



Rally Day tradition continues amid administration caution, student spirit



BY MAYA DANG
staff writer

On November 4, the BHS community concluded spirit week with its celebration of

Rally Day. Earlier that week, BHS Vice Principal Tammy Rose sent out an email to all BHS staff and students, describing her hopes for the event. “We are super excited ...

It is our plan that the week is a joyful and safe event that builds community and is fun for all. Go Jackets!” Rose wrote. She also outlined expectations for Unity Week,

stating that students should be respectful and safe, not yelling, forming crowds, or running around campus. Students were also expected to “respect personal space of others and avoid all

non-consensual touching, such as brushing against, or grabbing.” The potential consequences of disobeying norms include suspension and further disciplinary action. [PAGE 2](#)

PHOTO ILLUSTRATION BY JOSHUA SWIFT-RAWAL

ELIOT HERTENSTEIN

FEATURES

Jazz Cuba trip offers new genre viewpoint

BY SAGE FELDMAN
staff writer

At a recent concert, Jazz band Director Sarah Cline asked for parent support for the upcoming trip to Cuba. She recalled the contrast between the attitudes of host school Havana’s Escuela Nacional de Música (ENM), the National School of Arts, and Berkeley High School to woodwind reeds.

When she brought reeds to Cuba the director thanked her for giving their students the opportunity to each have a reed of their own. At BHS, splintered reeds scatter the floor of the jazz room and boxes of them sit unused on shelves.

Integral to the success of BHS’s Jazz program are its travels to Cuba. Every other year, seniors taking jazz and members of the prestigious jazz ensemble make a trip to Havana, Cuba to experience Latin music at its heart. Due to the disruption caused by the pandemic, only seniors were able to make last year’s trip, but this year, a compartment of 46 musicians along with 12 adults traveled to Havana, Cuba.

Their stay in Havana lasted from Friday, November 4 to Saturday, November 12, where they immersed themselves in the country’s music and went on field trips throughout the local environment. [PAGE 10](#)

INVESTIGATIVE

The reality of gender neutral bathrooms

BY PEARL GAUTHIER
staff writer

“Whenever I need to go into a space that is gendered, like a bathroom or a locker room, I feel extremely uncomfortable,” said transgender junior Alastair Kudsk, who uses he/they

pronouns. “If I go into the men’s bathroom, which is the bathroom that I identify with and that I would prefer to use, I risk sexual harm and harassment,” Kudsk said. “But if I use the female bathroom, which is the bathroom that I do not want to use under any circumstances, I feel

extremely uncomfortable, like I’m not supposed to be there.” As Aiden Blair, a nonbinary senior, explained, because neither the girls or boys bathrooms match their gender identity, neither are a comfortable option. This is one reason why gender neutral bathrooms

were created. Students, like Blair and Kudsk, need a safe space outside of gendered bathrooms. If no gender neutral bathrooms are available, Kudsk has to make the difficult decision between risking harassment or subjecting himself to discomfort by using the bathroom that [PAGE 8](#)



JO PURCELL



Athletes commit to colleges, attend signing ceremony

Isa Bessette, Melinda Pullin, and Ruby Hill committed to colleges at the signing ceremony on November 9. [PAGE 15](#)



Listen to The Buzz: The Sounds of Rally Day at BHS

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Busking leaves impression on students and community

Many BHS musicians play for money on the street, navigating challenges and successes along the way. [PAGE 13](#)

NEWS

NEWS EDITORS: KAIYA JORDAN & KIRA RAO-POOLLA

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‘They should be getting more’: Teacher Title IX training lacks

BY AELIA GYGER
staff writer

“Title IX is effectively supposed to be a set of protections, it’s supposed to be protections set in place for you and me, and every other student at the school to be able to demand equity based on gender and sex,” said Genevieve Mage, yearbook teacher at Berkeley High School, who has played a significant role in Title IX reform over the past several years.

According to Title IX coordinator Jasmina Viteskic, the school has educated students on Title IX. However, Mage thinks that more training for teachers is necessary.

Mage worked on an investigation back in 2021 that gained heavy attention during the summer. She filed a Title IX report against a former

BHS teacher, Matthew Bissell, who had previously been reported sexually assaulting and harassing several students. Bissell no longer works at Berkeley Unified School District.

According to Mage, since the time of the controversy surrounding Bissell, BHS has now been recognized as a place of Title IX activism.

BHS teachers had a training on Title IX before the start of the 2022-2023 school year.

The teacher training involved a slideshow that teachers could individually click through and answer questions throughout the presentation.

“It’s an audio slideshow where I have to click, play, watch a video and respond to a question at the end of 20 minutes,” Mage said.

In previous years, teachers had received training that wasn’t specified for Title IX,

and was geared more towards consent education.

“I don’t really believe we’ve had training before (this year),” said Angela Coppola, a history and government teacher at BHS. “We had some consent education last year, from the same person that gave consent education to students, but I don’t believe that it was focused on that Title IX.”

BHS senior Ella Suring is the co-leader of the Women’s Student Union at BHS, and was a member last year when the union filed a lawsuit against the federal government.

The lawsuit concerned Title IX regulations that former President Donald Trump “threw out of the window during his campaign,” Suring said.

Suring believes that more could be done when it comes to educating teachers to Title IX.

“I think they should

definitely be getting more training,” Suring said. She thinks it’s important that more trainings are done for the teachers, so that they can know how to handle the situation if a student ever comes to speak to them.

Viteskic has been organizing Title IX teacher training.

The most recent training took place on November 7. Unlike the summer’s online training, this was in person, with Viteskic leading the meeting.

“The purpose of all of these trainings is to give our teachers the tools and the knowledge to know how to create a safe and inclusive learning environment for all of our students,” Viteskic said. “Make sure that all the kids are comfortable in their classrooms and that there’s nothing that’s happening that’s going to make them feel

uncomfortable.”

According to Viteskic, BHS is actively trying to make the school a safer and more aware

space. However, there is long to go before accomplishing the school that BHS staff and students aim to have.



JO PURCELL

Rally Day closes out spirit week at BHS, following admin tension

BY MAYA DANG
staff writer

CONTINUED FROM PAGE 1

She added that students should not play any amplified, loud music, as the sounds could disrupt classes, and doing so would result in phone confiscation until the following Monday.

According to Ian Segall, a senior in Berkeley International High School, Rally Day was a “big

success.”

“Throughout the week leading up to it, there was widespread participation in the daily themes and activities during lunch that included students and teachers,” Segall said. “This was all due to the efforts of the coalition of students and teachers organizing and planning rally day to ensure that all groups felt safe on campus.”

Djavaherian agreed, saying that she

thought that the administration did the best they could to keep the day safe. Though, she added that Rally Day became more chaotic during lunch and

“The perfect Rally Day would be no injuries or people getting sexually assaulted, yet people still have fun.”

Lola Djavaherian
BHS junior

when school ended.

“I think the admin had the right idea for some things like blocking the breezeway to

prevent injury,” Djavaherian said. “But then again, the seniors just went into another hallway and the same stuff happened.”

Segall attributed the success in part to the closed-off breezeway during passing periods, as well as the encouragement for students to leave campus once the school day finished.

In terms of traditions like egg-throwing, Segall explained that these will always exist to a certain extent. The egg throwing was, however, significantly decreased

this year due to admin presence on campus.

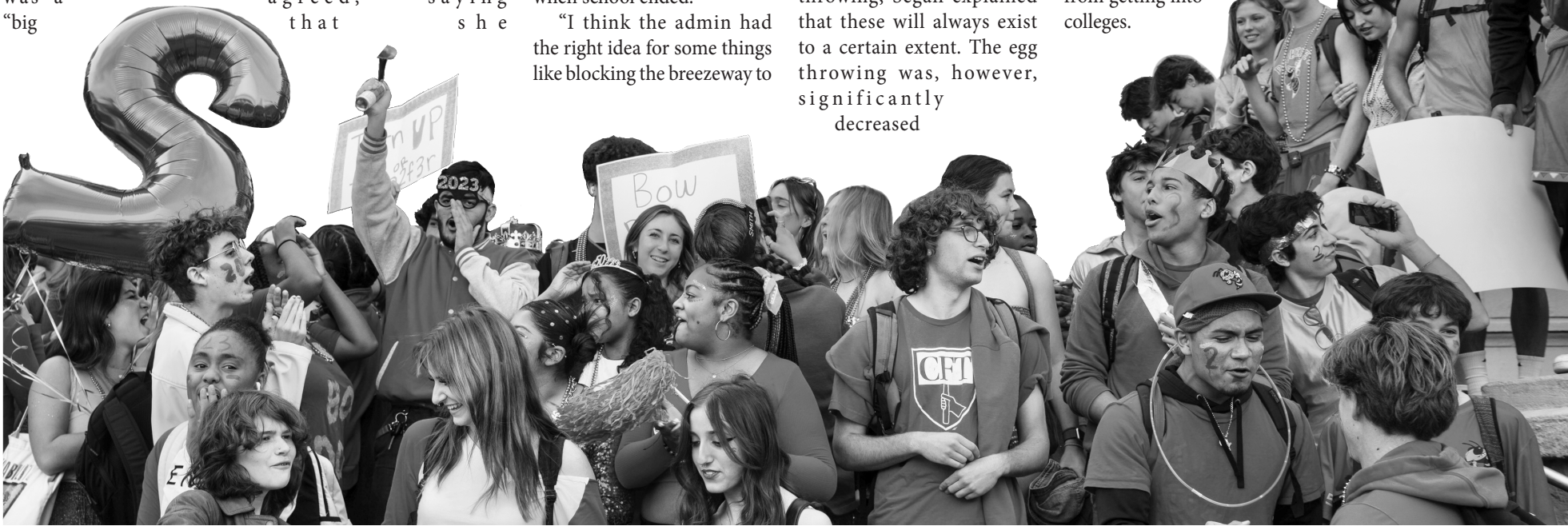
“Rally Day has a history of having bad outcomes, especially with sexual assault, so I understand why admin was worried about safety,” said Djavaherian.

Still, Djavaherian thought that admin went a little too far trying to catch students partaking in activities that could be judged as bullying, just to suspend students, object to writing their letters of recommendation, and prevent them from getting into colleges.

Segall added that more collaboration between students and staff members, would allow for increased participation.

“The perfect Rally Day would be no injuries or people getting sexually assaulted, yet people still have fun,” Djavaherian said.

PHOTO
ILLUSTRATION BY
KAIYA JORDAN



BHS students gather on the C-building steps on Rally Day.

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California assessment results illuminate racial achievement gap

BY MAYA DANG
staff writer

On October 24, the California Department of Education released the results of the Smarter Balanced Assessments, according to a Berkeley Unified School District press release.

As reported by the press release, the data highlights students’ test performances during the 2021-22 school year. In the future, BUSD will use both local data and future data to develop a full understanding of students’ achievement and will use these scores to inform instruction and improve student outcomes.

“The Smarter Balanced Assessment (SBA) is one common assessment used in California to measure how students are doing in English & Math,” said Keldon Clegg, Academic Choice (AC) teacher and Berkeley International High School (BIHS) coordinator. “There’s a

similar assessment in science, but it’s not technically part of the SBA.”

According to Cassandra Tesch, BHS’s dean of attendance, the scores gathered from this test are used by the district to evaluate performance in Math and English, informing the school on how to set goals to help students improve. “You would do the SBA multiple years in a row and you would look to see if your results are changing year to year,” said Clegg, adding onto Tesch. “That’s the main way it would be used and for BHS, we mainly use the SBA to measure our writing in ninth and eleventh grade.”

Students can use their SBA results for the Early Assessment Program, which states that if students are proficient in the designated subjects, they are no longer required to take fundamental English and Math classes in their freshman year of college, according to Ruth Steele-Brown, the director of Berkeley Research, Evaluation,

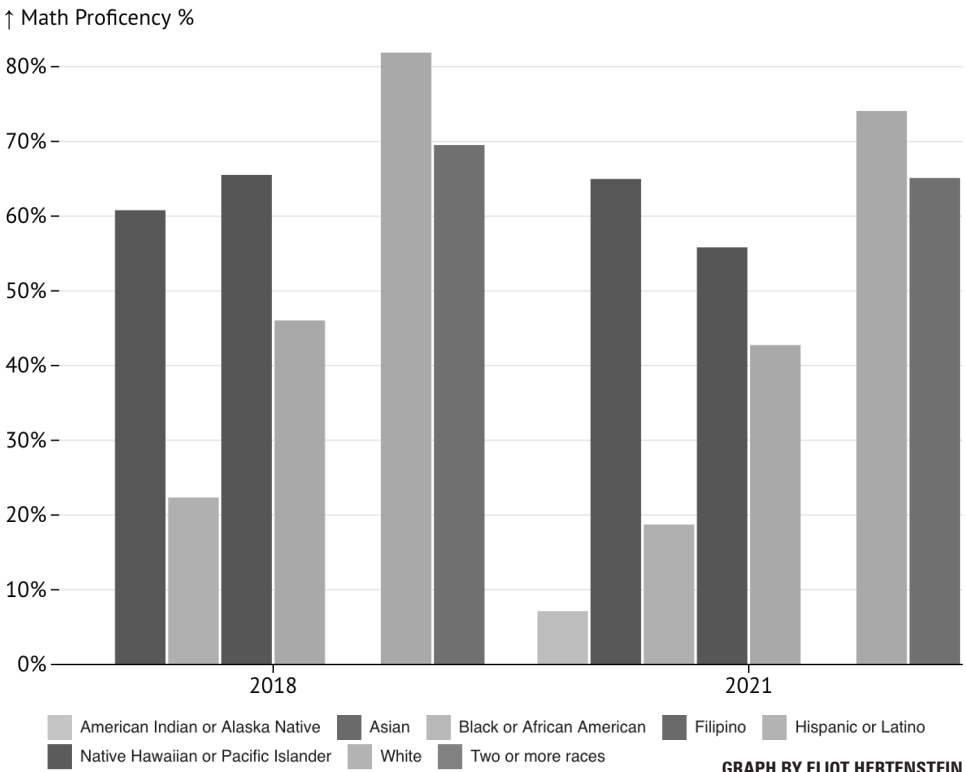
and Assessment. However, some students, including Molly McLean, a senior in AC, don’t think these tests are necessary or useful, as they don’t improve students’ grades or academics. “Why waste a class period on something that isn’t counting?” McLean said. “They’d rather have the time to study other things.”

