

THE WILDCAT TRIBUNE

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"BEYOND"

CONT.

1 "I have a lot of stickers that my best friend Jill has made. [It's] quirky and I'm quirky and that's our whole friend group. [There is the] Class of 2020 sticker, [the] DV High Till I Die sticker. Well, she made the Powderpuff sticker that I have on here. She got me my Ben and Jerry's Half-Baked sticker, which is probably one of my favorites, because sophomore year was filled with ... ice cream nights and we would just like go get a pint from Safeway, and I had literally a box of spoons in my car for us to just sit in my car and listen to music and eat ice cream and wallow in self-pity. But that's where a lot of my friendships with the people who are my best friends now developed was those nights sitting eating ice cream. And so this one is Ben and Jerry's Half-Baked, but my very favorite is Ben & Jerry's Milk and Cookies ice cream. Half-Baked is a close second."

"There's DVHS GSA stickers. There's Aquapalooza, which is the dance that I planned my freshman year, but we have a million stickers leftover. [There's] Contraband stickers, Planet Dougherty, there's, like I said earlier, the Powderpuff one, and then there's show stickers from the shows I've done with DV theater, so LOVE/SICK and Rent. I had some of the senior stickers on here. And there's also a voting sticker on the bottom, which is covered up by a sticker from my leadership teacher whose also a wedding videographer. This is his brand sticker. That's from when I left my Hydro Flask in the leadership room. And it was the day before Thanksgiving break, where on Friday, school got canceled because of all the smoke from the fires. And I had left my Hydro Flask in the leadership room, and I was going to London and I was like, 'Mr. Bowen, I can't go to London without my Hydro Flask. Please can you retrieve it, and leave it somewhere for me?' And he was like, 'Yes.' And he left it with a Matter Video sticker!"

- Lauren Ottley

2 "I accumulated a lot of stickers from various events or [they were] gifted from people. So when I finally got a Hydro Flask, I had an opportunity to like create a[n] aesthetically pleasing design with all the stickers that I felt represented me."

"Yeah, I'm somewhat interested in design, but it's only like, just for fun. And then I made sure to place these all so that they fit nicely and that they would look nice when put together."

"I would say this MIT sticker is the most meaningful to me. I've never been to MIT. But I had a math instructor, who was really proud of me for getting a perfect score on the AMC8. So she gave me this MIT sticker and told me to keep striving to be more successful."

"Some of these I got from attending a hackathon, specifically Superposition. And this is really meaningful to me because it was the first hackathon I ever attended. And now I'm fortunate enough to be the lead director for it. So this holds a lot of meaning to me."

- Stephanie Su

3 "I actually started putting them on in sophomore year because that was when I first got a Hydro. There was, like, this weird mark on it, so I wanted to cover that."

"I guess I like the way that Hydro Flasks look with stickers."

"This is important, because I have a cat. I love my cat. Also, track and field sticker because track and field is a big part of my life. I like the design of the sticker and how it represents my position on the team ... Also, the BART sticker: I think it's interesting because I don't know a lot of people who have it, and it represents how I'm from the Bay Area."

"Someone who does track and also does Relay for Life. Those two and then also I have a cat, right? It's pretty recognizable."

"I want a Boba Guys sticker."

- Lauria Sun

4 "Initially, I was actually against it. But then, like, I got a lot of dents, and I felt like the stickers kind of add character to the Hydro Flask. As I get more stickers from people that matter, I can put them on here."

"The Sports Med one gives it a lot of character because it's something I'm really passionate about. And that has developed within me since high school started."

"The Effulgence one means a lot because of Steven, who used to go to Dougherty; I ordered his clothing and he gave me a sticker, and he has a super awesome brand."

"10th grade AP Euro was a — it was a struggle. We have our stickers for, like, our group. A lot of us were struggling and stuff like that. It was meaningful ... I don't know, because it's like, I'm so close to them now."

"[A sticker I would want] would be a Canon one or something to do with cameras, because I've been doing a lot of video stuff recently. And it's had a big impact on me. I wanted to use that as more motivation."

- Will Bried



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OVERFISHING THREATENS FISH POPULATIONS AND THEIR FUTURES

BY SARAH KIM & STEVEN DENG
Co-Features Editor and Copy Editor

Pacific Catch. Bubba Gump Shrimp Co. Cioppino's.

These restaurants, famous for their seafood and fish, may soon struggle to find any fish to serve at all with the plummeting fish stocks of today's international fisheries. Commercial fish stocks are at risk of passing the point of no return in as little as 40 years, after which populations may be unable to recover forever.

World Wildlife Fund (WWF) spells the situation out: "two-thirds of the world's fish stocks are either fished at their limit or over fished. The UN Food and Agriculture Organization (FAO) has estimated that 70 percent of the fish population is fully used, overused, or in crisis."

