In addition to its both direct and indirect racism, the Sad Girl trope can encourage unhealthy behaviors such as self-harm, anorexia, and depression in young women. After Plath’s death became widely discussed, Frieda Hughes criticized the romanticisation of her mother’s suicide. “The point of anguish at which my mother killed herself has been taken over by strangers, possessed, and reshaped,” said Hughes.

In the midst of the trope’s glaring negative impacts, it is important to consider that the harmful nature lies not in the central characters

and creators themselves, but rather in how they are appropriated into a symbol of beauty by the media. “Lolita” for example, is viewed by many as endorsing pedophilia, negatively impacting young women. However, Vladimir Nabokov, the author of “Lolita”, did not wish for it to be glamorized the way it is today. Nabokov did not even want a beautiful little girl with heart-shaped sunglasses to be on the cover of his novel, as he believed it would be difficult to portray a girl on the cover without framing her as the temptress. In retrospect, choosing a different cover would have been wise considering the sex symbol the heart-shaped-sunglasses girl has turned into.

The allure of the Sad Girl harms both those included and those excluded from it, raising serious questions about harms on young girls and women. Discussion around this trope, who it impacts, and how it impacts them can hopefully begin to deconstruct its popular glamorization.

# Berkeley Historical Society highlights Japanese Americans

BY AKHILA NARAYAN  
staff writer

“Open the Berkeley High School yearbook of 1942 and you’ll notice that Japanese American faces are missing from the pages,” says Nancy Ukai, a Japanese American BHS alumni. Ukai’s family, along with dozens of other Japanese Americans, the majority of which were put in World War II internment camps, now have their stories displayed on the walls of the Berkeley Historical Museum’s newest exhibition — Roots, Removal, and Resistance: Japanese Americans in Berkeley.

The exhibit aims to document the history of Japanese Americans in Berkeley. It does so through various interpretive art pieces and series of didactic panels, which collectively highlight how Japanese Americans have immensely contributed to Berkeley and the rest of the world.

One plaque names Berkeley as the birthplace of the Asian American movement and the term “Asian American,” which was first coined by activists Yuji Ichioka (BHS Class of 1954) and Emma Gee while they were studying at the University of California, Berkeley.

The majority of the exhibit focuses on the incarceration of Japanese Americans during World War II. In the aftermath of Japan’s 1941 attack on Pearl Harbor, President Franklin Delano

Roosevelt issued an executive order that all people of Japanese ancestry would be detained in concentration camps.

Gary Tominaga, whose name is mentioned multiple times in the exhibit, graduated BHS in 1971. His father graduated in 1939. In 1942, Tominaga’s father’s higher education was cut short when he was interned in the Topaz concentration camp.

Ukai’s mother, who graduated BHS in 1937, had been studying art in Los Angeles when the Pearl Harbor attack happened. She decided to return to her family in Berkeley. Ukai’s grandfather was worried, but her mother was not. Ukai recalls, “My mother said to him, well, we’re okay. They’re threatening to take us away. But anyway, I’m a citizen and I’m safe. And then of course, everybody got taken away.”

Ukai’s mother was sent to the Tanforan concentration camp. Ukai showed the enemy permit her mother was forced to carry with her on her trip from Los Angeles to Berkeley. Where it should list her date of return to LA, someone has scrawled the words not returning, a haunting foreshadowing of what was to come.

By the time the incarcerated were released, they had to begin their lives all over again with nothing. Often, they had lost their homes and businesses. Tominaga’s parents could no longer get work in California. They had to move to the South

Side of Chicago, which is where they met.

“Both our families are long-term Berkeley residents,” said Tominaga, “You can only imagine that if this didn’t happen, where would the family be by now if they didn’t have to start all over after the war.” Especially in Berkeley, where property is key in any kind of generational wealth, the years and assets lost to incarceration were devastating.

Tai Tachibana is a BHS senior whose grandfather was interned at nine years old. “His family lost all their stuff, they didn’t have a house anymore. They had to live in a trailer park with a bunch of other Japanese Americans. They had to live on welfare too, and it brought a lot of shame to his family,” Tachibana said.

The exhibit dedicates an entire wall to a list of more than 260 addresses of homes in Berkeley which interned Japanese American families were forced to leave. It displays enlarged images of orders for the incarceration of Japanese families. There are many stories of families who built their lives in Berkeley and were interned, primarily in the Utah Topaz Internment Camp.

Ukai said, “The government has successfully traumatized our community so much that the history has kind of been downplayed, sanitized, minimized, erased.”