She added that the tests don’t reflect students’ abilities, as students have different ways of learning, and the material tested is not covered in class in the same way.

Thouati de Tazoult echoed these sentiments, stating that the downside of these tests is that they aren’t testing what students can accomplish in the real world, just what they complete in a few hours.

“I can write a decent essay in an hour, but no one writes essays in an hour,” Thouati de Tazoult said. “I want to know what I can write in a week.”

However, Clegg argued that the test is valuable in some

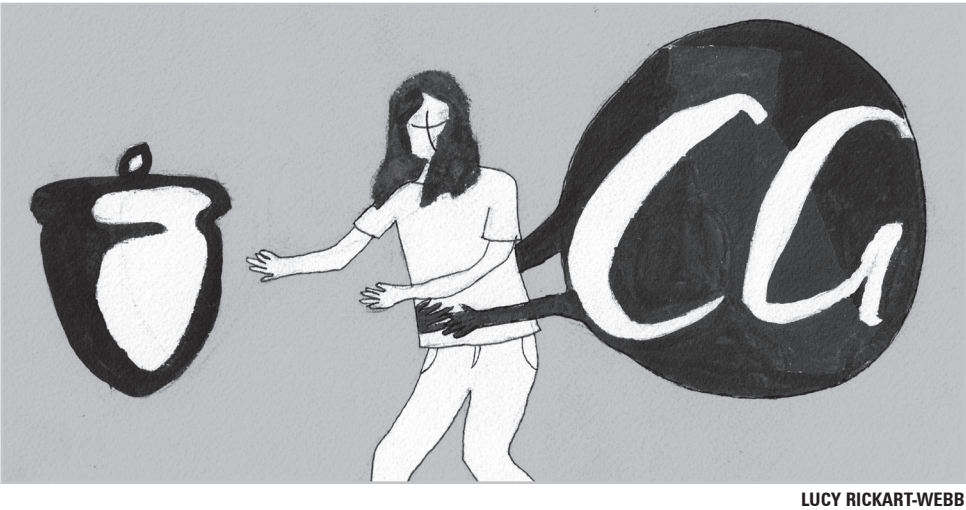


ways, saying that students may find it useful to earn the seal of biliteracy, which is an award that a student can earn when they’re in twelfth grade based on their proficiency and achievements. According to the California Department of Education website, the State Seal of Biliteracy is marked by a gold seal on a students’ transcript or diploma, which recognizes high school graduates who have attained a high level of proficiency in speaking, writing, and reading one or more languages in addition to English. “It’s hard to know how the data actually impacts us or matters because (of) the participation rate,” Clegg said. “Since we haven’t had a large amount of participation, the data hasn’t been very helpful...

There’s so many data points to use to measure or look at student success. It’s not often brought up as one that we use because we’re not sure how reliable it is.” Clegg also explained that teachers are unaware of the content tested, so the SBA assessments don’t inform them of which specific topics students struggle with most. However, patterns across the board for a whole group of students about a broader subject may still reveal larger issues that teachers should explore, he added.

Additionally, Tesch explained how standardized tests are infamous for the blindspots and bias that come with them. She emphasized the importance of students understanding that the tests only measure certain learning

targets. Tesch also reflected on educational disparities, and the role SBA, as well as other evaluations, play in pinpointing them. She added that how comfortable students are with the question types and the testing style impacts their results, which is determined by the practice resources available to students from different socioeconomic backgrounds. She described the importance of ensuring that all students have the opportunity to try out the practice tests for free on the SBA website. “Equitable performance on SBA goes deeper than this test alone. We have to look at student engagement overall in school, student attendance, student access to resources that set them up for academic success,” Tesch said.



LUCY RICKART-WEBB

Día de Los Muertos highlights remembrance and celebration

BY ELOISE THOMAS
staff writer

Día De Los Muertos, or Day of the Dead, was celebrated throughout Latin American countries and communities on the first two days of November. At Berkeley High School, an altar was constructed in the C Building, honoring three students who passed away earlier this year.

According to Susi Lopez, a BHS Spanish teacher, the school has never had a proper, organized celebration of Día De Los Muertos, with most celebrations being confined to the Spanish classes. Before the pandemic, many of the classes in the Spanish department would create displays in the Little Theater, however, since the Little Theater began renovations, the tradition has been put on hold.

“Spanish teachers do small projects like maybe small altars inside of shoeboxes or drawings, but

not in a very public way like we did this year,” Lopez said. “Also, the pandemic got in the way, so the routines and plans that we (previously) had every year fell by the wayside.”

Daniel Nube, another Spanish teacher, also spoke about the lack of representation schoolwide, with the only portions of the school acknowledging the celebration at all, being

“It’s really important to just continue to create spaces and dedicate time to remember people who have passed.”

Susi Lopez,
BHS Spanish teacher

the classes in the Spanish department. He also spoke about his own observations as a new teacher at BHS around 11 years ago.

“I don’t remember it being celebrated schoolwide very much when I first started here. I don’t remember any big events or anything like that,” Nube

said. “I do remember in the Spanish department that most teachers did something in one way or another ... so I think it’s always been recognized in Spanish classes but not necessarily schoolwide.”

Nube added that Día De Los Muertos is an important tradition for many people, and is not necessarily a sad holiday, but rather one that remembers and celebrates loved ones who have passed.

“In my opinion, it’s a beautiful celebration of people who have died, but not in the sense of being sad or mourning their death, but rather it’s remembering who they were and focusing on nice things about them or memories that you want to have about them,” Nube said.

This year, there was a schoolwide altar in memory of the students who had recently passed away. Lopez chose to help lead this effort for her students.

“Because a lot of my

students were friends and grew up with Jazy and Angel Sotelo, we decided that it was important to bring back the altar and do it in the C gallery, just as a way to honor the memory of Jazy, Angel and Dominic Hernandez,” Lopez said.

She also described the importance of giving students the opportunity to process the loss of those students. According to Lopez, reviving the celebration in the Spanish department, especially this year, would give students a chance to work through their emotions with a

community that joins them in celebrating the lives of those students.

“We’re trying to bring it back. ... It became really important to me as one of the lead teachers in the native speakers program to do that, to honor the kids and give my students a space to grieve and remember and honor the memory of our three students who died,” Lopez said.

The items left by students on the altar in the C Building gallery were given to the families of the students. In addition to the memorial in the gallery this year, M

building hallways were lined with student-made posters celebrating the lives of famous people who had passed.

Lopez declared her plans to continue having a celebration of Día De Los Muertos that is more available to the student body in future years.

“It’s really important to just continue to create spaces and dedicate time to remember people who have passed, and also to maintain that celebration that’s really important to Mexican and Latin American culture,” Lopez said.



Susi Lopez teaches Spanish at BHS.

HENRY GRANT

Consent Education Club publishes videos in tri-weekly bulletin

BY SHANZA SYED
staff writer

In the last week of October, Berkeley High School students watched three videos on consent education in the video bulletin. Behind these videos is the Consent Education Club. Initially started by Berkeley International High School's (BIHS) class of 2022 as a leadership project, the club has now expanded school-wide, open to all students.

Walkouts in February 2020, which protested Berkeley Unified School District's (BUSD) lack of action on sexual assault cases, first sparked the consent education movement at BHS. These took place a year after former teacher Matthew Bissell resigned from BHS in exchange for BUSD's silence regarding his sexual misconduct.

Sasha Spanier, a member of the club and a junior in BIHS, said that the club's goal is to "make a change with the rape culture at Berkeley High and make it a place where everyone, like students (and) staff, feel safe in the environment we're in."

The main way the club plans on doing this is through a series of videos on consent that are to be shown in class during the morning

Geckeler, each video is created in a long process that takes between one and two months to complete. A topic must be chosen, while keeping in mind that it must be specific enough to be achievable. The idea is then explored from various angles, before writing a script that is revised multiple times to use language sensitive to the topic. This process occurs while the artists and animators work on finding visuals that work with the theme of the video.

"We still have to get that all approved with Shafia and everything," Spanier said. Shafia Zaloom is a professional consent educator. "(We) make sure the script is good before we use it, the art is good before we use it," Spanier added. "So it's like finish something, roadblock, finish something, roadblock," Spanier added.



Darby Curran, Meghan Malone, and Sasha Spanier meet with the Consent Education Club. MALINA MEISSNER

"(Like) any significant cultural change, I don't think (it's) going to come easy."

Kaelan Thouati de Tazoult,
BHS senior

bulletin. Eva Fostovsky-Geckeler, a junior in BIHS and president of the club, hopes that students may be more receptive and engaged in consent, as the videos are coming from their peers.

According to Fostovsky-

new video, the group keeps in mind the importance of the complexities of consent, rather than in a simplified way. They also like to give suggestions about phrases one can use when asking for consent to ease any awkwardness or discomfort.

Kaelan Thouati De Tazoult, a member of the club and a senior in Academic Choice, remains skeptical of how fast and

immediate change will be, since BUSD has been slow to act in the past.

"I think it's going to take multiple iterations of change and I think each of those ... are going to take years," Thouati De Tazoult said. "It'll be a while before we see any significant improvement. And (like) any significant cultural change, I don't think (it's) going to come easy."

BHS Talent Show features live music, comedy, and a fire alarm



Manny Lane-Scott performs an original stand up comedy routine at BHS Talent Show. LILA HALLWARD

BY KALI PROUD
staff writer

On Friday November 4, Berkeley High School (BHS) students gathered in the Little Theater to watch the BHS Talent Show. The show consisted of mostly musical performers, and one stand up comedian. The show was organized mostly by student leadership, primarily sophomore leadership, with help from John Villavicencio.

Starting off the show were the hosts, Ariana Yerovam and Clemens Mayer. They

reappeared onstage between acts to tell music themed jokes and introduce the performers. The first act was a guitar cover of "Row, Row, Row Your Boat" performed by Lucas Srinivasan. Next up was the first singer of the night, Shifra Worthington, performing "From the Inside" by Linkin Park. After that, Miles Aki performed "Smells Like Teen Spirit" by Nirvana on the drums. Before the next act, Mr. Villavicencio came on stage to thank donors and the audience for their support, and had the audience participate in a math

themed rap. Following that was the heavy metal band Fetus Mastication, with a performance of "Babykiller" by Devourment.

As the next performer came on stage, the fire alarm went off. One of the audience members, Elias Leung-Brown, commented on his reaction.

"Some things never change," said Leung-Brown, referring to BHS's history of false fire alarms. Despite this reputation, Leung-Brown still noticed how the audience was slightly shocked. "They were also a little in disbelief, because it

was 7:00 and no one was at the school."

The fire department arrived on Allston Way, and the show was put on hold for several minutes. The official cause of the fire alarm going off was not disclosed, although it was determined to be a false alarm. Audience members, performers, and stage technicians talked amongst themselves while waiting.

"Honestly, I think it made it funnier," said Leung-Brown. "It was like an intermission, you got to talk about (the show)."

After the building was cleared to be re-entered, audience members took their seats and the show resumed. The hosts came on stage to briefly address the fire alarm, then introduced the next act. As the second singer of the night, Ty Walthall performed "Cherry Wine" by Hozier. Closing the evening was Manny Lane-Scott performing original stand up comedy, with anecdotes about family and the upcoming holiday

season.

"(The talent show) is an important way to just bond the community," said Chiara Hyman, a sophomore that helped organized the talent show. "It's a really good creative outlet for students to share whatever they're working on, and I think it's also an important way for people to maybe face their fears."

Hyman also commented on how having the

"(The talent show) is a really good creative outlet for students to share whatever they're working on."

Chiara Hyman,
BHS sophomore

opportunity to perform in front of a crowd can be really important in helping students discover things about themselves and gain confidence.

"It was awesome," said Ty Walthall, one of the performers. "I really like performing, it's super fun. It was amazing to see all the other really talented people

performing too."

Walthall explained that they'd always loved singing and performing, and the talent show had really been an opportunity to have fun.

"It's super nice to see other people putting themselves out there and just playing or singing or whatever-ing their heart out," said Walthall.

An audience member, Andy Melendez Garcia, talked about how the talent show was important for students who are talented but not in any of the school's music programs.

"Shows like this tell students their talents are something that should be shared and amplified," Garcia said.

They also complimented both the performers and stage tech crew, and further emphasized the value of giving students opportunities to express their creativity.

"I would love to see another performance like this," Garcia said. "I love seeing the amazing things other BHS students can do."

SCHOOL BOARD BRIEF

BY AARON STEVENS
staff writer

BUSD WORKFORCE HOUSING PLAN

The meeting featured a development dedicated to Berkeley Unified School District (BUSD) workforce housing, which planned to contain 110 affordable rental units and on-site amenities like a fitness area, car and bike parking, and meeting rooms where staff can work and tutor students. Priority over apartments would be given to BUSD employees. Efforts are being made to ensure the plan is environmentally friendly, with low water usage.

"We're optimistic realists in terms of schedule. Sometimes things do take longer. I think our goal is really to be in construction early 2024," shared one of the presenters.

SYLVIA MENDEZ TO LONGFELLOW PATH

Two-Way Immersion (TWI) students that currently attend Sylvia Mendez Elementary will attend Longfellow despite their current residence, in order to continue their TWI education, according to the new middle school zoning policy. Several parents voiced their concerns regarding the policy.

"Distance alone would put a lot of stress on my family," said Leon Salvatierra, a parent of a student who currently attends Sylvia Mendez. "If the district wants to make sure that Longfellow is a stronger school, they shouldn't force enrollment, but they should allocate more resources to the school."

Full coverage of the November 9 school board meeting available at bhsjacket.com.