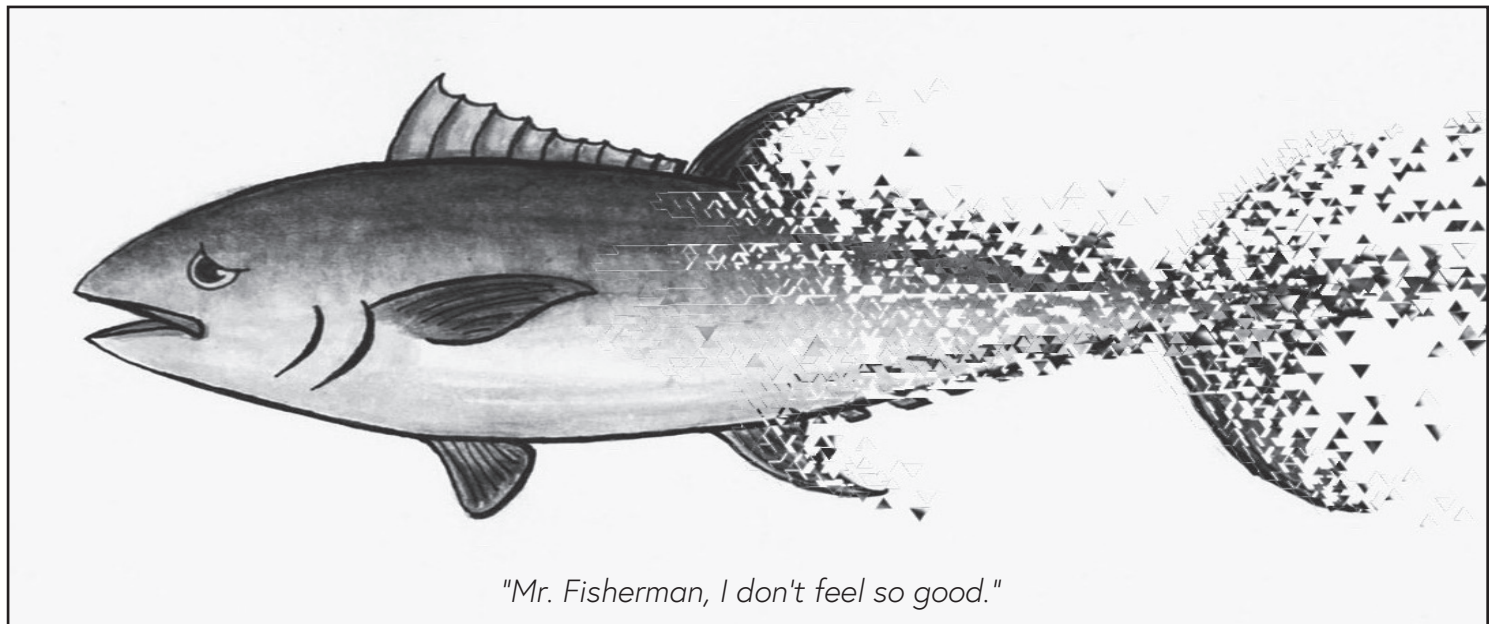
The Guardian also has numerous articles published detailing the effects of overfishing, one of which reveals tuna species to be under severe duress. Bluefin tuna has already been labeled as critically endangered, "with just 2 percent of their 1950 biomass left." And bigeye and yellowfin populations are not much better, according to journalist Jonathan Watts.

Nevertheless, bluefin are still caught en masse by multinational conglomerate Mitsubishi and served in restaurants around the globe, as are many other commercial fish species. As big companies continue to capitalize on diminishing fisheries at the risk of forfeiting fish entirely for future generations, local fishers pay the price.

"Fish ranks as one of the most highly traded food commodities and fuels a \$362 billion global industry," the WWF states. "Millions of people in largely developing, coastal communities depend on the fishing industry for their livelihood and half the world's population relies on fish as a major source of protein."

Until now, however, fishing industries have been able to maintain a somewhat precarious balance by respecting the maximum sustainable yield (MSY), or the amount of fish that can be safely harvested so that fish populations can rebound and remain stable, if just barely. Unfortunately, according to DV AP Environmental Science teacher Mrs. Annie Nguyen, that may not be enough.

"For a long time, a lot of countries have been fishing right at MSY, but as we're seeing changes in climate, we're seeing more severity of storms, [and] fishing at MSY becomes a lot riskier, because you're not guaranteed that those popula-



"Mr. Fisherman, I don't feel so good."

tions are going to be able to bounce back afterwards," Nguyen explains.

The problems don't stop there. Not only is overfishing an issue, but the fishing techniques so commonly adopted by the commercialized fishing industry also demand attention.

"Millions of people in largely developing, coastal communities depend on the fishing industry for their livelihood and half the world's population relies on fish as a major source of protein."

"The way that you catch fish isn't necessarily equal across the board, because you have practices that are very destructive to the environment, like dynamite fishing or trawling — which is basically where you just drag a giant rake on the floor of the ocean and just kind of scoop up whatever falls into it, versus, like, long-line fishing or purse seine fishing," Nguyen says. She also

brings up the issue of bycatch — the unintended capture or harm of protected sea creatures or other fish — which is estimated to compose a significant percent of total catches. Compounded with the effects of overfishing, this issue further contributes to the depletion of fish stocks over time and unbalances marine ecosystems.

Despite these numerous man-made crises afflicting the oceans, it is not too late to reverse the effects of exploitation on the ocean.

For instance, National Geographic reports that with stricter management of fisheries, improved enforcement of laws regarding catches and the increased implementation of aquaculture, there is still hope of mending the damage done by overfishing.

In particular, the establishment of fishing rights has been proven to help stabilize fish populations.