Tachibana mentioned how the government tried



Exhibit showcases the history of Japanese Americans in Berkeley.

to cover up the true conditions of the camps. “The U.S. government would send photographers (to the camps) like Ansel Adams ... they would make it so the Japanese people in the internment camp would have to pose in front of fake food and they’d have to pretend that they were having a good time,” he said.

The photos that truly showed the horrors of the incarceration of Japanese Americans were impounded. “Dorothea Lange, who lived in Berkeley on Euclid Avenue and was a government photographer, a lot of her photos were censored,”

This exhibit serves as more than a simple remembrance of the events of the World War II incarceration of Japanese Americans. In light of recent events, it has become a warning. Ukai

said, “I think the whole thing now about demonizing immigrants and threatening them, describing them as animals, describing them as needing to be penned up and put in camps and deported by the millions, is really a repetition of this history of demonizing people because of their race and having their citizenship in question.”

President-elect Donald Trump has expressed the wish to invoke the Alien Enemies Act of 1798 — a part

of the Alien and Sedition Acts, used to detain non-citizens during World War II — this time to deport undocumented immigrants.

Tachibana said, “That’s the importance of not forgetting what happened in the U.S. during the 1940s. Everyone always says the importance of learning history is so that we don’t allow horrible things to repeat themselves. That’s kind of exactly what’s happening. It’s important not to forget what happened in the past.”



# Sean Baker’s ‘Anora’ dazzles and dawdles Oscar buzz

BY ELI LEICHTER WILSON  
staff writer

Sean Baker’s 2024 film “Anora” is one of the year’s less obvious Oscar Best Picture frontrunners. Despite winning the Palme d’Or, the most prestigious award at the Cannes Film Festival, earlier this year, it received an unusually quiet release and slid silently into select theaters mid-October. However, the film has steadily gained traction online since its release. The film follows Anora (Mikey Madison), or Ani, as she prefers to be called, an exotic dancer from Brooklyn who meets and quickly marries Vanya (Mark Eyedelshteyn), the wealthy son of a Russian oligarch. Once Vanya’s parents learn about the marriage, they promptly set out for America to have the marriage annulled.

“Anora” is a film that both furthers the legacy of and departs from Baker’s earlier works like “Tangerine” and “The Florida Project.” On the one hand, it is directly related to themes Baker has experience depicting, especially his stance on sex work as legitimate work. However, “Anora” deals with these ideas on a much grander scale than past projects. Baker’s films are best known for their gritty realism, capturing mundane, intimate

*Baker’s films are best known for their gritty realism, capturing mundane, intimate moments with tenderness. “Anora” blows this concept wide open.*

moments with tenderness. “Anora” blows this concept wide open — Ani is placed in high-stakes, frenzied situations surrounded by the über-rich, where she faces new forms of exclusion and control in a way

previously unexplored by Baker. With “Anora,” he has drastically expanded outwards in terms of scale and budget, this is a decision that generally seems to work in his favor when the film can retain a strong emotional core. “Anora” does stand out, for reasons outside of its contrast to Baker’s other works. In particular, the performances are stellar. The film, as New York Times reviewer Alissa Wilkinson described it, is a “star-maker.” Mikey Madison, who up until this point has played relatively small roles, delivers an unforgettable performance. She perfectly balances the physicality and emotional depth needed for a dynamic character like Ani. It is rare for an actor to excel so clearly in both departments. The rest of the cast is nothing to disregard either. Eyedelshteyn shines as



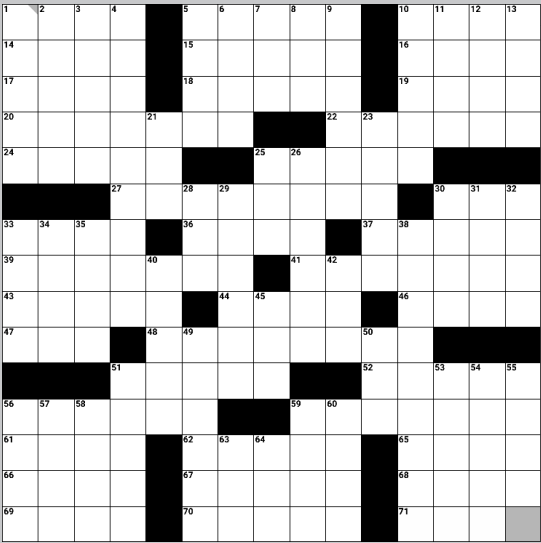
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an eye-wateringly wealthy man-child with an unexpected dark side that he slowly and believably reveals throughout the film. Igor, one of Vanya’s henchmen/babysitters, is portrayed by Yuriy Borisov, who gives surprising depth and humor to what could have easily been a throw-away role. He is certainly someone to watch for as a candidate for Best Supporting Actor this year. In terms of its narrative, the film is divided into three distinct parts: the first, a romance; the