BERKELEY HIGH JACKET

OPINION

OPINION EDITORS: ELLA CREANE & ELLORA MOOKHERJEE AMODT

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Class discussions must remain impartial

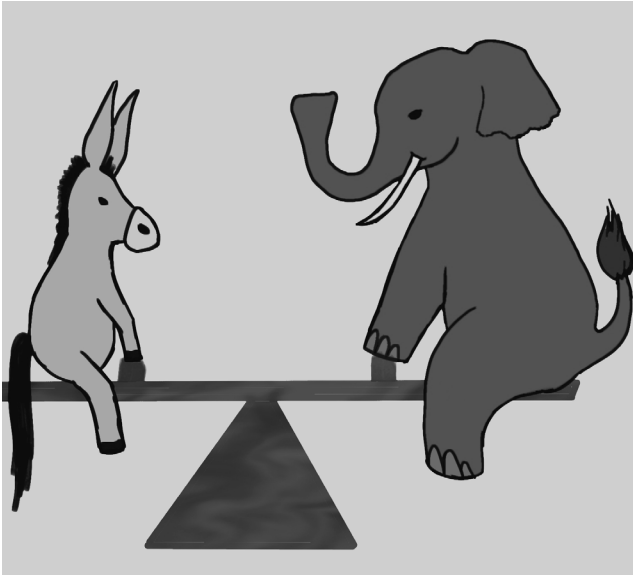
BY SHANZA SYED
staff writer

It's no surprise that both the City of Berkeley and Berkeley High School students are very left-leaning when it comes to politics. In the last presidential election, 79.83 percent of Berkeley voted democratically. In comparison, 63.5 percent of California voted democratic, and only 51.3 percent of the United States did. Throughout various classes at BHS, teachers facilitate political conversations covering an abundance of topics, both historical and current. Some teachers address this content with biased, one-sided perspectives. In doing so, educators do not allow students to cultivate their own ideas, and rather, impose their own opinions. According to a study done by Harvard Medical School professor Frances Jensen, "The adolescent brain is only about 80 percent developed." The high school years are incredibly formative, and teens begin to cultivate fundamental ideas during this time. When having discussions in the classroom concerning past or present events, teachers have the responsibility to deliver

facts and news from mostly neutral standpoint. They are, of course, allowed to have their own opinions on the matters that they teach, but there is a fine line separating education and indoctrination. If students are only taught through one-sided perspectives, their minds will very likely mold to those same ideas. Because these years are extremely developmental, the thoughts that students begin to shape in high school could affect their future outlook, and possibly their whole lives. By telling students what to believe instead of letting them come to their own conclusions, teachers limit the progression of teens' opinion-making processes. If BHS students are only taught about certain topics through the views of their very left-leaning educators, they will face the risk of not completely comprehending the material. Educating should be every teacher's first priority. Discussions and opinions about specific topics should be the next priority, but students need to be given the space to formulate their own opinions. Some might think that teachers should tell their students what they think about their teachings

because it is helpful, but they don't realize how much students' opinions can be affected. It's especially difficult for high schoolers to create completely individual ideas once they are told another's viewpoint. Teachers explaining their thoughts on topics, especially BHS teachers, many of which are passionately liberal, usually do more harm than good. These teachers are in a position of power, and in trying to convince students of their beliefs, abuse that power. This also hurts students with differing political views and their unique contributions to productive discussions in the classroom.

Teachers all over the country have a responsibility to facilitate multi-faceted, non-biased conversations, but BHS find this issue pressing. Because of the strong left-leaning political views of the city and school, teachers may overshare their opinions while educating students on certain recent events. These teachers may or may not be oblivious to the fact that it's necessary for students to develop their own political ideas, especially in these impactful and foundational high school years. Regardless discussions in the classroom need to be unbiased for students to do their best thinking and learning.



IRIS LE LIBOUX

Berkeley nightlife needs a serious revamp

BY PHILIPPA ZLATEV
staff writer

A night out in the city; perfume in the air and expectations of a fun time. But can a night out even be possible in Berkeley? Most restaurants and attractions in Berkeley close between eight and nine p.m., with the rare exception of ten p.m. Even near the college campus, everyone is forced home, which leaves little opportunity for nightlife where high school and

college students can enjoy themselves and stay out longer for a nice dinner. Berkeley restaurants and businesses must be open at a later time. Adjusting the working hours of restaurants and businesses in Berkeley, particularly their closing times, would benefit the youth of Berkeley. When college students want to enjoy a night out, they attend frat parties or need to travel the long way to San Francisco. Frat parties lead to a lot

of dangerous situations, especially for high schoolers. While going to San Francisco for a night out every now and then might be a fun change of scenery, it is impossible to go often, considering transportation and the distance. This leaves Berkeley youth with very minimal options when it comes to going out. "I think a nightlife in Berkeley would be healthy and a good thing for high school students to get used to, especially with college around the corner," said Amaya Dorman Mackenzie, a Berkeley High School junior. "I know I would enjoy it if I could experience it." Restaurants staying open later could also provide a fun and non-partying alternative for teens and young adults. Rather than seeking out dangerous experiences and unhealthy habits, late night activities could be replaced by a fun dinner or other attractions. However, this would not only be a positive change

for the partying youth but instead in general for Berkeley residents and families. Knowing they have the option to use their day as they please and don't have to rush to get food early would allow families to enjoy Berkeley fully and go out at a later time. This increases the appeal of Berkeley, giving it more nuance as a city for adults and youth. Another concern is that Berkeley will lose its "charm" if it adapts a nightlife. However, this would actually protect youth by promoting healthier habits. Keeping Berkeley open longer will also benefit the businesses themselves because it allows them to make more profits. People are out of work and students are out of school, which draws in bigger crowds for longer periods of time. Berkeley must stay open longer. Investing in our city will inherently invest in our community. This would make Berkeley an even more desirable place to live with happier people.

SHINING A LIGHT ON: EATING DISORDERS

SIMONE ZABARSKY



The holiday is an exciting time of the year for many, but can also be quite stressful for others. Most holidays like Christmas and Thanksgiving are centered around food, which can be a source of anxiety to some who struggle with their eating habits and/or body image. Eating disorders in people and especially teens are more common than you may think. An eating disorder is a persistent disturbance in someone's eating habits. There are a lot of misconceptions around this topic especially because it's usually talked about as one subject, when there are actually a large variety of eating disorders.

One of the most common eating disorders is anorexia, a very serious mental illness that can be fatal. A person with anorexia generally has an obsessive desire to lose weight which comes hand in hand with not eating for dangerously long periods of time. Also, people with anorexia may exercise at an unsafe rate. Often, for teens and people in their youth who are struggling with anorexia, it may cause them to start having worse body image issues then they started with. Teens are most likely feeling a lot of pressure because of body types portrayed on social media and set unrealistic standards for themselves based on others' opinions.

Another common eating disorder is Bulimia. Bulimia is an eating disorder that includes binge eating and oftentimes excessive purging, fasting or exercising. In most cases, people with bulimia will try to lose weight quickly in unnatural and unhealthy ways, for example laxatives or self-induced vomiting. Self induced vomiting, which is a symptom of bulimia and things like it, was highlighted in lots of movies from the late 1900s and something that was looked at as normal for teens. It wasn't until very recently that it was addressed and given the attention it urgently needed. I believe that this is because of the lessons these types of movies and shows were sending to adolescents. It's concerning that eating disorders are still not addressed in schools enough because of the amount of kids and teens that are struggling with it.

National Eating Disorders Association (NEDA) Feeding Hope states "When the researchers included nonspecific eating disorder symptoms, a total of 13.2% of the girls had suffered from a DSM-5 eating disorder by age 20." If this many teen girls have struggled with an eating disorder I have to wonder about the education they are getting surrounding this topic.

If you or someone you know is struggling with an eating disorder or similar symptoms, please don't hesitate to reach out to them. Sometimes showing that you care is enough. The NEDA Feeding Hope program offers support, resources, and treatment offers. You can call (800) 931-2237 which will connect you to a trained volunteer.



Most restaurants in Berkeley close before nine p.m. NOLAN WHITEHILL

EDITORIAL

Lack of substitute teachers burdens BUSD educators

In recent years, Berkeley High School has grappled with a severe substitute shortage, which began during the COVID-19 pandemic. BHS students are no strangers to being greeted by vacant classrooms with no substitute available. Becoming a substitute teacher requires a four-year college degree, a California Basic Educational Skills Test pass certificate, and the patience to handle students' casual dehumanization. Berkeley Unified School District may also resort to 'emergency substitutes' whose assignments cannot exceed 30 days, requiring the less intensive Emergency 30-Day Substitute Teaching Permit. With these requirements and minimal benefits beyond flexible scheduling, substitutes have little incentive to apply for the job. Incentivizing educators through increased compensation on a state-wide level is necessary to ensure that teachers aren't pushed to overcompensate for the substitute shortage.

The substitute shortage burdens BHS teachers every week through a general email requesting that they substitute during their prep periods. Laura Power, a BHS math teacher, said that these emails are her "least favorite thing about this high school." Every day, she must decide if it is worth \$47 to give up her prep period.

"A lot of times I think, yeah, I should, it's worth money, right? But then it comes with the sacrifice of, my day is much more hectic, I'm more stressed ... I prepared less for the class." Power added that she weighs if it is her moral duty to step in, or if she should devote attention to her own students. "Should I say 'no, I am not going to offer to help you with your substitute shortage. I'm going to do the job that I was hired to do, that I signed up for'? That's a huge loss for the students in the class that are now sent to the football field."

Power says she works 60 to 80 hours a week, a non-stop effort not uncommon among her colleagues. It is not sustainable for educators to be spread so thin. However, the issue perpetuates itself. As the substitute shortage worsens, full-time teaching becomes harder and less appealing, worsening the shortage.

Teachers make a decision to prioritize contributing to the well-being of society by nurturing students and informing beliefs that will outlast them over going into a career that will lead to more money. However, not everyone has the privilege to make this choice. Teacher and substitute benefits are strikingly underwhelming, especially considering the prerequisites and demand. A substitute who worked every day of a school year

would make an estimated \$30,000. Full-time teachers are also notoriously underpaid. Rather than piling their plate with more burdens until they resent their profession, we must reward educators for the superhuman energy they possess.

"With my credentials, my work experience, my degrees, I could get a job where I don't get talked over all day," Power said. "I could get a job where I make four times as much money. I could get a job where my health insurance is paid by my employer."

While the substitute shortage is not caused by student behavior, it doesn't help that student decency is often discarded when a different adult steps into the classroom. It is fundamentally important to treat people like people. This extends to the student perception of their everyday teachers.

"A healthy person has a healthy dose of mistrust in things ... I don't think I instilled mistrust in these kids. I think they came with it because of their experience in the school system," said BHS AP Patterns in Black Literature teacher Meikko Lee. Students cannot immediately assume that inconveniences or disruptions hail from a lack of teacher effort or care and push themselves to assume positive intent in them. These delicate interactions are the human core of the imperfect educational system. While larger forces must reshape the overarching structure, assuming positive intent in teachers is the grease between each little moving part.

In order to provide necessary compensation, we must turn to the school board, voters, and politicians to make changes. Attracting a greater quantity of educators involves increasing compensation so BUSD can better support its staff.

BERKELEY HIGH JACKET

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Assigned seating is necessary for a cohesive classroom setting

BY YSABEL CHU
staff writer

All students would prefer to be seated next to a friend, but unfortunately it doesn't always work out that way. Many Berkeley High School teachers use assigned seating. While assigned seating can be frustrating to students, especially those who already have friends in the class, when done well it does more good than harm.

It's fun to learn with friends. However, it can be hard for someone to walk into a classroom where they don't know anyone. Often they'll end up sitting in the corner of the room while other people talk around them during breaks or after work is done. Assigned seating helps to prevent this situation. With assigned seating, most people at a table group won't know each other. Students are pushed to make new friends, and people without pre-existing friendships feel less isolated.

In addition, assigned seating challenges students to reach outside of their comfort zone when making friendships. People often become friends with people similar to themselves. In

a classroom, this might result in a table with only extroverted people or a table of very academically motivated students. Assigned seating helps students form friendships with people who are different from them. When students have diverse friendships, they gain the opportunity to practice empathy and open themselves up to new perspectives.

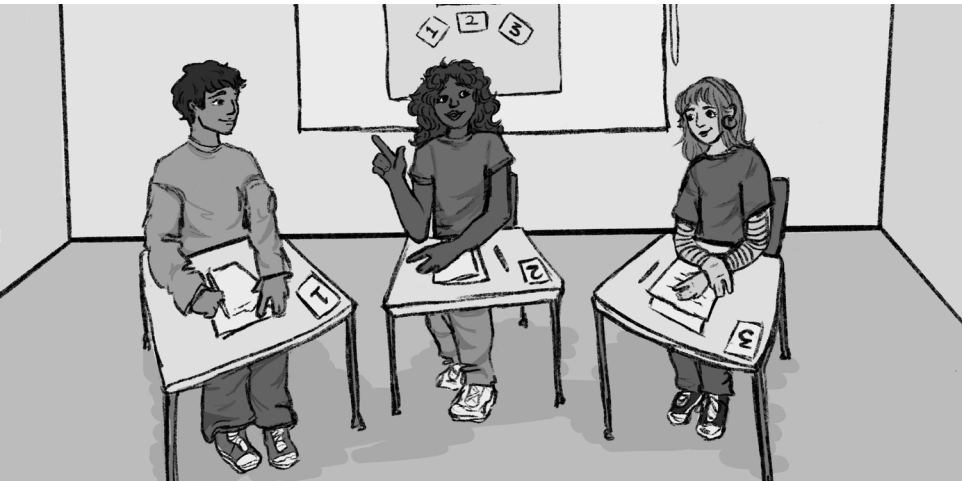
On top of this, when teachers use seating charts they are better able to manage the classroom. Teachers can choose to not seat students who distract each other together. They can place students with trouble focusing closer to them or at the front of the room. They can group confident students with students who are struggling, so they can help provide more support. In general, teachers are able to pay more attention to the special needs of each student.

One of the drawbacks of assigned seating is that teachers may make mistakes. At the beginning of the year, teachers have no way of knowing which students have issues with each other or the way each student learns best. But

luckily, some teachers have found a way to negate the downsides of assigned seating. The most common way is to ask for student input. When providing input, students give teachers information they don't already have. Students can let teachers know if there's someone they do or don't work well with. They can also provide thoughts on where they learn best, such as the front or back of the classroom, and why.