"Fishermen receive a secure share of the catch, and they agree to adhere to strict limits that allow fish populations to rebuild. This long-term ownership stake — in the form of a percentage of the fishery — is an asset that a fisherman can sell or grant to his children. And when the fishery grows, his stake increases, along with his profits," the Environmental Defense Fund explains. "A kind of rights-based fishing called catch shares has already transformed fisheries in the United States. Overfishing has dropped 60 percent in

ILLUSTRATION COURTESY OF SARAH KIM federal waters since 2000, and better management is providing more stable fishing jobs and increased revenue."

In addition, the implementation of initiatives such as the mapping of Marine Protected Areas and increased consumer vigilance can help to decrease overfishing. Greater media attention and awareness about such issues, such as harmful fishing techniques, can also make a difference.

Furthermore, DV students can help encourage more responsible, sustainable practices of harvesting seafood and better care for marine ecosystems by simply investing more time to understand the topic. One accessible way to grow awareness is by using the Monterey Bay Aquarium's Seafood Watch app or pamphlet to ensure that the seafood being consumed is sustainably sourced.

"The other thing is just diversifying the diet that you have, because a lot of people will find one thing that they like and just keep eating that. If you're able to have more variety, that helps to relieve pressure on any one certain part of the population. Especially if you can go to places like Safeway or Whole Foods and you talk to the person behind the counter, you know, finding out where was this fished, is it farmed or is it wild. Just educating yourself more so that you can start making better choices," Nguyen says.

GOVERNMENT SUBSIDIZES FUELS AT THE EXPENSE OF THE ENVIRONMENT

BY SNEHA CHEENATH
Co-Sports Editor

Despite advances in renewable energy, the government continues to subsidize nonrenewable energy sources such as oil and coal because of the grave economic effects of removing them.

According to AP Economics teacher Daniel Farmer, "The purpose of a subsidy ... is to make it easier to provide more of that good/resource in order to make it a livable amount of profit."

Currently, the government spends billions of dollars subsidizing fossil fuels, originally a measure to ensure a consistent supply of fuel, as fuel is now an everyday necessity. However, doing so has profound environmental effects; if they continue to at this rate, fossil fuel emissions would exceed the standards set by the Paris Accord in 2016. On the current trajectory, the temperature will likely increase by 2 degrees Celsius in the next few decades.

They cannot just be removed for a multitude of reasons. In terms of legislation, it is difficult to define what a subsidy is. They come in many different forms, creating a complicated web of funding. In addition, there are many indirect ways that the government supports the fossil fuel industry. For this reason, estimates of how much the government spends on the fossil fuel industry vary immensely; they range from 20.5 billion (OECD) to 5.2 trillion (IMF).

"Undoing these cryptic subsidies will not be as simple as zeroing out a line item in a budget," Vox reports.

Even if it were feasible, removing oil subsidies could negatively impact many low income communities because doing so could increase prices for every day necessities that rely on oil, such as gas. This is because subsidies can lower the production cost of a product, meaning that to keep profit margins the same, prices have to rise.

The U.S. is very reliant on crude oil, meaning that a reduced efficiency of the crude oil industry will have a profound effect on America.

In particular, the Energy Information Administration says that 14.02 million barrels of oil are used for transportation each day. Being able to access transportation is critical for getting a job and maintaining a low cost of living. This means that the increased cost of necessities will have a significant impact on low income communities.

The New York Times said that a study by NYU showed that "those with some, but insufficient, access to transportation had the highest rates of unemployment and the lowest incomes."

This means that if prices of gas are raised, things will be increasingly difficult for low income families. Consequently, the oil industry will have to be subsidized until the country is less reliant on fossil fuels, which will require increased

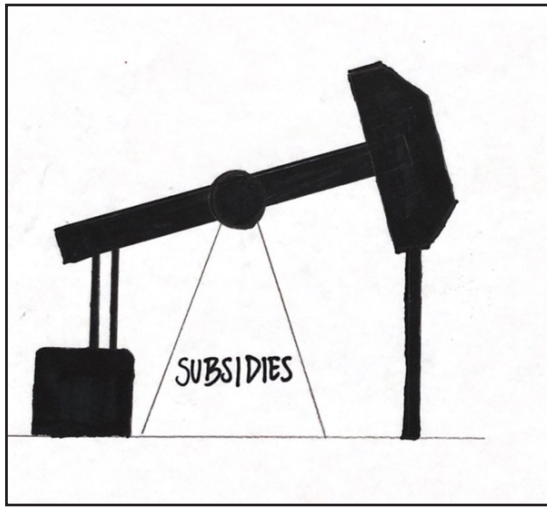


ILLUSTRATION COURTESY OF DRISHTI UPADHYAYA

funding for clean energy.

But clean energy will likely continue to receive low government funding for some time, as it lacks the appeal of fossil fuels. It is very new and not as profitable, which limits the growth of the industry.

"One of the limitations of green energy is that it tends to be more expensive than fossil fuels," AP Environmental Science teacher, Mrs. Annie Nguyen said. "Because the technology is still developing, it might require the construction of new types of infrastructure, factories or machines."

However as time goes on, interest in clean energy is also following an upward trajectory, hinting that one day soon, the country will be able to support itself on only clean energy. Colleges have created more courses in environmental science, and new technologies are constantly being developed, which could eventually result in a more profitable industry.

"It's a growing industry, and that presents this opportunity for a lot of new jobs in the workforce," Nguyen said. "As more people become interested in utilizing renewable energy, the amount of money that's being siphoned into these types of projects is growing."