second, a screwball comedy; and the third, a heart-wrenching drama. This tonal dissonance is most evident within the second act. Slapstick gags abound, but with a bizarre undertone of sexual violence that is begging to be either addressed or removed. The second act is also where “Anora”’s pacing suffers. Once Vanya’s bodyguards and godfather enter the scene, the film’s plot grinds to an utter halt. We are subjected to a grueling bottle sequence that doesn’t advance the plot

in any meaningful way despite taking up a significant chunk of the total runtime. Things pick up towards the conclusion of the film, though with so little time left it ends up feeling a bit rushed. Though its uneven pacing and tonal shifts perhaps hold it back from absolute greatness, “Anora” is both a powerful and worthy addition to Baker’s filmography. Flaws and all, it is a film that sparks conversation, packs a punch, and is entirely worth seeing.

## THE CROSSWORD



Across

- 1. Vegetarian gelatin substitute
- 5. Collection of songs or photos
- 10. Urging words
- 14. Childish pet name?
- 15. Effect’s partner
- 16. Meat sauce for bolognese
- 17. At one’s peak?
- 18. Thesaurus owner?
- 19. Sweatshirt producer?
- 20. Bananas, for example
- 22. Pin coating
- 24. Fur tycoon John Jacob
- 25. In \_\_\_\_ (like a Nirvana song or a flower in May)
- 27. Is completely hopeless
- 30. AI that could surpass human intelligence
- 33. Third largest Hawaiian island
- 36. “The Sopranos” actress Turturro
- 37. Nobles ranked below marquesses
- 39. Math class typically taken junior or senior year
- 41. Shy dwarf
- 43. Wading bird
- 44. Ceramic oven
- 46. A mass (of)
- 47. Govt. dept. of “the interior”
- 48. Last morning hour
- 51. Overly frilly
- 52. Adores
- 56. Aide-\_\_\_\_ (assistant to a senior military officer)
- 59. Drive
- 61. Egg in a Caesar salad?
- 62. “10 Things \_\_\_\_ About You”
- 65. Whirlpool
- 66. Source a source?
- 67. Taboos
- 68. No, in Munich
- 69. Toboggan, for one
- 70. Pharoah’s domain
- 71. Friend of Dorothy?

Down

- 1. Addis \_\_\_\_
- 2. Bill-ionaire?
- 3. “Stop this mission!”
- 4. Duplicate
- 5. Farmland measurement
- 6. Vientiane’s country
- 7. Computer annoyance
- 8. Function
- 9. Object in a shower
- 10. \_\_\_\_ of the crop
- 11. Female honorific
- 12. Shrek or Fiona
- 13. Invalid
- 21. Anger
- 23. What smells?
- 25. Michael Jackson’s final collaboration with Quincy Jones
- 26. On the hook (for)
- 28. Khan Academy CEO
- 29. What Peter Piper did with some pickled peppers
- 30. Little dog barks
- 31. Stuff in a sticky situation
- 32. “The Great Gatsby” actress Fisher
- 33. Newspaper essay
- 34. Cry of frustration
- 35. His and \_\_\_\_
- 38. When the lightbulb goes off
- 40. Starting squad
- 42. \_\_\_\_ Taylor (women’s clothing brand)
- 45. \_\_\_\_ Room (Albany live music venue)
- 49. Wolf-like flower?
- 50. Pie \_\_\_\_ mode
- 51. Played on a Nintendo
- 53. Camera app option
- 54. Split up
- 55. Decline
- 56. Blue Google app
- 57. Malicious
- 58. Adorable
- 59. Red flag?
- 60. Final or midterm

— Violet Kessler

## PLAYLIST: THANKSGIVING DINNER



- Harvest Moon - Neil Young
- Trouble - Ray LaMontagne
- Texas Sun - Leon Bridges, Khruangbin
- Silencio do Amor - Luis Bonfá
- Don’t Know Why - Norah Jones

- A Felicidade - Antonio Carlos Jobim
- Banana Pancakes - Jack Johnson
- Into the Mystic - Van Morrison
- Dreams - Fleetwood Mac
- Boa Sorte - Ben Harper

— Simon Van Dusen



# ‘Teacher coaches’ make an impact at BHS

BY MILES WISE  
staff writer

At Berkeley High School, some teachers take a step outside the classroom and tackle the dual challenge of coaching and teaching, finding a deep sense of fulfillment in guiding students both in the classroom and on the field, court, or in the ring.