People argue against assigned seating because they believe it prevents students from practicing self-control. However, certain students simply aren't at the place where they can make those responsible choices yet. Assigning seats gives students input, allows them to practice self-restraint and independence, while still ensuring everyone ends up where they can learn.

Teachers should assign seating thoughtfully with student input. School is for learning, and assigned seating assists students in that. Assigned seating not only helps students focus on classwork, but also teaches them how to create new and different friendships.



EDEN MIDDLESWART

Thanksgiving dinner: A time for family, not politics

BY ARIANA YEROVAM
staff writer

Steaming mashed potatoes, rich turkey, delicious assortments of green beans, gravy, bread, and... politics? While politics are a fundamental aspect of society it can be necessary to look past conflicting political beliefs when acknowledging an individual. The holidays, particularly Thanksgiving, in today's society are recognized as familial and uniting occasions. This calls for an escalation of political discussion at the dinner table. This conversation includes topics regarding race, immigration, gun and military policies, reproductive rights, climate change, and much more.

While politics can sometimes be shared and processed maturely, when multiple views contradict each other it can often have negative repercussions. "The political divide is threatening relationships among family, friends and co-workers", by Kevyn Burger, shows this. "Damaged relationships not

only cause hurt feelings. They can lead to significant physical distress," the article says. "This is rampant in my patients," said Talee Vang, senior clinical psychologist at Hennepin Health Care. 'Some notice they feel irritable, exhausted, anxious. Internalized pain may come out in depression, sleep disorders or substance use. They may overindulge in alcohol or food.' And the pain goes beyond the warring parties. Vang has seen collateral damage extend to neutral family members who struggle with divided loyalties..." This goes to show that "divided loyalties", which in this context is relevant to political conflict, is detrimental not only to one's relationship but also one's mental and physical health. This should in no way be associated with holidays which are a time to heal and grow surrounded by people who care about you.

Contrarily, it could be argued that political conflict and resolution could bring two individuals together and unite them further. However, as was discovered in a study conducted

by The Institute of Politics at Harvard University Spring 2021 Harvard Youth Poll that "nearly a third of young Americans say that politics has gotten in the way of a friendship." The demographic variables that play into this controversy largely have to do with race, ethnicity, and political opposition. As stated in the study, "31 percent of young Americans, but 37 percent of young Biden voters and 32 percent of young Trump voters say that politics has gotten in the way of a friendship before." This demonstrates that conflicting political stances have the potential to get between a considerable portion of relationships.

Politics are a crucial matter to discuss and to compare but there is a time and a place, the dinner table is not that place and the holidays are not that time. Thanksgiving is a time of gratitude for yourself as well as the people and things that surround you, it's not a time to let politics get between the love you share with your community and family.

JAY TRAUNER

Stigmatization of community college harms senior applicants

BY CHARLIE TAMAGNO
staff writer

The paramount concern of being a high school student is what to do after graduation. Students usually have to decide whether to apply to four-year universities and colleges in their senior year. Another option in this process is open to anyone with a high school diploma: community college.

Community college is defined as a nonresidential junior college, one that

offers two-year courses to lead towards either an associate's degree or a four-year bachelor's degree transferred into another institution. They are often open to enrollment from anyone who has graduated from high school, and even students still in high school looking to take additional courses. The best part is that compared to the cost of a UC or CSU, it is the most financially accessible option for continuing your education. Attending community college was formerly considered

nothing close to a long-term school, but that stigma is losing strength as time goes on.

After two years of getting a high GPA, students in California are guaranteed admission to a UC. This is through the Transfer Admission Guarantee program. Six campuses are required to admit students who have completed the first two years of UC-transferable credits.

Matt Fillinghim, an adjunct professor at Berkeley City College, said, "I think that the biggest stigma is the

perception that academics at community college, in general, is not as rigorous as at a four-year school. I think that many people think that community college is easier, and so it attracts a lower quality of student. ... Similarly, professors and instructors ... are sometimes thought to be not as good or not good enough to get jobs at four-year school."

This explains what that stigma is the belief that

community colleges are not as academically rigorous and attract less spirited college.

Of course, not every solution works for everyone. Crebbs spoke doubtfully when asked whether community colleges are a choice everyone should consider by saying, "I think most students should live away from their parents out of highschool, and everyone I know ... that is going to a community college.

This hinders students from coming into their own and experiencing living on their own for the first time, as is typically associated with college. However, financial benefits heavily outweigh the experiential cons in this area of life.

As four-year universities continue to become more and more expensive with each passing year, community college comes to the front lines as a cheaper, simpler alternative to work towards a degree. While not for everyone, it is an excellent choice that has endured stigma for many years and is finally being recognized. Berkeley High School should strive to educate and encourage students about this post-graduation path.

"I think that the biggest stigma is the perception that academics at community college, in general, is not as rigorous as at a four-year school."

Matt Fillinghim
BCC adjunct professor



Berkeley Community College on Center st offers a cheaper, simpler alternative for getting a degree.

MEI SAPHIR

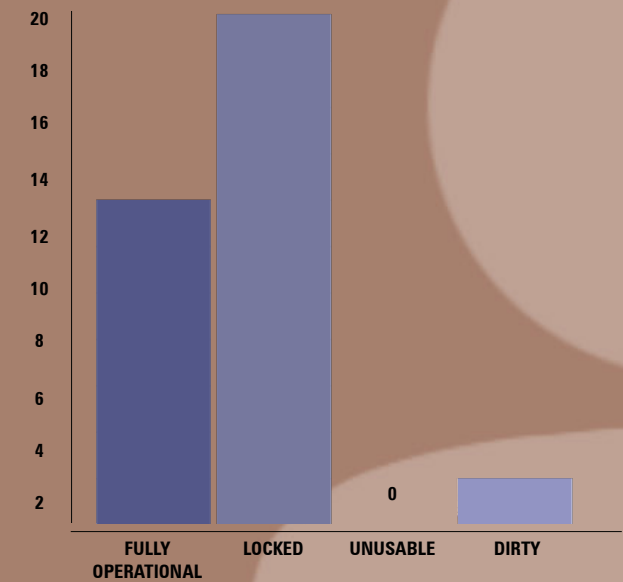
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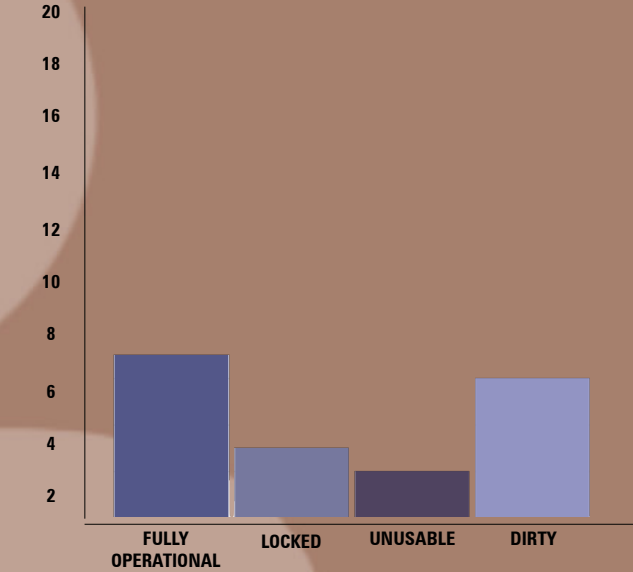
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Trans students face discomfort, harassment using bathrooms

NUMBER OF REPORTS C2 BATHROOMS REPORTS



NUMBER OF REPORTS G2 BATHROOMS REPORTS



Bathroom reports updated live at bhsjacket.com

CONTINUED FROM PAGE 1

doesn’t match his gender identity. Blair said that they often end up avoiding using bathrooms at BHS whenever possible, and wait to get home in discomfort. Why? Because BHS’s gender neutral bathrooms are limited, inaccessible, and often unusable.

There are only two designated gender neutral student bathrooms in the entire Berkeley High School campus, located in the C- and G-Buildings. Because the gender neutral bathrooms at BHS are single stall, they’re not just used as bathrooms. According to Blair, there is an abundance of vandalism, menstrual product dispensers are often broken, and there is often a lack of soap and paper towels. Judging from this, Blair noted a possible lack of understanding from BHS students. Many are unaware of the significance of the few gender neutral bathrooms for the gender-expansive community at BHS.

A lack of accessible gender neutral bathrooms is not the only issue — a fear of transphobic harassment within gendered bathrooms remains prevalent. Luke Prud’homme, a trans-masculine senior, said, “I came out over the pandemic, and when I got back, I very nervously started using my preferred restroom, which is the mens.”

Prud’homme recounted, “I got told to leave, and was kicked out by other students. I have pretty much never gone back into the boys bathroom in any building at school, because I feel like the decision I’m making is (about) my safety, emotionally and even physically.” He explained, “I’d rather be uncomfortable and dysphoric than worry about my safety.”

The risk of transphobia makes using the restroom a stressful experience for Prud’homme, forcing him to use a bathroom that he doesn’t feel comfortable in. “I usually use the womens restroom because the gender neutral bathrooms are a good

“I’d say explicit transphobia is not very common. But administrative, institutional transphobia is very, very common. I see it every day.”

**Alastair Kudsk,
BHS junior**

unusable,” he said.

Many students agreed that building new bathrooms is likely not a possible solution. “Constructing new (bathrooms) would oftentimes be infeasible, and otherwise, if feasible, far more expensive than it needs to be,” Blair said. In some cases, creating more gender neutral bathrooms could actually be as simple as changing a sign. A pre-existing gendered bathroom could simply be converted into a multi-stall gender neutral one. But this also poses difficulties.

For one, it could lead to an imbalance of bathrooms within a building. If a girls bathroom is converted to gender neutral one but the boys stays the same, then any students on that floor who desire to use the girls bathroom must walk far to find one. And there is value in keeping gendered bathrooms at BHS. For religious reasons, like adjusting a hijab, some students need a girls bathroom.

If the existing gender neutral bathrooms could stay functional, that would make a big difference. While a lack of well-paid custodians likely has an impact, perhaps the simplest fix has to do with student culture. “People just need to be more aware of what the gender neutral bathrooms are even for,” Blair said. “They’re not a place to have privacy to smoke weed. They’re a place to have privacy to be comfortable and really yourself in a school where none of the other bathrooms work for you.”

Additionally, transgender students need to feel safe using their preferred restroom, without fear of harassment. “I’m not always comfortable with going into the boys bathroom, because I’m always afraid of what someone’s gonna say,” said transgender junior Cameron Sackey, who uses he/they pronouns. He expressed the importance of students being more

respectful to their gender expansive peers. “If someone who is gender expansive or trans uses a gendered bathroom, just don’t say anything, let them do their business. Don’t make fun of them. Don’t laugh at them.”

“People don’t quite understand ... the way that you show respect to trans people. And that applies to students and staff at Berkeley High School,” Prud’homme said. He explained that he doesn’t necessarily view BHS culture being transphobic as a whole, but rather uneducated.

A possible solution Blair proposed for a lack of awareness is LGBTQ education in the classroom, which could fit within the Universal Ninth Grade Ethnic Studies and Social Living course. While there is a unit about LGBTQ issues and culture in this course, Sackey said that it should be more expansive. Additionally, Blair noted that this education could be extended to staff, to increase their understanding and support of gender expansive students.

In terms of change, it will likely start with an increase in awareness. “People definitely care. Awareness is definitely being raised. But there’s still definitely a lot of work to do,” Blair said.

Kudsk emphasized normalizing trans students in cis-gendered spaces. “This is all remnant of a long history of our culture purposely excluding people who are not in the binary, because we are seen as ‘other,’” Kudsk said. “I’d say explicit transphobia is not very common. But administrative, institutional transphobia is very, very common. I see it every day.”



From kugels to buñuelos: Cultural foods for the fall season

BY CLARA TJEN
staff writer

Ajmal Khan is a senior at Berkeley High School. His family is from Pakistan; they identify as Pashtun, a Muslim ethnic group. In this season, Khan said that Pashtun people traditionally eat very hot and spicy food. One specific dish

that Khan and his family make during Autumn is pakora and chai. “Pakora and chai is a perfect dish for fall,” Khan said. “My mom makes it and we all go outside and sit around a table in our backyard.” Pakora is a type of Pakistani vegetable fritter. “My mom usually puts in diced onions, potatoes and tomatoes,” Khan said. Chai, a traditional hot Pakistani

tea, is served alongside the pakora. Pakora and chai are mostly made and sold in the streets of Pakistan, due to how affordable the ingredients are. This dish is significant to Khan because “It’s everyone’s favorite. Whenever my mom makes it, we all come out of our rooms and we all go outside and eat.” For Khan, it brings his family together.



BHS senior **Sofia Lopez** is a second generation Mexican American. “During the holidays, specifically, there’s something (that we eat) called buñuelos,”

Lopez said. Buñuelos are made by frying a flour tortilla and topping with cinnamon and sugar. Lopez’s grandmother taught her to make them and

made them for her since she was little. “They’re really significant to me because they remind me of something that my grandma has passed down to me,” Lopez said.



Adayah Jubb-Miller is a BHS freshman who identifies as Jewish. “On Yom Kippur, you break the fast with a meal of really anything you want,” Jubb-Miller said. “But something that people usually make is kugel.” Yom Kippur is a Jewish holiday where participants fast from sunset to the the following day’s sunset,

lasting around 25 hours. Jubb-Miller said that she usually stays home from school and doesn’t really go out during this holiday. The purpose, to her, is, about asking for forgiveness. “You think about the mistakes you’ve made, or the people you’ve hurt and then you ask them for forgiveness and have a clean

slate,” she said. Kugel is similar to a baked casserole dish that is both sweet and savory, with key ingredients being egg noodles, cinnamon, sugar and cheese. Jubb-Miller shared that this food is a comfort food for some, but not for all. “It’s definitely an acquired taste,” she said.