However, the ever-present problem of global warming remains, and something must be done about it. A study done by Nature Energy proved that if the amount of subsidies continues, then 20% of oil is going to be profitable only because of subsidies. They concluded that removing the subsidies or overall support for fossil fuels will lead to climate benefits.

"We have to try and make those behavioral changes to have hope for our planet's future," Nguyen said.

MR. C UNITES MUSIC AND FRENCH IN CURRICULUM

BY HELEN KANG & RIYA MEHTA
Copy Editor & Staff Writer



After substituting for schools across the country, Mr. C settles at Dougherty as the school's newest French teacher // TEJU ANAND

With former Dougherty French Teacher Mrs. Allison Hussenet's departure, Mr. Andrew Cardiasmenos (Mr. C) has come in as a new French teacher for French II and Honors French IV, incorporating his passion for music into his daily lesson plans for the benefit of his students.

However, his path to becoming a French teacher was not an easy one. Only after venturing into another career did he realize that teaching was his true passion, one that he had actually been practicing since the very beginning.

"Initially, I was on a different career and was gonna do full-time music as a composer. At the time I was feeling disconnected and it was a lonely job. I missed that interaction with people and over time, it hit me. It wasn't necessarily one person — it was because I was unhappy with where I was. But I realized all this time I have been informally teaching and even formally teaching through piano lessons. It con-

sumed me in that moment," he said.

The decision to teach French over composing music ultimately came down to the impact he strives to make on students in high school.

"I really enjoy composing and teaching but I think teaching languages and different cultures is very important in all ages, but especially in high school so that we can open [students'] world-views. Appreciation, understanding and empathy for different cultures and languages is essential," he said.

Although he had to abandon his full-time career of composing music to teach French, remnants of his past job can still be seen in his current teaching style.

"We sing songs to remember things every once in a while. We listen to French songs as we move along and use them for windows into the cultures," he said.

In his free time, he works as a choir director at his local church, so he has the best of both worlds to balance out his different lifestyles.

Former French teacher Mrs. Hussenet approves of Cardiasmenos's music background, as she was a part of the interview process and ultimately selected him to be the new French teacher.

"Madame Moriya (who's on maternity leave) and I would always do dorky warm-ups at the beginning of class, and I do that without a music background, so he can take the little things we do and make it better. He could really get involved with the clubs like Creative Music Composition and interact with the large music community on our campus," Hussenet said.

So far, Mr. C has been enjoying his time at Dougherty, comparing it to where he used to teach in Newark.

"I really was blown away by the focus on relationships that we have at DV, and we can feel that from the interview. The administration, teachers, everybody is like a family."

HONG KONG PROTESTS INTENSIFY AS DEMONSTRATORS CALL FOR DEMOCRATIC REFORMS

BY VIVIAN KUANG
Public Relations Editor

Protests in Hong Kong near the six-month mark as demonstrators escalate their opposition to a controversial extradition bill, demanding democratic reforms and increased autonomy from China.

The protests, which began in March 2019, sparked in opposition to a now-shelved bill proposed by Hong Kong Chief Executive Carrie Lam. The Fugitive Offenders and Mutual Legal Assistance in Criminal Matters Legislation (Amendment) Bill would have allowed criminal suspects to be extradited to a wider range of countries, notably including China.

Hong Kong officials argued that the bill would allow suspects to be properly prosecuted, with the Security Bureau citing a Hong Kong resident that could not be tried for murder in Taiwan due to restrictions against extradition. However, the bill was viewed with suspicion by many residents.

I think they're worried that this extradition bill, which takes away local power, would allow for people that are saying things that are against mainland China to be extradited to China," Ms. Jeanne Scheppach, AP U.S. History and AP U.S. Government and Politics teacher, said.

Widespread protests broke out in June 2019, with over a million Hong Kongers taking to the streets to march. Violence soon erupted, as protesters attempted to storm Hong Kong's Legislative Council building while police fired rubber bullets and deployed tear gas.

After mass unrest, Lam suspended

the legislation on June 15 and formally withdrew it on Sept. 4. However, the protests have since expanded in scope. The protesters have four main demands that the government has yet to meet: Lam's resignation, an investigation into police brutality, release of arrested protesters and greater democratic freedoms.

"It was more than just the bill. It was about how Hong Kong was losing its individual freedom as a specialized governed state," senior Abbie Chong, whose family is from Hong Kong, said. "When they were under the rule of Britain, they had a lot more freedom than when they were returned back to China. Now that it's declining, that's why I think there is so much controversy."

To date, more than 1,100 people have been arrested, and police have used tear gas, bean bag rounds and sponge grenades on protesters. Protesters have rallied behind instances of police brutality, including recently released footage showing two officers at a hospital beating a detained man in his 60s.

"We see police brutality everyday, we have victims everyday," Bonnie Leung of the pro-democracy Civil Human Rights Front said after the extradition bill was withdrawn. "We cannot just leave it. Hong Kong people will still fight for justice and fight for the future of Hong Kong."

Protesters are also calling for increased democracy. Hong Kong was controlled by Britain until 1997, when it was passed to China under a "one country, two systems" policy. Hong Kong belongs to China, but under its constitution, the Basic Law, it has the right to develop its own democracy and citizens are guaranteed freedom of speech,

press and protest.