Balancing the workload of teaching and coaching can be demanding, but can also provide an immensely rewarding experience. BHS Advanced Math 2, AP Calculus AB teacher and head coach of the wrestling team, Benjamin Nathan, has great appreciation for the enthusiasm that his players bring. “There’s so much energy in it and they have a good time, so it makes it really easy,” Nathan said, “It makes my school year very different from everybody else’s.”

Similarly, Megan Potmesil, BHS guidance counselor and head coach of the BHS girls junior varsity lacrosse team, finds purpose and joy in coaching. She described it as “a cherry on top for three months of the year.” For Potmesil, coaching offers her a new way to connect and work with teenagers, while also combining her passion for the sport of lacrosse. “Being a coach is also a way to give back to the sport that has meant so much to me,” Potmesil wrote in an email to the Jacket. “The friendships I made over my time as a lacrosse player are some of the most important in my life, so watching my players create these is wonderful,” Potmesil wrote.

BHS guidance counselor and head coach of the BHS girls varsity tennis team, Tiffany Liew also finds coaching to be an extension of her work as a counselor. “Coaching and counseling inform each other in so



Math teacher and wrestling coach Benjamin Nathan at practice.

EZRA PAYNE

many ways, believe it or not,” Liew wrote in an email to the Jacket. “At the end of the day, you are helping players learn to identify their own strengths and weaknesses ... guiding players to accept the cards that are dealt, then helping them figure out a game plan,” Liew wrote.

For Liew, coaching is not just about teaching technical skills to her players, it’s also about shaping values and personal growth among the team. “I always tell my girls that ‘how you do anything is how you do everything.’ How a person shows up on court and plays tennis tells me a lot about who they are as a person and how they function in this world,” she wrote, “Whether they ‘win’ or not, the struggle and heart put into the task at hand is what moves me and drives me to continue the work that I do.”

In sports, athletes often show up each day eager to learn and improve, an energy that may differ from one in a classroom. Teachers often work with students who might not feel the same motivation or drive as athletes who voluntarily invest their

time and energy to play a sport. For many students, school can feel like an obligation rather than a choice unlike sports. Coaching allows Nathan to work with students who genuinely want to wrestle.

“I get to know them a lot better where it is not a required thing. They want to be there. It’s a whole lot easier in that regard,” Nathan said.

culture on my team and setting boundaries and expectations with players,” Potmesil wrote, “Both coaches and counselors have to see the person in their entirety.”

Nathan echoed this emphasis of culture-building within a team, “(What) we spend a lot more time focusing on are things like having respect for your opponents, for other people and being a good person ... being part of a team, building who they are as people, a lot more than just as students,” Nathan explained. “And it’s weird to say, but I feel like in coaching, I can make a bigger impact on (a student’s) life,” he said.

Liew shared similar sentiments on her hope to make a positive effect on her student’s and player’s lives, writing, “I wanted to become a safe space for young people (especially students of color with complicated backgrounds like me) in the ways I needed.” Regardless of how BHS staff and faculty came to become part of the high school athletics world, they help students become stronger athletes, and people.

**“Coaching and counseling inform each other in so many ways, believe it or not ... At the end of the day, you are helping players learn to identify their own strengths and weaknesses ...”**

**Tiffany Liew**  
Guidance Counselor and Tennis Coach

In addition, coaching has the ability to provide teachers with skills that can grow their relationships with their students. By working closely with students who are passionate and driven, “teacher coaches” gain a new understanding and perspective of the teenagers they work with in the classroom. “While my role as a coach and counselor are very different, there is some overlap when it comes to creating a