ILLUSTRATION BY GABRIELLA BUSANSKY

KUGEL RECIPE

Ingredients:

- 12 oz. extra-wide egg noodles
- 2 tsp. kosher salt, plus more
- ½ cup (1 stick) unsalted butter, plus more for pan
- 8 large eggs
- ½ cup sugar
- 1 lb. full-fat cottage cheese
- 1 lb. full-fat sour cream
- 2 tsp. vanilla extract
- 1 tsp. ground cinnamon

Preheat the oven to 350°. Cook 12 oz. extra-wide egg noodles in a large pot of boiling salted water, stirring occasionally, until al dente, about 4–5 minutes. Drain, leaving a little bit of water clinging to the noodles.

Generously butter a 13x9” baking dish (we prefer glass for even heating, but metal is okay, too).

Make the creamy sauce: Cut 1 stick butter into a few big pieces and transfer to a small heatproof bowl. Microwave until butter is melted, about 1 minute. Let cool slightly. Whisk 8 large eggs and ½ cup sugar in a large bowl until sugar is dissolved and eggs are frothy, 1–2 minutes. Add 1 lb. full-fat cottage cheese, 1 lb. full-fat sour cream, 2 tsp. vanilla extract, 1 tsp. ground cinnamon, and remaining 2 tsp. salt to egg mixture. Whisk vigorously to combine. Pour in melted butter and whisk again to combine.

Add hot noodles to the bowl and toss to coat with a spoon or spatula.

Transfer noodle mixture to prepared baking dish, tipping dish to evenly distribute. For a really crispy top, pull a few noodles to the surface so that they’re poking out over the sauce.

Bake kugel, rotating pan halfway through, until custard has souffléed, top is browned, and noodles on the surface are crispy, 50–55 minutes. Let cool for at least 20 minutes before slicing.



Kugel is a common dish made for Yom Kippur, both sweet and savory.

SASHA BALASUBRAMANIAN

The breakdown: How do students at BHS spend their money?

BY AELIA GYGER
staff writer

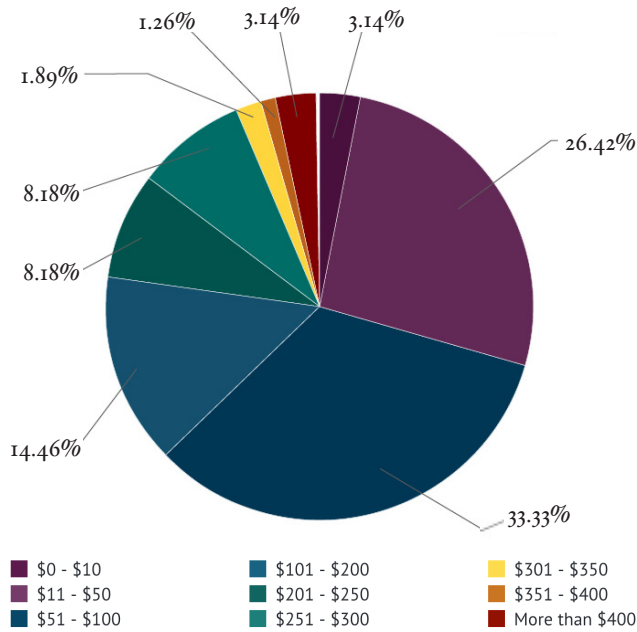
As many high school students age, they develop the means to acquire an income — whether they or get an allowance, choose to invest in stocks, or work a part time job. Ultimately, more money comes with more spending power. One option for gaining money lies in stock market investment. Put simply, investing in the stock market is the action of buying partial ownership of companies, according

to Berkeley High School teacher Crystal Rigley, who teaches Personal Finance and AP Macroeconomics to seniors. After seeing how people could seemingly make money with relative ease by investing in the stock market, BHS senior Rohun Barot dove into research about the world of finance in the just the eighth grade. After three months trying to convince his mom to let him use her social security number, Barot finally created a stock account and started investing. “Investing is gambling,

it’s a crapshoot,” Barot said. “But the thing is, if you read a lot of investment journals ... subscribe to newsletters, you will get the hang of it eventually.” Barot had been working at a mechanic shop before he started investing. “I was making more (by investing) than I did at my job, so I just quit,” he said. However, Barot warned, he wouldn’t advise to rely solely on their investments. “If you actually have a job and you support your family, keep that job, do not throw your job away for investments.” With the rule to spend

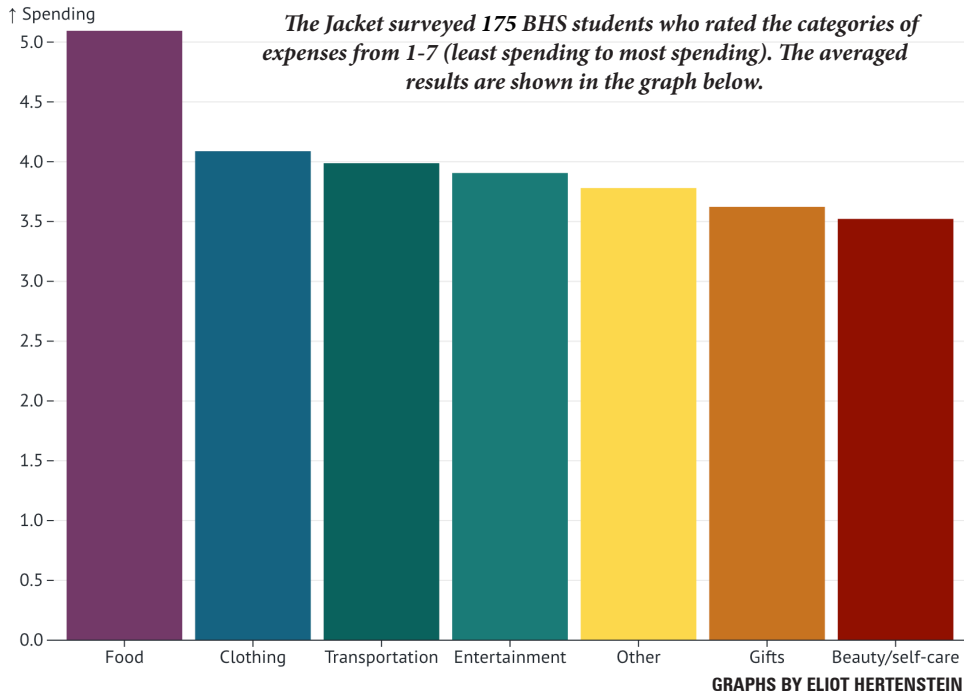
no more than \$40 a week, Barot allocates most of his earnings to food for lunch. BHS senior Danny Barrera Catalan started investing as a young teen. During the beginning of COVID-19 lockdown, he found his way using trial and error. While he currently works as a barber, cutting people’s hair at his house, Catalan spends his weekends investing in electric car startups and automotive companies. “(My investments are) all long term,” Catalan said. “At first, I was losing money. But now I’m at a point where some days they’ll make \$40. But since I’m not gonna sell them, I haven’t seen the profits yet.” Rigley encourages students to keep a budget spreadsheet to regulate their spending and recommends using cash when it comes to weekly expenses. BHS student Marina Pellerin works at a boba shop in Oakland three to four times a week, and hopes to create a budget to start being more independent with her financial organization. She usually spends her money on items that she has been saving toward. “I am lucky enough to have food money provided from my mom, but I spend most of my money on more things that I want, rather than things that are like

How much do BHS students spend per month?



necessary,” Pellerin said. Azaria Stauffer-Barney receives a weekly allowance for doing chores around her house. Recently, since she has been getting her money put into her bank account. She can spend the money using a card, which she finds harder to budget because money becomes intangible. “I would say part of it, a small portion, goes to savings, and then checking out whatever I want to do with it,” Stauffer-Barney said. Adlai Loutey has been working at a Berkeley pizza shop for the past year, working from two to three times a week. He tries to save his money when he can. “I put all my money in a savings account and have another part where I can spend it,” Loutey said. “So I try to put all my money in my savings account, which I can’t spend right away.” From earning an income to figuring out how to organize and spend it, students will inevitably differ in how they choose to manage their money. High school is a period when these aspects converge to serve as a valuable learning experience for how people manage their money later in life. SURVEY BY AMELIA WILEY MOREIRA & LAUREN HUANG features editors

What do BHS students spend the most money on?



FEATURES

FEATURES EDITORS: LAUREN HUANG & AMELIA WILEY MOREIRA

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Jazz trip to Cuba exposes students to cultural take on the genre

CONTINUED FROM PAGE 1

They hiked through the countryside after four hours of intensive musical education. “It was amazing to me how ingrained music and dance are within the culture,”

said Hazel Fosket-Hydes, a senior tenor saxophonist in the Nine O’Clock jazz band. The musicians worked directly with ENM. “We are working with master classes,” said Izzy Ely, a senior trombonist in the Two O’Clock jazz band. Students

worked with others of their instrument in sectionals and then came together in big bands to play with musicians from ENM. “I enjoyed (the ENM students’) willingness to teach us; rather than judgment, they shared with us their knowledge, and I learned so much from them,” Fosket-Hydes said.

Outside of music, the musicians experienced Cuba as tourists and students. “We went out to clubs and restaurants where there was a band playing ... we would dance and sit in with the bands,” said Fosket-Hydes. She had the opportunity to purchase innovative Cuban art at a market, to watch cigar production at a tobacco farm, and to learn about the ties of music to the history of Havana. “We had a speaker talk to us about the history of Cuba,” she said. “He had lived in Berkeley, then moved to Cuba to study at (ENM); it was very interesting to hear his perspective, as someone who grew up in a similar environment to us.”

ENM and BHS have

an intimate connection from playing and working together, but their

unsteady relationship with the U.S.

“We have to be careful not to lose any (of our possessions), because the Cubans can’t replace them,” said Solomon, discussing ENM students’ living conditions. “We have to use bottled water rather than tap water.”

Ely, before the trip, rushed to get his schoolwork done; not only did he miss a week of instruction but barring a \$250 Wi-Fi card, there was no internet that the students could make use of. In

customs. The trip was no idle endeavor, and natural disasters didn't make it easier. Hurricane Nicole passed near the area where the bands were staying, close enough for Fosket-Hydes to see its “devastation,” but also the “willingness (of the Cuban people) to help each other rebuild.”

For BHS Jazz, the Cuba trip exemplifies the values of the organization. It's about giving back to underrepresented communities, the foundations of American music, and finding your musical sense of expression through surrounding yourself with other brilliant creators.

“I’m privileged to belong to a jazz program that is so distinguished in the jazz community,” said Merhawi Solomon, a tenor saxophonist in BHS's Jazz Ensemble. “As one of the best high school

jazz bands, we produce many great musicians.” The trip to Havana has and continues to be instrumental in shaping the growing crop of BHS musicians.

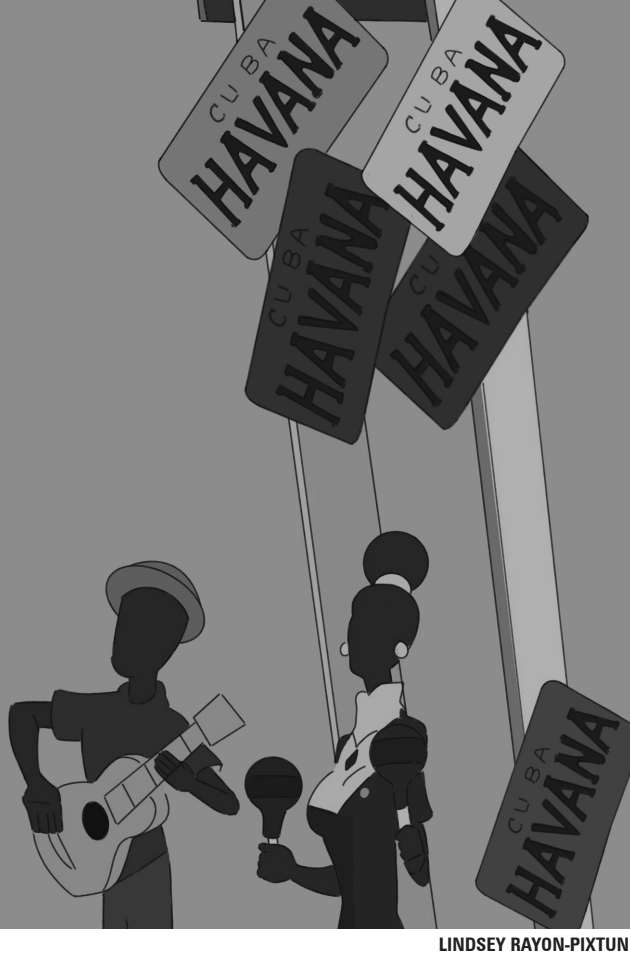
“Rather than judgment, they shared with us their knowledge, and I learned so much from them,”

Hazel Fosket-Hydes
BHS Jazz member

“It was amazing to me how ingrained music and dance are within the culture.”

Hazel Fosket-Hydes
BHS Jazz member

addition to the typical hassles of a field trip, administration has to deal with providing nearly 50 high schoolers with visas and passports as well as getting them through



LINDSEY RAYON-PIXTUN

Residents and experts examine inconsistent weather patterns

BY MATEO TSAI
staff writer

With its relatively unchanging climate, even stereotypically warm seasons in the Bay Area stay on the cooler side, becoming the subject of conversation for many residents living in Berkeley and the wider Bay Area.

While it gets a bit chilly sometimes, the most remarkable thing about Bay Area weather is the time of year it gets cold or hot, not the temperature. Unlike most places in the Northern Hemisphere, the hottest months of the year in the bay area are in September and October, right as Berkeley High School students begin school.

Sophia Novick-Prucher, a sophomore at BHS, is deeply familiar with the way heat disrupts learning. “My English classroom is the hottest classroom in the entire school and I have it sixth period,” she said. This is backed by data — Novick-Prucher checked

the temperature monitors in different classrooms one sweltering September day and found that none were hotter than C204, her 6th period classroom located on the south side of the C-building. This class was so hot, in fact, that one day Novick-Prucher’s class didn’t get any work done “because it was too hot to focus on anything,” she said.

Hot fall weather can also interfere with sports or other activities. Rye Tewksbury, a junior at BHS, finds that skateboarding in hot weather is “very inconvenient,” as he

“My English classroom is the hottest classroom in the entire school and I have it sixth period.”

Sophia Novick-Prucher
BHS sophomore

often skates in fairly baggy, heavy clothes.