However, China has increasingly asserted control over Hong Kong in recent years by reinterpreting the Basic Law, causing frustration among civilians.

"Hong Kong is part of China, and its affairs are entirely China's internal affairs," Hua Chunying, a spokesperson for the Chinese Foreign Ministry, said in August.

This has sparked resentment in many residents, who identify with Hong Kong rather than China and wish to maintain their autonomy.

"I think they're worried about the growing power of China under the leadership of [President] Xi [Jinping]," Scheppach explained. "A lot of my students have been saying that China looks to be going back to a more quasi-totalitarian state than it was before; Xi has a very harsh hand on the Chinese population."

Furthermore, Hong Kong's Chief Executive is not elected by popular vote. Instead, candidates are elected by an



Election Committee of 1,200 people, composed of prominent individuals and special interest groups.

"It's been an ongoing fight to have voting rights that are more than just a Chinese representative," Chong claimed. "I think that's what they should have and what they've been fighting for, past just the extradition bill."

Recently, protests have expanded to the Hong Kong International Airport, one of the world's busiest travel hubs. The airport has been closed

by protests for days at a time, and nearly 1,000 flights were affected by the protests in August, reflective of a broader impact on the economy. Hotel occu-

pancy has decreased by double digits and protests have also hurt the retail sector. Combined with the U.S.-China trade war, experts predict a decrease in economic growth.

"The recent protests and demonstrations in Hong Kong have turned into radical violent behaviors that seriously violate the law, undermine security and social order in Hong Kong and endanger local people's safety, property and normal life," Hua said.

While Lam withdrew the bill, she declined to open an independent investigation into police brutality, instead referring to the Independent Police Complaints Council (IPCC). She also called for a return to order and dialogue between the involved parties.

"Let's replace conflicts with conversations and look for solutions," Lam said.

As the demonstrations intensify and tensions escalate between protesters and the government, the unrest in Hong Kong will have far-reaching consequences.

"I know a lot of people living in Hong Kong that are really concerned that if they really do lose all their freedom as specialized governed area, [they'll want] to move out of Hong Kong," Chong said.

"I think there's a bigger concern [about] the growing power of China, and, 'Are they going to clamp down again? Do we need to keep pressing because another kind of this bill is going to happen later on?'" Scheppach added.

ILLUSTRATION COURTESY OF DRISHTI UPADHYAYA

SABINA ZAFAR CELEBRATES LOCAL MUSLIM CULTURE



BY DANIELA WISE & SHEREEN AHMED
Co-Social Media Editor & Staff Writer

Sabina Zafar hosted the first Muslim Day event at City Hall on Aug 27 to celebrate Muslim culture in San Ramon and follow up on the establishment of August as Muslim Appreciation Month.

City Councilwoman Sabina Zafar invited people in the community to gather and share ideas; over 90 people attended the event. "I was pleasantly surprised and happy to see people come out and accept this. It was a great opportunity to bring people to City Hall," Zafar said. "This is something that is going to make a huge difference in our community, and from the bottom of my heart, thank you guys so much." Zayed Patal, a junior at Monte Vista High School stated.

The goal of the event was to not only celebrate the Muslim faith, but to include all religious groups. San Ramon joined a multitude of cities from San Jose to Dublin in announcing August as Muslim Appreciation month.

Additionally, many activities are planned for August as a part of Muslim Appreciation Month. Zafar emphasized that people "can put lights up in city hall, most likely green, along with the digital boards, which will say Muslim Appreciation Month so people can walk by and see it."

Although this event is important to the San Ramon community, it is especially monumental for Muslims and how they are treated. According to WEAC.org, over 53% of Muslim children in California are bullied due to their religion and Muslim children are twice as likely to be bullied as children of any other religious denomination.

"One person called me during my campaign [for city council] and asked me if I was Hindu, Christian or Muslim. And I said, 'Sir, when you need that pothole fixed, it's not going to ask your religion,'" Zafar explained.

Overall, the event was well-received, spreading positivity and cultural awareness, but not without opposition.

During public comment, Former San Ramon Mayor Greg Carr shared his opinion on the event.

"I'm going to ask the five of you to declare the month of September as Faith Awareness month, in the city of San Ramon, to acknowledge people of all faiths, including people of Islam and all things, even atheists," Carr announced. Members of the audience did not respond.

"One person called me during my campaign [for city council] and asked me if I was Hindu, Christian or Muslim. And I said, 'Sir, when you need that pothole fixed, it's not going to ask your religion,'" Zafar explained.

Despite such opposition, Zafar emphasized the value of unity. "There is always an opportunity to recognize all the different faiths at different times throughout the year. If we package all the faiths in one month, then it does not really call out any faith."

With a population of 74,366 in San Ramon, many races, faiths and ethnicities are present, creating a diverse cultural unity. Learning about other cultures helps people understand the different perspectives and disperse negative stigmas and personal stereotypes.

"This is a forum for people to find out about Muslims and what they do and for them to present their point of view and what they are experiencing in their community. We live in such a diverse community. Somebody I was talking to had said that there were high schools that speak 35 languages, so essentially we are the entire United Nations."

Muslim Day was one of the first unity events San Ramon has done since the Pride Flag in an effort to recognize certain faiths, religions and to honor their value in our community.