# Comparing student-athlete vs. non-student-athlete stress levels

BY SOPHIE CRANLEY  
staff writer

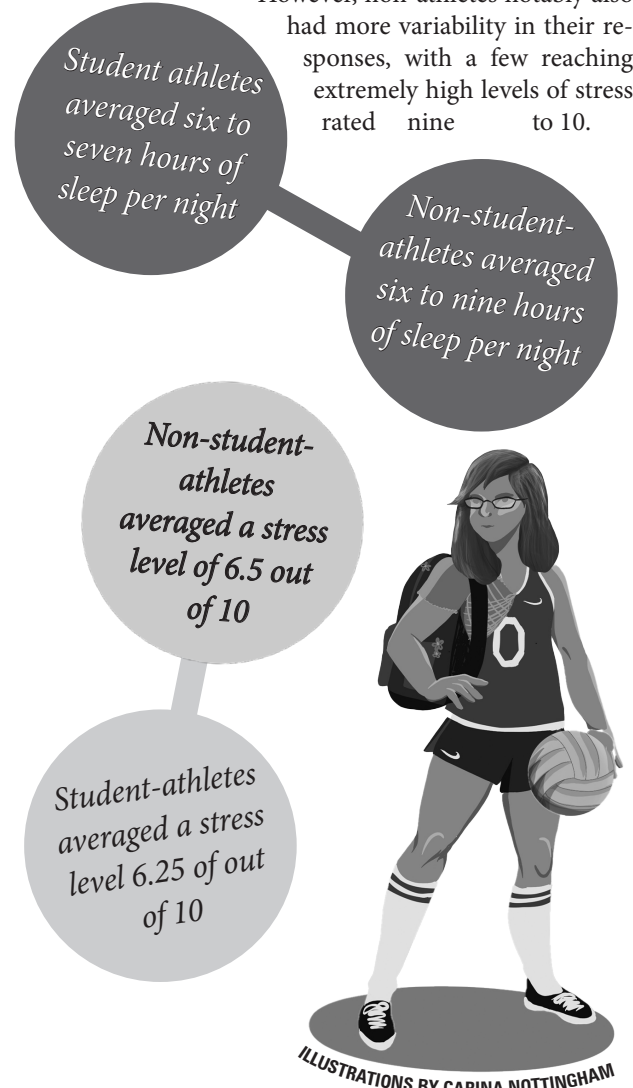
Do student-athletes really experience higher stress levels and lower sleep amounts compared to non-student-athletes? A recent survey of 95 Berkeley High School students attempted to answer this question by comparing the average stress levels and hours of sleep for athletes and non-athletes. Students were asked about their sleep habits, homework management, and daily average stress levels.

When it comes to sleep, the survey revealed mixed results. According to Danielle Pacheco, a writer for the Sleep Foundation, “Regular exercise, and even short bouts of exercise, can lead to improvements in total sleep quality.” Some athletes echoed this, with one participant saying, “Sometimes, if I don’t go out and exercise or go to practice it’s harder to sleep.” However, many athletes reported that playing a sport negatively impacted their sleep levels, citing the time constraints that come with balancing their sport and homework. One athlete shared, “I get less sleep since I need to stay up late doing homework because practice takes up most of my afternoon.” Another said, “Being a student athlete means you have two hours less of your day to do work or rest because of practices. It also means you need more sleep, which you normally can’t get.” Non-athletes reported slightly more sleep, averaging between six to nine hours per night, whilst athletes averaged just six to seven.

One of the biggest differences between athletes and non-athletes in terms of stress is the amount of responsibilities they have. A common stressor that athletes pointed to is the amount of time for homework when they are also required to go to practice. One anonymous athlete said, “I prioritize my sport, but I still care about school and I do my homework late at night.” This person wasn’t alone, in fact, nearly all athletes reported going to practice in the afternoon and staying up to finish homework. This can lead to problems, such as sleep deprivation and the additional stress of not completing homework, but also benefits, like time management skills. Many non-athletes said that they also experience time scarcity due to extracurriculars.

In relation to stress levels, both groups reported high scores. Among the 58 athletes surveyed, and on a scale from one to 10, the majority, reported their stress levels ranging from seven to eight with a significant portion, reaching eight to nine. Many athletes attributed their high stress to the dual demands and time constraints they have to manage with both sports and schoolwork. As one athlete put it, “The pressure to perform well in both school and my sport adds a lot of stress.” Non-athletes reported high stress with levels mainly in the seven to eight range.

However, non-athletes notably also had more variability in their responses, with a few reaching extremely high levels of stress rated nine to 10.



## Upcoming Game Schedule



SPORT	DATE	VERSUS	LOCATION
CROSS COUNTRY NCS CHAMPIONSHIP	11/23	VARIOUS SCHOOLS	HAYWARD HIGH SCHOOL
BOYS AND GIRLS WRESTLING	11/23	TBD	BERKELEY HIGH SCHOOL
GIRLS BASKETBALL	11/30	TERRA NOVA	BERKELEY HIGH SCHOOL
BOYS SOCCER	12/02	JAMES LOGAN	JAMES LOGAN HIGH SCHOOL
GIRLS SOCCER	12/05	ALHAMBRA	ALHAMBRA HIGH SCHOOL
BOYS BASKETBALL	12/05	DE ANZA	BERKELEY HIGH SCHOOL
BOYS SOCCER	12/07	RIO AMERICANO	WHITNEY HIGH SCHOOL



# SPORTS

SPORTS EDITORS: CLARA TJEN AND LULI GALINSON

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## Sports snack attack: What do athletes like to eat before games?