Ren Senánt-Giraud, a BHS junior who grew up in Toulouse, France, finds the weather here in Berkeley baffling. “You usually start

fall,” Senánt-Giraud said. “Then in September, mid September, a huge wave of heat waves. Why does that happen? That’s so weird. We don’t have that, at least not in southern France or anywhere in France.” Why, then, are the summers here cooler than the fall?

According to Warren Blier, a meteorologist at the National Oceanic and Atmospheric Administration for the San Francisco Bay Area, the autumn heat is caused by reduction of the cool sea breeze winds. The direction of the ocean currents off of the coast bring cold water from the north, which causes a marine layer, or a mass of cool and wet air, to form.

During the summer months, the sun heats up air further inland, heating it up and reducing the air pressure. Air moves from high pressure to low pressure, so the cooler, higher pressure marine layer on the coast blows inland. As a result, “in Berkeley on a typical day in



Autumn heat is due to a reduction of the the marine layer.

NOLAN WHITEHILL

June or July, the west winds start picking up,” Blier said. Because the marine layer off the coast is so cool and wet, these winds are responsible for the sometimes cloudy San Francisco skies during the summer.

In the fall, as the inland regions receive fewer hours of daylight, the lack of heating in the interior means that the sea breezes that kept the Bay Area cool in the summertime

become weaker. Weaker winds means less cold air, and students in Berkeley often start to complain about the heat that sometimes occurs in early autumn.

Bay Area climate is known as a Mediterranean climate, which “tends to be characterized by a kind of mild cool, on and off wet winter and then a dry summer season with moderate temperatures

unless you get too far away from the coast,” said Blier. “It’s actually considered to be among the most pleasant climates that exist on Earth, from the perspective of many people, to live in.”

According to Senánt-Giraud, lunch outside in Toulouse will not end well for those attempting it.

“You will get burnt,” he added. “You will become a puddle of human flesh.”

Unsung heritage months require advocacy

BY MUHAMMAD DELGADO
staff writer

Throughout the year, various months are dedicated to the heritage and culture of historically marginalized peoples. November is Native American Heritage Month as well as Sikh Awareness Month. October was Filipino American History Month, and before that was Hispanic Latinx Heritage Month (September 15- Oct 15). Since these months often overlap and vary in mainstream popularity, some heritages go unacknowledged by the general public.

Matthew Laurel is an academic support coordinator at Berkeley High School and teaches the Asian American Pacific Islander Literature course. In October, Laurel's class commemorated Filipino

American History Month by learning about the relationship between the U.S. and Filipinos.

For Laurel, the distinction between history and heritage months is important. "History looks at the triumphs, the traumas, the different experiences that Filipinos who come to the United States have gone through ... whereas heritage is more about the food and cultural traditions," he said.

Laurel acknowledged that there is often an overlap between a people's cultural traditions and historical legacy, but he also stressed the importance of maintaining an understanding of the focus of each month so as to not undermine its purpose.

Both heritage and history months help raise awareness within the greater BHS community. Education about a people's history can transform the narrative surrounding

marginalized communities and promote equity of voice and inclusion. Laurel said "(Heritage and history months) empower and provide solidarity for communities of color at Berkeley High."

Jessica Hipona, the commissioner of multicultural affairs and a sophomore at BHS, says that being aware of and talking about these months and cultures has a positive impact on individuals in the community. "It's like, oh wow, somebody else sees me and my culture," she said.

Senior Mina Hardwick, Co-president of the BHS Multicultural Student Association, said, "Heritage and history months provide a sense of connection for the communities they represent, while also spreading awareness for issues faced by those communities."

For many groups, their histories have been undermined and overlooked. "Usually whiteness and European whiteness has always kind of been centered in education ... I don't remember learning anything about Filipinos in my history or literature classes in high school," Laurel said. "So I really wanted to use this month to correct that narrative."

Hipona is currently organizing Multicultural Week, set to take place next semester. She says its aim is to shine light onto the many

cultures at BHS that aren't normally represented.

Learning about BHS's history and heritages can make people more open and comfortable around their fellow students. It's the realization that "we're all here," Hipona said. "We're all human, we all come from lots of different places."

Hipona places value in "having conversations about your own culture ... just having it be a normal thing to talk about." The conversations promoted by history and heritage months are a means to "lift the veil of mystery."

Similarly, Hardwick sees these discourses as a "start for resolving the tension that builds up between different communities."

To promote the recognition and presence of historically marginalized communities among BHS, Laurel says that solidarity is key. He sees "learning from each other's successes" as the way towards cultivating mainstream understanding.

Months of creating a foundational cultural awareness "can be used as a springboard for continuing to celebrate the diverse demographics of this school," Laurel said. Historically marginalized groups can learn from the successes of each other and collaborate to help ensure the representation everyone deserves.



CLAUDIA BLOOM

Students experience lunch alone at BHS

BY LUCY GRIFFITH
staff writer

Lunch at Berkeley High School is a sacred time, being only 40 minutes long. Students often go off campus to enjoy a plethora of food options with friends while others choose to eat alone. A whole school day can be exhausting and having lunch alone can be a time for students to find a moment of solitude.

Margot Johnson, a sophomore, said, "I like having that chill time by myself." For her, lunch is a time to relax and reset for the next three periods. Eating with friends usually requires making a plan which can be draining, so for some, it's easier to eat alone. Instead, lunch can be a time to finish up homework, taking advantage of the productive aspect of lunch over the social time. The purpose of lunchtime changes per individual. For extroverts it can serve as a recharge; having a tasty bagel or slice of pizza with a few chums can be the highlight of a boring day.

Typically, high schoolers don't want to be seen as lonely, however that sentiment varies widely between students. Julie Panebianco, a U9 teacher, explained her experience with eating alone. "When I was in

high school, it would have felt like a big deal to me," Panebianco said. "But I don't want to say everyone feels that way." In a large student body, there are bound to be people that judge themselves for eating alone. High schoolers that strive for social validation can find it hard to choose to eat alone while for other students it comes naturally.

"The people that do eat alone have options, they do it because they prefer it," Johnson said. She said teenagers who eat alone might not care what others think and instead prioritize themselves and what they find enjoyable. Especially as high schoolers approach graduation, and will soon shift away from BHS, concerns about social validation can take a backseat. Calder Fritz, a senior in Independent Study,

sometimes eats with friends on campus or alone depending on his schedule. "I don't think people will judge you for that now," Fritz said. He believes people should respect what others do with their time, whether that is alone or with friends, and spending time alone doesn't have to indicate a specific trait.

Many students who do eat alone stay on campus to soak in the peace and quiet that is sparse during lunch. The G and H building halls, library, and the CCC are comfortable and warm when it's cold out.

Panebianco opens her classroom every day to students and notices people come in alone as well as with friends. In her classroom, there lacks a social stigma surrounding eating alone. Describing the vibe, she said, "We (end up)

hanging out, talking and joining conversations." For some, teacher's classrooms can be a good middle ground between spending time alone and being surrounded by a welcoming environment.

For some, eating alone is a daily routine while others do it once a month before a test. Gabby Almeida-Gere, a junior in Berkeley International High School said, "I don't think it is common, but there are a lot of people who do it. You can walk through the halls and see it."

Avi Dutton, a freshman in hive seven, when prompted on the topic of eating alone said, "People think you don't have friends, but I don't agree with that." Other students notice the contradictory set of beliefs where eating alone is considered sad and a taboo, but also a positive experience.



Students often eat lunch alone to recharge or catch up on work.

NAVEEN SANKA

PLANTERS GUIDE TO THE GALAXY

TOBI HAIMS



Henry David Thoreau once wrote that, "Heaven is under our feet as well as over our heads." Humans credit our very existence to soil, which is considered the cornerstone of life on earth as we know it today. But what makes soil so incredibly important? Unlike dirt, soil is alive. If I go outside and get some soil on my clothes and then come back inside after an hour, I no longer have soil on my clothes, but just plain dirt. What changed in that time is that all of the happy living things in the soil died. Disheartening, no?

Healthy soil, on the other hand, is very much alive. In fact, there are more living organisms in one tablespoon of soil than there are humans on the planet! Along with organic matter and elements that have been decomposing since the beginning of the earth, soil contains worms, fungi, insects, and billions of microorganisms including bacteria, archaea, and even viruses. Soil itself is a beautiful self-sustaining ecosystem. Even more, it has the power to filter our water, store carbon dioxide and other greenhouse gasses, grow a bunch of plants, and support life on earth.

However, we have a population of almost 7 billion humans to feed and modern agriculture unfortunately does not take care of our soil. Agricultural practices such as excessively plowing the land and using pesticides, inorganic fertilizers, and other chemicals decimate our soil by killing the organisms that are necessary to grow healthy plants. Not to mention how this disrupts the essential cycling of nutrients through the soil and atmosphere. Doubly disheartening.

This is when compost comes in to save the day. Compost is every gardener's best friend because it returns life to soil. It retains the balance of nutrients, builds soil structure, holds water, and suppresses diseases and pests. Many people in Berkeley make their own compost, and one of these people is Logan Thompson, a junior in Independent Study.

While there are multiple compost-making methods, Thompson's backyard is home to one particular kind - a worm bin. When the compost bucket in his kitchen fills up with vegetable scraps and coffee grounds, he empties it into the worm bin. The worms eat, digest, and poop out those organic materials, producing an awesome type of compost called vermicompost, or worm compost, which is full of good bacteria and valuable nutrients.

Thompson's worm bin also produces something called worm tea, which, according to Thompson, is "basically all the juices from the worm bin. ... It has a whole bunch of vitamins and minerals that plants love, so you can water your plants with worm bin tea and they're stoked!"

Keeping a worm bin provides Thompson's garden with compost and worm tea, and it also benefits his chickens.

"(Composting is) just so rad," Thompson said. "You can take stuff from your kitchen that you could throw into the trash and turn it into dirt and your plants love that dirt. And then you grow a tomato, and you can put it back in the compost after you eat the parts you want to eat. And then it's dirt again. You get to be part of the cycle."

ENTERTAINMENT

ENTERTAINMENT EDITORS: RUBY FREEDMAN & MARINA HOWARD

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Q&A WITH BODY POSITIVITY CLUB: BEAUTY STANDARDS

MADELEINE KELLY



Throughout history, beauty standards have always seemed to find a way to stay relevant. From Victorian-era England to present-day Japan, they are always in the back of people’s minds. They subtly seep into everyday decision-making and inner confidence. People tend to overlook the severity of beauty standards’ impact on mental health. Instead, they continue to prioritize the physical appearance of someone over their well-being. The beauty and fashion industry is very much to blame for this. They make their money by putting down people in order to sell, and we just go with it. I interviewed the co-presidents of The Body Positivity Club, Ava Murikami, a senior in Academic Choice, and Rosie Urbano, a senior in BIHS, to get their opinion on this.

M: How do you feel about brands marketing their clothing to have a slimming effect? Like, how people say black has a slimming effect and that’s why you should wear it. Do you think it’s at all a problematic idea or, do you think it’s just a way to market?

R: Well they’re trying to, of course, get people to buy their stuff, and that’s a lot of people’s ideal because that’s what they’ve been told they need to look like. I think that it’s effective for sure and that’s their goal ultimately. Although, of course it’s harmful and it’s a part of the problem.

A: People can be influenced a lot by things like ‘black will make you smaller’. Like, of course, I’ll buy this thing to be smaller ‘cause it’s what the media’s selling to me so it’s gotta be good. So all these brands are displaying their products in different ways to influence the consumer. So, of course, it’s for marketing and sales, but also at the same time it’s extremely harmful. I know I’ve heard the thing about horizontal versus vertical stripes and something came up about that on my Instagram feed, like half a picture of a vertical stripe and half a picture of the horizontal stripe. It’s like, ‘which one do you think looks better to you?’ I was like, ‘I know there’s a right answer here, but honestly the second looks the same.’ It’s so misleading too. You shouldn’t have to fit into a certain colored pattern to conceal height or just to feel like enough in the way that these companies are displaying.

R: I think clothing is an extension of social media. It’s like how we edit and position cameras and face tune and things like that. It’s kind of trying to create an illusion, and bodies are not real anymore in that way. I think that, through clothing, some brands are trying to capitalize off this idea that you can manipulate your physical appearance.

Check out the Body Positivity Club, they meet Tuesdays at lunch in room C205.

‘Pushy girlfriend’: A product of sexism

BY SERENNA REDWOOD
staff writer

Every movie has its villain: aliens, stepmothers, bosses or sea monsters. But how did the stereotype of a pushy, controlling girlfriend become such a common villain in 2010s movies and TV shows? While the typical main character of this type of movie is a fun loving, devil-may-care figure, their girlfriend is the responsible one. So, of course she becomes the antagonist.

A prime example of the controlling girlfriend stereotype is Patty Di Marco in “School of Rock”. Patty demands too much of her boyfriend Ned, saying that his best friend who is the main character, Dewey, has to leave their apartment if he doesn’t start paying rent. She consistently nags Ned, causing him stress and creating pressure in the plot.

Another fitting example is Vivian Kensington from “Legally Blonde.” She is dating Warren, who is the love interest for the protagonist, Elle. Warren is Elle’s ex-boyfriend, and Vivian worries about being cheated on because she believes Warren could have unresolved feelings. Vivian acts controlling over Warren when Elle is around.

As a result, Vivian is hated by the audience. Though she simply tries to maintain her relationship, the movie paints her behavior as evil.

This archetype plays into sexist gender roles. The “pushy girlfriend” perpetuates the idea that women are responsible caretakers who are no fun and don’t have their own lives apart from their boyfriends. The girlfriend’s world revolves around the boyfriend, controlling him, obsessing over him, and managing his life. More specifically, she must manage the harder parts

of his life and force him to grow up, taking away his boyishness or true-self. While this role is widely vilified in movies, it is also influenced heavily by the patriarchy. The idea that women’s lives should revolve around men is a product of sexism, as it aims to restrict women’s independence.

While society tends to criticize these figures, their existence was created by that same society. The fact that we see this stereotype most often in media for teens is particularly impactful, as teens’ views on relationships are very

malleable. Although the pushy girlfriend was a much more common figure in media during the 2000s and 2010s, its influence remains prevalent due to the current popularity of these movies. Films like “Mean Girls”, “Legally Blonde”, “School of Rock”, “Clueless”, and “High School Musical” will always be classics in our culture.