WALKER JOINS DV AS A PHYSICS TEACHER

BY STEVEN DENG
Copy Editor



Mr. Walker begins teaching at Dougherty after dabbling in different fields. //TEJU ANAND

Everyday, hundreds of students walk into CT101 as Mr. Patrick Walker welcomes them with a smile, ready to teach physics.

He began to teach here with the help of another physics teacher on campus, Mrs. Tiffany Wu.

"I was actually looking into schools near Davis, but I came down and visited. Mrs. Wu showed me the campus and I met some of the administration. It's a really awesome place; the students are really motivated. I was really attracted to it. So I ended up moving down here this past summer. It's been great so far. It's been kind of everything I thought it was," he said.

Walker is now looking for ways to be more involved, both in the school and in the San Ramon community. In fact, he's the advisor for some clubs at school and it's clear he's already made an impact on students.

"He's really energetic and passionate about what he does. He also has a wide breadth of experience in various subjects so he's able to tie different things together to make it more interesting," senior Tanvi Thummala, one of his students, said.

His "wide breadth of experience" likely comes from his time as a tutor. Walker learned a variety of subjects and different careers before becoming a teacher.

"I was tutoring, primarily SAT and ACT prep, and then just about every high school subject other than languages. And then I

went and got my credential at UC Davis last year. It was a bit of a journey in some ways because I graduated from college with a degree in economics and religion, which isn't physics, obviously, and isn't education either. But, just trying to find a professional life, I kind of fell into tutoring. As time went on I had other jobs too; I was a bartender for awhile. I did a lot of different stuff," Walker said. "But I kept coming back to tutoring — it was what I enjoyed. It's what I felt fulfillment with; I felt like I was making an impact. It's what I seemed to be good at. Eventually, you know, everything just became clear to me that it was what I was meant to be doing."

As a teacher, Walker particularly likes interacting with high school students and enjoys seeing their growth throughout the year.

"For whatever reason, I think I can relate to [high school students] because I remember what it's like to be a high school student. And since I remember, I can understand what you guys are going through. But I also understand how awesome of a time high school is. The brain's an insane thing; you can learn so much. Generally, you just need someone who can relate what you're going through to help you get that stuff going," Walker said. "But seeing you guys go, particularly with physics which scares a lot of people, from 'Oh, I don't know about this' to the end of the year where I have people asking me 'Should I do a career in engineering?' That's the most rewarding thing."

Outside of teaching, Walker enjoys hiking and playing sports. In fact, he played baseball, soccer and ultimate Frisbee competitively in college. Furthermore, he also enjoys playing video games and recommends Kerbal Space Program.

"It's effectively like an aerospace program simulator. The physics in it are super accurate so you can think of it in terms of education. But really what it's about is trying to build planes or rocket ships to accomplish the same types of missions were doing in real life. It's a great game and it's kind of one of those things that you play for 50 hours," Walker shared. "It kinda scratches my teacher itch, but it's also just a really fun game to play."

BART TAKES PRECAUTIONARY MEASURES TO PREVENT "TRANSIT DEATH SPIRAL"

BY CLAIRE ZHANG & OCE BOHRA
Copy Editor & Co-Arts & Entertainment Editor

In a recent episode of Netflix's "Patriot Act," comedian and political commentator Hasan Minhaj noted that most transit systems in the country are rapidly losing their ridership. BART is not an exception: the number of passengers decreased from 128.5 million in 2016 to 120.6 million in 2019, with the trend of declining ridership having no end in sight.

According to Minhaj, this can signal the start of a "transit death spiral," which means that "when fewer people use public transit, it

makes less money, which means it either has to cut service or raise fares or both. So even fewer people use it, which means it makes even less money, which means even worse service and higher fares."

This is corroborated by a BART customer satisfaction survey taken in 2018: from 2014 to 2018, customer satisfaction dipped from 74% to 56%.

The poll found that the decline was largely attributed to the insufficient presence of BART police or personal security, lack of cleanliness, poor enforcement against fare evasion, and most significantly, the failure of BART to address homelessness

the transit system.

According to BART spokesperson Alicia Trost, concerns regarding the safety and cleanliness of the system are the most prevalent on weekends and nights, leading many to eschew the transit system for alternative methods of transportation, like ridesharing.

This situation is dire for BART, especially from a financial standpoint. Riders' fares cover two-thirds of the railway system's operating costs, and with fewer riders, BART also brings in substantially fewer profits. The decrease in riders translates to the agency likely to receive only \$435 million in 2019, compared to \$462 million in 2016. Advertising revenue has also decreased by 50%. This has led the board

to consider a 5.4% price hike on tickets starting 2020, with another price hike to be expected in 2022.

The agency has cut costs by leaving job vacancies open and has cut several significant programs, including a training program for police officers. This is in the wake of a report by the Alameda County Grand Jury that revealed violent crime on BART has increased by 115% since 2014. Violent crime on the transportation system has increased despite the board's 2014 implementation of "BART Watch," an app to report crimes when they occur.

However, Trost believes that the agency can win

back its riders through a rehaul of their infrastructure. In January 2017, BART initiated the Measure RR program.

The situation is dire for BART, especially from a financial standpoint

The decrease in riders translates to the agency likely to receive only \$435 million in 2019, compared to \$462 million in 2016.