### Maya Cody



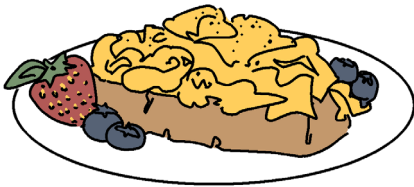
Maya Cody is a junior at Berkeley High School who plays soccer, and her favorite pregame snack is apples and peanut butter. Her sister introduced her to it, and the snack soon became her favorite to eat before games. “It’s super nutritious and always makes me feel good before I play soccer,” Cody said, “I like to cut (my apple) into 10 pieces,” she also added. While having exactly 10 slices is important to Cody, she doesn’t do it for any superstitious reasons. “I just love it,” she explained. This specific ritual makes her feel physically prepared for soccer matches, and it also gives her a routine to help de-stress before games.

### Farah Disston



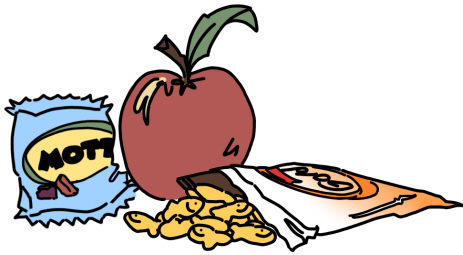
Farah Disston is a senior at BHS who plays flag football. Her favorite pregame snack is any fruit that is cold and crunchy, but specifically green grapes. As a fruit, Disston said green grapes are not too heavy and don’t make her feel weighed down, but the sugar also provides fuel. Green grapes are also a good luck charm for her, “I think like one time I had green grapes before, and we won or I played well. So I was like, superstition, and so now I just eat them,” Disston said. “I don’t have a specific number of grapes I’ll eat, but I always eat green grapes. I don’t eat red grapes,” she said, elaborating on her grape-eating tradition.

### Calder Corson



Calder Corson is a junior at BHS who plays soccer. Some of his favorite foods to eat before games are scrambled eggs, toast, and berries. “It provides me with both carbs and protein to power me for my games,” Corson shared. Additionally, right before games, he eats strawberries and raspberries because of a video he saw on TikTok that stated that they are a good and healthy energy source. He typically tries to eat a meal around two to three hours before matches, so he has fully digested his food but is still fueled up and ready to play the best he can.

### Lucy Graham



Lucy Graham, a freshman at BHS who plays water polo, likes to eat goldfish, popcorn, oranges, and Mott's fruit gummies before her games. These snacks are a connection to her childhood as a water polo player, and have become an integral part of her pregame routine. “I started playing water polo when I was around 10, and all the parents would bring snacks, and all the snacks are kind of like that,” she explained. Eating these snacks has stuck with her throughout her years playing water polo, and now they help her focus before playing.

BY ALANA CORTES  
staff writer

PHOTOS BY DANIELA SIERRA ROMERO, QUINCY MORRIS-FRY, AND ZIVA AMENDOLA WITH ILLUSTRATIONS BY JESSIE LEE



LILA HALLWARD

## ARIANA ALHARAZY

### Athlete Profile

Ariana Alharazy, a senior and captain on the Berkeley High School girls tennis team, has committed her entire high school experience to playing tennis. Although Alharazy started playing tennis at a young age without much passion for the sport, her opinion has changed throughout her life. “I started playing when I was five. My parents kind of forced me to play it, but over time, I grew to love it and love the people I played it with, so that made it really fun for me,” Alharazy said. While tennis is usually seen as an individual sport, Alharazy has come to value the teamwork and support system the team has given her. “I learned that I can be really good at working well with people (through tennis),” Alharazy said. What Alharazy loves most about tennis is how it challenges her constantly to get back up and do better. As she wraps up her high school tennis career, Alharazy’s dedication and commitment has left a lasting impact on the BHS girls tennis community by inspiring her teammates and setting a strong example. Her journey reflects her growth into a respected captain, and a fierce competitor who will undoubtedly leave a strong legacy.

— Cid Frydman