Thus, it is crucial to acknowledge that rom-coms from this time period often include stereotypes that promote harmful views on women and sexist gender roles influenced heavily by the patriarchy.



ALEX MORGAN

ARTIST SPOTLIGHT



MORGAN OSTREER

Life can be painful, and healing can be a difficult process to cultivate. For Celia Miller, a junior in Communication Arts and Sciences, the guitar has always been therapeutic amidst the pains of life.

Miller’s first spark of connection with the instrument began in middle school. She developed an eclectic taste, trying to play and listen to a variety of styles. For her, it could be anything from The Police to what was playing on the radio. “That feeling when you can play along to the song is undescrivable,” she said. Regardless of what she was learning, Miller practiced incessantly, and her sense of accomplishment was what drove her the most.

For Miller, playing the guitar is an emotional outlet. “When writing my own songs,

if I’m going through something super painful, I can write it for the guitar and produce music,” she said. In March of last year, Miller struggled with her mental health, and while hospitalized, her guitar was the only thing she was allowed to bring with her. “Guitar has made me come to terms with my emotions the way nothing else has been able to,” she shared.

Through experiences like these, Miller’s connection with the guitar has grown. She has stopped putting expectations of skill or success on herself. “I think as long as you can express your feelings through an instrument, that means you are a good musician,” Miller said. Her hopes are clear: that guitar remains the fundamental part of her life that it is now and continues to serve as an antidote to pain.

— Aditya Sridharan

Busking in Berkeley: Student musicians navigate side hustles



Elliott Martens, Myles Blazer, Nicolas Hernandez, and Calder Underwood perform on the street.



BY AMAR WALKER
staff writer

At 7 p.m., downtown Berkeley is bustling, scattered with the melodious sounds of smooth jazz. Every song has its own story, and every person playing has their own story as well. Through a maze of open instrument cases containing various coins and bills, the world of busking becomes prominent. Busking is the practice of playing music on the street for donations from the public. Some Berkeley High School students are heavily involved in this side hustle.

“Generally it’s a really positive experience,” said Oliver Needham, a junior in Academic Choice, and a member of the BHS Jazz program. He’s been busking for about four years now and finds it a fun and somewhat reliable way to make money. “Somewhat” meaning Needham never knows for sure how much cash he’s going to walk out with after hours of busking. “You have bad days and you make 20, 30, but some days you make like 100 plus. It really depends on the type of day,” he said.

Needham has been a musician for the majority of his life. He’s been playing the

cello for about 10 years and started practicing the drums seven years ago. In addition to these instruments, Needham has been singing since he was a young child. With all this experience in music, he has become quite successful in the busking field. Needham remembered a time when someone was so impressed with his performance, that they went so far as to give him a 100-dollar bill. But not only are people generous with their money for buskers, they may also be generous with items that are not quite currency. “One time someone dropped in a couple action figures, it was interesting,” Needham said. “I think it was like Thor’s hammer.”

“You have bad days and you make 20, 30, but some days you make like 100 plus. It really depends on the type of day.”

Oliver Needham,
BHS junior

Dabbling in a variety of genres seems to be a necessity in the world of busking, and changing up the category is no problem for Needham. He explained, “If I’m playing drums I usually play jazz standards,

but if I’m singing I usually sing soul music, like Stevie Wonder, Donny Hathaway, and then some classic rock like the Beatles.”

It didn’t always come this easy. Performing in public takes years of practice and

With the combination of tips from customers and Barney’s generosity, this style of busking sounds like a chill and easy way to make the money one might need as a high school student.

even more confidence. “The first couple times I busked I was really nervous,” Needham said, “but over time it gets easier.” Busking might start off scary, but it’ll most likely pay off in the end. “It’s fun, it’s a way to get better at playing music, and it gets you a little bit of cash too.”

Every Saturday night, a BHS Jazz combo plays at Barney’s, a local hamburger spot. “It’s been for the past six, seven months,” said Emiliano Sanchez, the manager of the Shattuck Avenue location. “All the people love it,” he said. This arrangement makes it so that Barney’s gets live jazz, and in return, the students in the combo split a check and the tips they make that evening. The restaurant also provides each of them with

a free meal of their choice after they play.

Restaurant busking has made such an impression in Berkeley that customers choose where to eat based upon its presence. Sanchez often gets calls asking whether or not the combo is going to play that evening. On Saturday nights, “(People) come in with their children and they like to see the band playing,” Sanchez said. “A lot of customers tell me that the band sounds like professionals, and they really enjoy how they play.”

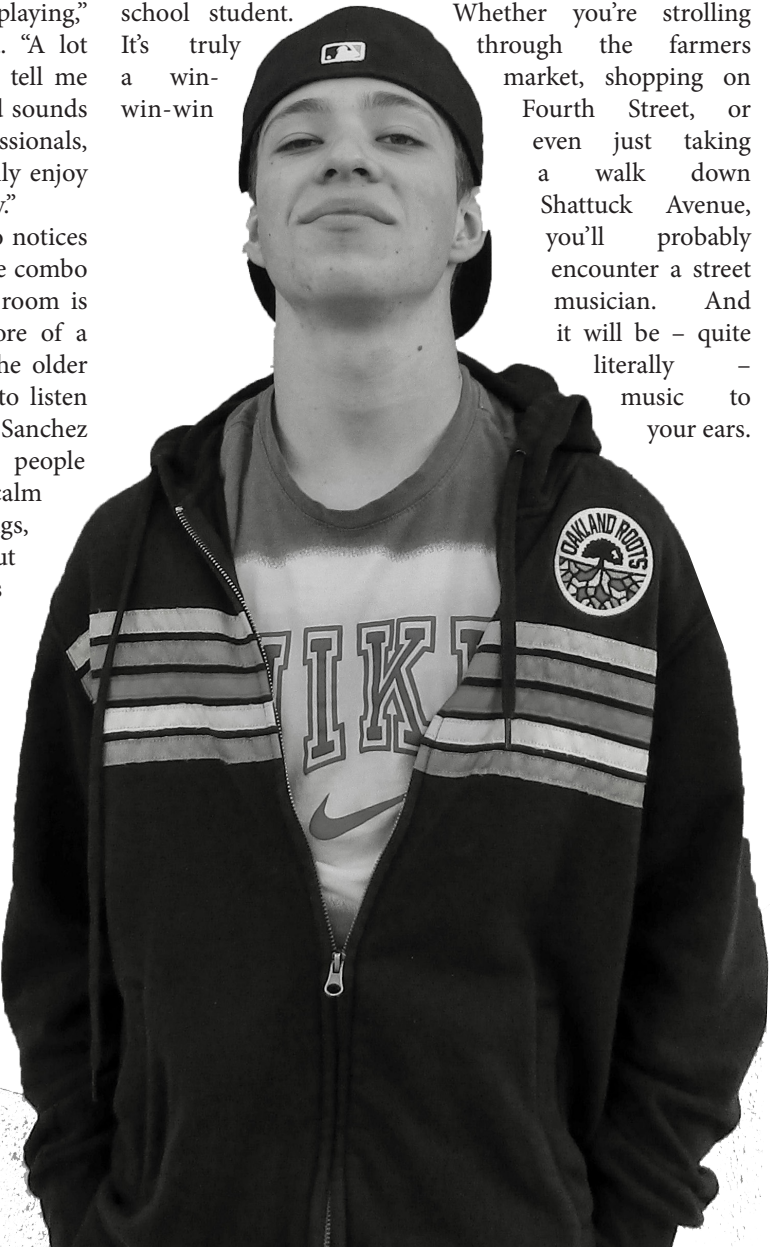
He also notices that when the combo is there, the room is populated with more of a younger crowd. “The older people don’t want to listen to too much noise,” Sanchez said. Since elderly people generally prefer calm or quiet evenings, they might opt out of going to Barney’s that night. But even when they do come, Sanchez said, “It’s very rare that they ever say, ‘I don’t like it.’” And as for the number of complaints? The answer is definite: none. According to Sanchez, the only feedback that customers give is positive. How could you dislike the sounds of serene, dulcet jazz?

The combo

starts playing around 6 p.m. and they finish at 8 p.m., “... and right away they just go up to the front and request whatever (food) they want,” Sanchez stated. With the combination of tips from customers and Barney’s generosity, this style of venue-based busking sounds like a chill and easy way to make the money one might need as a high school student. It’s truly a win-win-win

situation, complete with the warm and friendly atmosphere at Barney’s. “I think we’ve become more like a family. We see each other every Saturday, and it’s really nice to have them here,” Sanchez said.

While busking is commonplace within the BHS jazz community, it’s also popular throughout Berkeley and the Bay Area. Whether you’re strolling through the farmers market, shopping on Fourth Street, or even just taking a walk down Shattuck Avenue, you’ll probably encounter a street musician. And it will be – quite literally – music to your ears.



Oliver Needham has been busking for four years. PHOTOS BY JULIAN CURRIER

‘Wakanda Forever’ honors Boseman, maintains intrigue

BY ZACHARY YOO
staff writer

“Black Panther: Wakanda Forever” is an impossible sequel. The task of creating a follow-up to 2018’s “Black Panther” — no short of a cultural phenomenon — was already a daunting one. But when in 2020, its star Chadwick Boseman died of colon cancer, it meant a complete overhaul of the proposed script. Coupled with the need for the movie to fit into the corporate machinations

of the larger Marvel Cinematic Universe, a win for Wakanda seemed unfeasible. But Wakanda Forever sticks the landing nonetheless.

“Black Panther: Wakanda Forever” depicts a Wakanda in mourning after the passing of King T’Challa. At the same time,

Wakanda is threatened by the Mesoamerican underwater nation of Talokan, led by a dangerous king, Namor. The latter aspect is a remnant of the movie before Boseman’s passing — and is apparent. “Black Panther: Wakanda Forever’s” main conflict, the threat of war between its two hidden societies, can at times feel disconnected from its emotional hook,

“Black Panther: Wakanda Forever” depicts a Wakanda in mourning after the passing of King T’Challa.

the death of T’Challa. Though “Black Panther: Wakanda Forever” is two different stories, both remain solid.

As an action blockbuster, “Black Panther: Wakanda Forever” delivers a more-than-satisfying adventure, successfully juggling its two worlds and creating

a compelling hero and villain. Letitia Wright steps up to the plate and gives protagonist Shuri, T’Challa’s sister and a side character in the first film, an emotional performance. An introverted genius who scoffs at tradition, Shuri is a character clearly never designed to take the spotlight. But the fact that she isn’t a noble leader like her brother is what drives her story in the film, where she questions if she is ready, or even willing, to take up the mantle of Black Panther.

T e n o c h Huerta’s performance as the villain Namor is similarly compelling. Although he cannot reach the heights of Killmonger, the antagonist from the first film, Namor is effortlessly cunning and sympathetic. As the ruler of a secret nation, he, just like the Wakandans, is right to fear the might of other world powers. When



COURTESY OF MARVEL STUDIOS

diplomacy fails, Wakanda is the first such power he sets his sights on. And the battles as the two kingdoms clash are visually spectacular.

The more important part of the film is its tribute to the late Boseman. Though T’Challa is really only the focus of the film’s prologue and epilogue, the time spent on remembering him is more than enough.

The portrayal of grief is human and ordinary, with its characters coming to accept the king’s passing

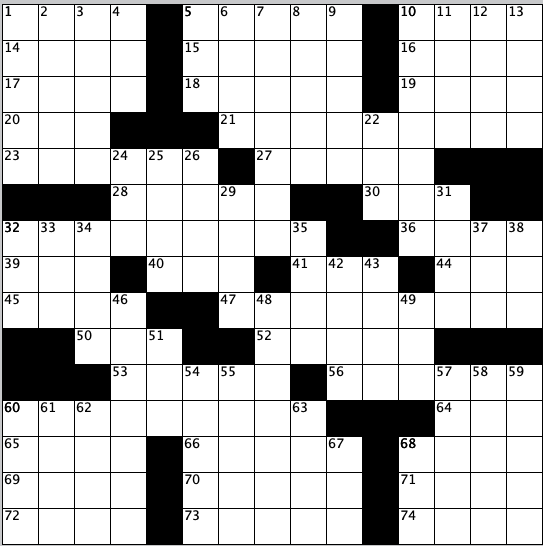
As an action blockbuster, “Black Panther: Wakanda Forever” delivers a more-than-satisfying adventure, successfully juggling its two worlds and creating a compelling hero and villain.

throughout the movie. And though T’Challa is gone, his spirit lives on in

the film, reminding us of all he inspired.

“Black Panther: Wakanda Forever” is messy, as grief tends to be. At a staggering two hour and forty minute runtime, it stumbles in moments, but ultimately emerges victorious. More than a continuation and more than a memorial, “Black Panther: Wakanda Forever” is a seemingly impossible triumph.