Measure RR is a \$3.5 billion general obligation bond given by the state that aims to help BART rebuild their almost 50-year-old infrastructure. Key parts of the plan are to replace rails and water-damaged tunnels, modernize electrical infrastructure, add lighting and security, and increase the number of riders the system can carry. By March of 2019, 6% of the allocated funds had been spent on improvements.

TransForm CA, a social justice organization that promotes public transportation, lauded the move, saying that "for decades, BART misplaced its priorities, spending millions on expensive expansions that drew very few new riders, and too little on investments to keep the core system in good working order" and this measure would be a way for BART to take a step in the right direction.

While they have praised the move, TransForm has cautioned that BART "staying on the right track is not a foregone conclusion." Many customers have complained that progress has

been slow, and despite the maintenance work over the past two years, public approval has dipped.

The combination of the new construction with the breaking down of the system has caused BART to be characterized by malfunctions this past year.

In June, hundreds of BART passengers were forced to evacuate a train mid-travel when it malfunctioned between two Oakland stations. The 421 riders were stalled in the train for over an hour before they were evacuated to the nearby station through the train tunnel.

On Sept. 2, BART repair workers accidentally downed power lines, causing an hours-long shutdown on Highway 24, and recent Measure RR work on the Lafayette station, among others, has forced BART to replace some trains with buses that face over 40 minute delays.

BART has acknowledged these frustrations, explaining that their "early work isn't very visible to the public, but that will soon change."

BART General Manager Grace Crunican argued that the challenges are temporary, while "Measure RR-funded projects will allow us to rebuild the backbone of BART and provide a more reliable system for decades to come."

According to the agency, recent developments have included replacing 27 miles of track to improve reliability, awarding a contract to replace old escalators and planning to upgrade the train control system.

Ultimately, Measure RR is a two-decade-long project, so it's left to be seen how BART can allocate its \$3.5 billion dollar bond to escape a potential "spiral" and support the Bay Area's rapidly increasing population.

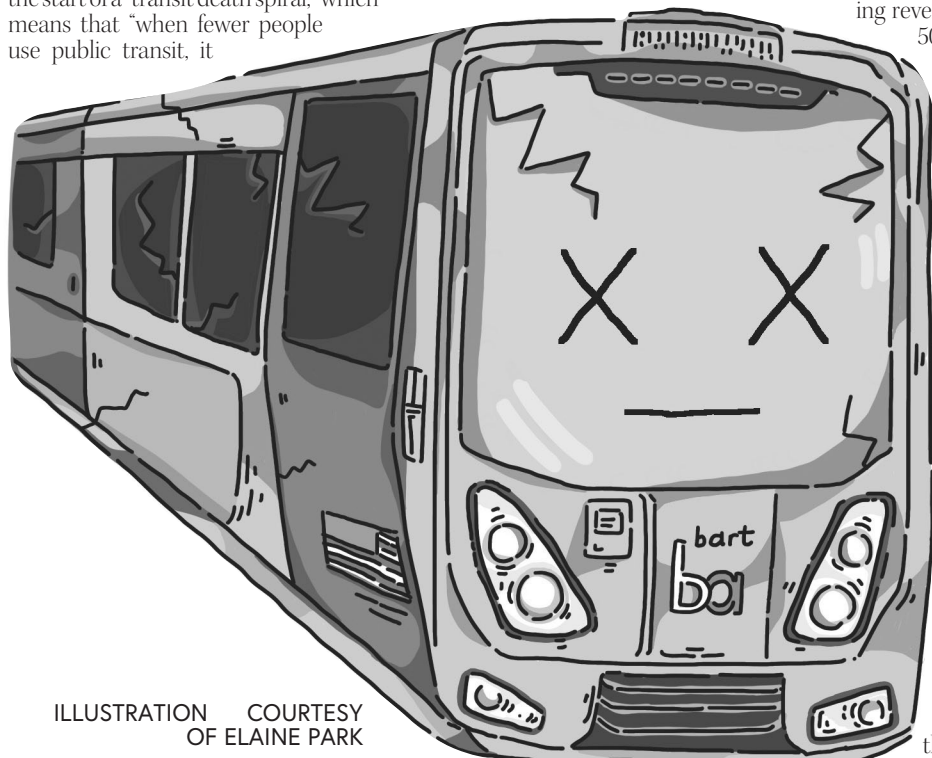


ILLUSTRATION COURTESY OF ELAINE PARK

THE FEAR OF FAILURE FAILS WOMEN

BY SANJANA RANGANATHAN
Co-Opinions Editor



Living in Silicon Valley has provided me with an abundance of female role models. From women like Sheryl Sandberg (COO of Facebook), who break the glass ceiling on the daily, to powerful and empowering organizations such as Girls Who Code, I find the pinnacles of female empowerment within 30 miles of my home. I am lucky to witness the power of females and the constant changing of social norms that are beginning to define this decade.

So it struck me as odd when on the third day of school, three of my friends taking AP Computer Science began sharing their observations. Just one week into school the difference between the number of girls and boys was already evident. I remember one of my friends distinctly saying that each lab table only had one female student in the group of four.

I was surprised. I knew of course that gender equality was not completely achieved. But I did not expect the gender gap to be this prominent, especially at the high school level.

Needless to say, not all women who choose not to take academically rigorous STEM programs are conforming to fears of failure. While many women may truly prefer another area of study more, or appreciate lower levels of competition, there is still a very significant statistical difference between the number of men and woman too high of one to dismiss the unequal gender ratio as simply differences in preference.