THE CROSSWORD



ACROSS

- 1. “Me too!” synonym
- 5. ___ of Clans
- 10. Stench
- 14. Opera solo
- 15. The largest artery in the body
- 16. Nike competitor
- 17. Misshapen
- 18. Idiot, buffoon
- 19. Long ago
- 20. Totally sick
- 21. Colorful rattlesnake killers
- 23. Basketball helper’s stat
- 27. Italian motor scooter
- 28. Country with the most people
- 30. Have the right shape for
- 32. In a while, ___
- 36. Price that is too high in Berkeley
- 39. America’s largest government agency
- 40. Usual number of fingers
- 41. Nixon government agency
- 44. From ___ to shining ___
- 45. Mix
- 47. See you later, ___
- 50. Less than gross amount
- 52. Small islands
- 53. ___ up, said
- 56. ___ de corps
- 60. Plastic straw hater
- 64. Wedding words
- 65. Sumerian god of water
- 66. In front (of)
- 68. Not many
- 69. Wicked
- 70. German state containing Frankfurt and Wiesbaden
- 71. Scottish familial group
- 72. unit of force equal to .0001 N
- 73. British behinds
- 74. Fewer

DOWN

- 1. Hummus brand
- 2. Regions
- 3. Great ones think alike

- 4. Consume through one’s mouth
- 5. Rams running back Akers
- 6. Gaze at
- 7. 2016 alien film
- 8. 14 pounds, or a rock
- 9. Dangles
- 10. Unenclosed
- 11. Outer membrane that protects the brain
- 12. Administrative center of eponymous Siberian oblast
- 13. Give 5 stars to
- 22. Sunscreen number
- 24. World governing body of Cricket
- 25. Ball that is “put” in a field event
- 26. Lunar-attracted water
- 29. 1492 craft
- 31. SAT or ACT
- 32. Music storage disks
- 33. Decompose
- 34. Norse god with two ravens
- 35. Long, skinny, fish
- 37. Matrix protagonist
- 38. ___ and feather
- 42. Stack or heap
- 43. Improves, as fine wine or cheese
- 46. Scaly animal, or a clue to 21, 32, 47, and 60 across
- 48. Like a gecko’s eyes
- 49. Killer of Cleopatra
- 51. International school in Japan’s capital
- 54. Czech capital
- 55. Anesthetic gas
- 57. Gun with a spiraled barrel
- 58. Lightbulb moments
- 59. Midsize urban areas
- 60. ___ of doubt
- 61. Typically the fourth of the Seven Deadly Sins
- 62. Similar (to)
- 63. Lessen
- 67. ___ Moines, Iowa
- 68. Commonly damaged knee ligament

— Nicholas McGlashan

PLAYLIST: COUNTRY



Buy Me a Boat - Chris Janson

Wayside/Back In Time - Gillian Welch

Bad Moon Rising - Creedence Clearwater Revival

Angel From Montgomery - Bonnie Raitt

Gemini - Tyler Childers

The Other Side Of The Door - Taylor Swift

Kiss an Angel Good

Morning - Charley Pride

I Married Her Just Because

She Looks Like You - Lyle Lovett

Bye Bye - Jo Dee Messina

Come on Baby Cry - Orville Peck



GABRIELLA BUSANSKY



SUBMIT TO NEXT
ISSUE’S HOLIDAY
PLAYLIST HERE!

Signing ceremony celebrates BHS athletes



Isa Bessette, Melinda Pullin, and Ruby Hill at the November 9 signing.

LEV TEIBLUM

BY LULI GALINSON
staff writer

National Signing Day took place on Wednesday, November 9, marking the opening of the signing period for high school athletes across the country. Berkeley High School held a signing ceremony on November 9, where students who committed to colleges for NCAA sports signed their National Letters of Intent. These are contracts between a student and a college that binds them to the school that they plan to play for. Four BHS commits were honored and celebrated at the campus library.

While the turnout was sparse, and one of the signees didn't show up, the three athletes had friends and family there supporting them. Their coaches gave speeches, and spoke on the athletes.

Isa Bessette, a member of the BHS crew team, will be rowing at Columbia University, a Division I rowing school, next year. Her family showed up in celebration, sporting Columbia sweatshirts.

Rower Melinda Pullin, the coxswain for BHS girls crew committed to University of California San Diego and is very excited to continue rowing through college.

"I couldn't really imagine

going into college without (crew)" Pullin said. "I knew I wanted to have that community." She loves the sport's competitive energy and is excited to compete at such a high level, given UCSD is a Division I school for rowing.

Varsity soccer player Ruby Hill has committed to Bates College in Maine, her top school, to play Division III. Like Pullin, Hill couldn't imagine not playing soccer. "I hate that idea, so I guess college is the next progression in that," Hill said. In freshman year, she started making a list of potential colleges she wanted to attend, and kept working to get recruited for the rest of high school. "The

couple years after, it was mostly just communications with coaches, and then junior year was a lot of going to ID camps, and visiting colleges," Hill said.

Alejandro Mendoza, the girls varsity soccer coach, supported Hill at the signing event. Since Hill made varsity as a freshman, Mendoza has watched her progression over the span of four years. Mendoza recognized how impressive it is that these athletes have committed to schools, especially this early in the year.

"It's very challenging to get recruited. It's almost like a game of chance. So many possibilities, so many different coaches, so many different avenues, and you have to try and find the right one for you," said Mendoza. As a coach, he considers it his job to teach players how to reach out to college coaches and find the right school.

"More than anything, I help them with taking that step forward," Mendoza sai. "That's always the hardest because nothing is guaranteed once you cross that line, but expressing willingness to continue is the biggest step." He added that advocating for college recruitment and putting in the long-term work is vital for student athletes applying to college.

A TRANS GENDER EXPERIENCE

SOL DE UGARTE



As the holidays draw near, the reality of existing as a trans person around extended family looms. I count myself as extremely lucky — I have come out to my family and most of them have been accepting. My parents have been by my side for all of it and have stood up for me when they could. That doesn't mean it's all easy, though. Here are some of the things I do to make it easier and safer for myself. Setting boundaries is essential for staying sane around lots of people. It is so hard, it is a journey, but it is worth it.

The number one most effective way to get out of uncomfortable situations is to leave them entirely. While this might not always be possible, it is sometimes necessary. You can make any number of excuses ranging from needing to use the bathroom to doing homework or even just straight up leaving the room without an explanation. It is okay to do this, your mental health is important. Even though you might be required to spend time with grandparents, aunts, and uncles, that doesn't mean it has to be all of your waking hours. You can go on a walk, read a book, or just hide in a closet (figuratively and/or literally).

Maybe more important in the long term is having a support system to fall back on to. Whether or not you are out to family members, misgendering is likely to happen. Getting routinely misgendered is obviously exhausting, but having people to talk to about your experiences will help. Even just writing it all out could relieve some of the emotions that will build up. It sucks to hear terrible things said all day for many days on end. You shouldn't have to deal with that alone. No one should.

If conversations become unavoidable, try to put things in perspective for them. Arguing will get nowhere with people who believe irrational things, so rationalize it for them. Make metaphors, listen to what they have to say and shape their words to your benefit. Push them to give examples if they point out wild facts. Most importantly, keep it subtle. As soon as they know you're trying to change their mind, they will become defensive and retreat.

Calling someone out on slurs is one thing, but if someone says something slightly bad, try to get at why they said that. Don't let conversations end when actions could possibly be changed. This is definitely the most challenging thing to do, and it requires some level of trust between you and the person you are trying to change the mind of (or, at least someone in the same room).

People living with this daily will see these things as normal and obvious to the point of it almost being an instinctual thing. If you have a trans sibling, or are close to trans people, you can also help — if they want that. Pay attention to what people say and if said gender expansive person reaches out, just be there for them. If you aren't close to a trans person, you can still be aware of what you and your own family members say.

Age shifts athlete's relationship to exercise

BY ZADA SANGER
staff writer

Tom Brady has played in the NFL for 22 years, and is currently the oldest active player in the league at 46 years old. The vast majority of people are not Tom Brady. Most great athletes' sports careers culminate at the end of college. Young people are strong, resilient, and quick to bounce back from injury. Adolescent bodies embrace their sports' rigorous practices and grueling workouts. But young people are only young for so long. The unpleasant truth is that as we age, our bodies can't handle as harsh of fitness regimens and we must adapt the role that physical exertion plays in our lives.

Physical therapist Shawndi Wright explained, "Body composition, hormone levels, ability to gain muscle mass, and differing degrees of other complications start to crop up as one ages." The criteria for being 'fit' change as we age which can be a hard pill

to swallow for athletes.

For many elite athletes, their sport was all-encompassing; it is a way of life. Former Cincinnati Bengals NFL Quarterback Phil Redrow illustrated this stating, "Like many kids around the country whose single parent couldn't afford to send their kids to school, athletics was my ticket to college."

Former UCLA Basketball star Bob Webb also touched on how his sport held importance to him beyond the game.

"I started to play sports as a youngster in Philly because everyone was playing and I wanted to be

"The hardest thing about getting older as an athlete is remembering you're not 23 anymore."

Phil Redrow,
Former Cincinnati Bengals NFL Quarterback

a part of that. If you didn't play, what else were you going to do?" he remarked. Webb's path to athletic success also stemmed from a need for a way to pay for



Older folks stretch at the outdoor Albany gym.

MALINA MEISSNER

college, as well as a way out of the military.

It can be very difficult mentally to adjust to the absence of sports in life.

"The hardest thing about getting older as an athlete is remembering you're not 23 anymore," added Redrow. The physical process of aging also changes the relationship one has with their sport. "There comes a time when you can't really

do what you used to be able to do anymore. When you have to put a lot of effort into moving, it stops being fun and it becomes more work than pleasure," Webb

asserted.

Sports and fitness don't disappear altogether for older folks, though they do take on new forms. Webb has found golf to be a great outlet for his competitive spirit. "You don't have to run, jump, or be that strong," Webb said. Redrow's method of staying fit involves yoga, tai-chi, swimming and scuba-diving.

It is important to spotlight the frequently overlooked, achievable ways in which people can stay healthy and fit in their later years, so people can work with their bodies instead of resenting or trying to fight the natural biological process of aging.

SPORTS

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GWENDOLYN WEBER-STOVER

Return from injury plagued by hesitation

BY LEO SILVERBERG
staff writer

A couple years ago, Samir O’Brien, a junior on the Berkeley High School varsity basketball team, went up for a layup and fell on his hand.

“I knew right away that my pinky was messed up,” O’Brien said. He missed three months of basketball, including the whole summer of travel ball, which gives players the extremely important game reps they need during the offseason to prepare for the upcoming school season.

Injuries like O’Brien’s are very common in sports. While the physical pain after an injury is one burden for athletes, what might be even harder is the mental pain of an athlete trying to work their way back to the level they were at before a devastating injury. BHS athletes and trainers say fear and hesitation built up due to trauma from

injuries can get in the way of an athlete’s performance.

Elan Zakim, a BHS junior, was injured during baseball tryouts his freshman year. “I don’t remember the exact moment it happened,” Zakim said.

“I felt fine during tryouts, but as the days and weeks went on, my arm started to burn. ... Eventually I found out I had torn my tricep tendon,” he said. Zakim played through the injury,

“When I came back... I felt like I was so much worse and it just killed my confidence.”

Samir O’Brien,
BHS varsity basketball player

but it hasn’t been an easy road for him. “My recovery has been very long and challenging, and I’m still not at 100 percent,” he said.

Athletes often have a subconscious fear of reinjury after returning that can affect the way they play the game, and make them

hesitate without intending or even noticing it.

Zakim spotted some changes within his game when he returned to practice. “I’ve noticed that the arm slot (that I throw in) has changed,” said Zakim, who did not try to change the way he pitches. Zakim also said that he has not been able to throw as well as he used to, adding that, “sometimes I feel myself holding back.”

Once O’Brien returned to action, he too felt out of place. “When I came back I just felt dysfunctional, and I was really upset. I felt like I was so much worse and it just killed my confidence,” O’Brien said. “I just became more and more cautious and paranoid.”

However, he emphasized the balance of rational and irrational fear, and said that his injury also changed his conscious approach to the game. He explained that you should “enjoy yourself, but play with caution.”

Lauren Small, the BHS athletic director, deals with athletes like O’Brien and Zakim on a regular basis. She said the danger of returning unprepared can be significant. “Making sure you’re doing everything in practice and being comfortable and confident is so important before you try and play a game,” Small said. She added that when they return is the time when athletes are most in danger of getting hurt again, because they don’t realize their subconscious fear and how it tweaks their motion.

Her advice for how to deal with mental struggles after a serious injury in sports is to talk to other athletes who share similar experiences, as well as having supportive people around you. Small also suggested going to a therapist or a sports psychologist if you need more support.

O’Brien and Zakim both have moved on from their injuries and are playing for their respective teams at BHS.

“I can’t wait for the season to start,” said Zakim.

BHS fall sports reflect postseason

BY COLINA HARVEY
staff writer

Throughout the regular season, Berkeley High School’s sports teams fight to earn a spot in postseason tournaments such as North Coast Section (NCS) or West Alameda County Conference (WACC) league championships.

Girls volleyball made it into the NCS championships as the eighth seed out of 15. In their first round, on October 25, they faced Heritage High School, the ninth seed, and won a riveting five setter. They then played the first seed, Monte Vista High School, in the quarterfinals. Camille Jacala, a junior on the team, said that they struggled in the quarterfinals since “post season games are ... more competitive. The teams who made it to NCS had mostly winning records.” They lost in three sets, which brought their season to an end.

Macy Wiles and Sarah Lim of the BHS women’s golf team made it into the individual NCS championships and competed on October 24, but were unable to place. Lim, a junior, pointed out the difficulty of facing

NCS championships as an individual, which felt “different in that you didn’t have everyone’s energy before and after the match.”

The football team was playoff-bound after going undefeated in their WACC league games this season. Elijah Dupaty, a senior, attributed their success to their coach, David Perry. “He made us really believe in ourselves and this team,” he said. On November 11, BHS, the eighth seed, played San Ramon Valley, the first seed, in the NCS quarterfinals. San Ramon Valley beat BHS 56-20, which brought their season to an end.

Cross country competed in WACC league championships on November 5. Both teams secured first place, becoming league champions. NCS qualifiers will take place on November 19, and both teams hope to send runners to NCS championships.

Boys and girls water polo placed fifth and sixth out of eight in their WACC championships, respectively. Neither made it into NCS championships.

Girls tennis and field hockey teams failed to make it into their post season tournaments.



The football team huddles after their quarterfinals game. MALIN MORELL

ATHLETE PROFILE



GEORGIA PAULOS

Talia Antell-Proulx, a Communication Arts and Sciences senior on the girls tennis team, was taken by surprise when her senior night was rained out twice. Despite the fact that the match was not held, celebrations in honor of her graduating class continued, with posters, balloons, and words of acknowledgement for each of the seniors. The display of love on senior night is the culmination of what she has valued about her time on the tennis team. Antell-Proulx, a competitive gymnast through her childhood, has played a sport for most of her life, and her love for these activities has always stemmed from the community formed within them. Antell-Proulx said, “Even though I was coming from a Berkeley public middle school and I knew a lot of people, I found it challenging to find community within so many people (at BHS), so tennis really was that place for me.”

— Hannah Groth-Reidy

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