This phenomenon is well documented. The gender gap in competitive classes is specifically widened in STEM fields where women measure what 'success' is at a higher standard than men. Sherry Correl from Stanford University has dubbed this the stereotype effect; when women believe they are competing in an industry or environment where stereotypes have placed them as inferior to their male counterparts, they hold themselves to a higher standard.

Cristal Glangchai corroborates this in Quartz magazine when she documents her observations at an undergraduate entrepreneurship course at Trinity University. While the course featured an equal number of male and female students, Glangchai noticed that women rarely spoke up without being called on. Societal norms and stereotypes have ingrained in females the idea that being a female in a STEM field means they are an exception. She concludes that as a result, females in these areas, especially successful ones, feel out of place.

Any setback only confirms the biases they are taught to believe and increases the chance they quit in the face of the first hurdle. And by feeling like an exception, they ultimately hold themselves to higher standards as well.

This is clear in Harvard University researcher Claudia Goldin's research as to why the ratio of men to women in higher-level economics programs was at an astounding 3:1. She found that women who received a B were half as likely to continue than women who received an A. On the other hand, men who earned a B were just as likely to continue as men who earned an A.

Females dropping out of advanced courses creates a positive feedback loop: seeing fewer

females in these classes disincentivizes future females from taking it, which in turn furthers the cycle. Additionally, seeing fewer women strengthens the stereotype effect as well, providing visual evidence that contributes to greater fear and the idea of being the 'exception'.

Of course, this isn't to say that all males are fearless and willing to brave all failures in their

"When women are socialized to comply, they lose the opportunity to build their own sense of identity, and pushing through setbacks becomes that much more difficult."

way. Failure in itself likely affects both males and females at equal rates, but the implications it has and the reaction it garners differs drastically between genders.

But the root of this issue comes far before women ever reach the workplace or higher education. The creation of this fixed mindset begins in the classroom and at home, boiling down to the feedback and rhetoric that women are exposed to from a young age.

In a recent study, Professors Edward L. Deci and Richard M. Ryan note the differences in how girls and boys are raised. Girls specifically are taught to value obedience and pleasing others, thus placing a higher value on the feedback of authority figures, such as teachers and parents. Carol Dweck, a Stanford psychology professor, corroborates this, finding that the difference in expectations means boys end up acting out more in the classroom, thereby experiencing increased criticism from a younger age.

A lack of exposure to criticism results in lower resilience among women. When women are socialized to comply, they lose the opportunity to build their own sense of identity, and pushing through setbacks becomes that much more difficult. This ultimately translates to fewer females in higher management positions and academically rigorous programs.

While many women choose to limit occupational advancement, either to satisfy personal goals or societal pressure, conformist attitudes brought on by the fear of failure is still a defining factor in female advancement.

It is our job as members of society to acknowledge these differences. Calling attention to the inherent differences that start as young as high school is needed to remind our educators, parents, and other influential figures on the long-lasting impact of their own biases and words. Here at DVHS is where we have the most potential. Recognizing the disparities in our own community and shifting our rhetoric to overcome them has the ability to reverse and break these cycles. Most importantly, we must teach women to embrace failure, grow from it, and eventually, overcome it.

RE-LEARNING HOW TO LEARN

BY SARAH KIM & MICHAEL HAN
Co-Features Editor &
Co-News Editor

"Will this be graded?"

Whenever a teacher distributes an assignment, there's inevitably one student who will ask. Don't deny it; even if you aren't usually the one asking, you've totally been that kid who not-so-subtly paused their work to catch the answer. After all, it is a matter of grave importance — depending on the response, you will determine exactly how much (or how little) effort you will put into this latest task.

The real question should be: "Why does it matter if it's graded?" Why do we determine the amount of effort "appropriate" for a specific assignment according to whether or not it's entered in the grade-book?

It's because we've grown accustomed to going about school in a strictly transactional manner thanks to the points-based system we're immersed in. Rather than treat class as a means to learn, we spend class time trying to calculate the minimal cost of "effort" we must "pay" in return for the grade we desire.

The GPA has become the focal point of school life for many a Dougherty student, much to the dismay of our teachers. As students, we've become fixated on grades, the "carrot on a stick" dangled under our noses as we stumble through high school. But that isn't what school is supposed to look like — a building full of zombified teenagers making grabby hands for a transcript.

"Grades are a byproduct of your learning. You're not here for the grade; you're here to learn," Ms. Hancock, an Algebra 2 teacher, stated matter-of-factly.

On a fundamental level, grades are supposed to reflect how well you've learned the content in a course.

Our daily actions, however, tell a different story. We sloppily answer or even throw away assignments that we know won't be graded. Some even cheat: the number of times a test had to be retaken because of such incidents can attest to that uncomfortable truth. School is reduced to an activity we tolerate, rather than enjoy.

This departure from core academic values is a product of growing academic competition as well as the inherent flaws of the modern education system. Academic competition and our acute awareness of it feeds our thirst for A's and our desire to "stay in the running." Alone, this doesn't appear to be a problem. Healthy competition drives us, feeds our dreams and motivates

us to pursue our goals. Points-based grading — the predominant grading system — however, has perverted this honest competition and turned it into a scramble for points.

"The negative mindset is a consequence of a points-based system," Mrs. Wilson, an AP English Language and Composition and English 9 teacher, articulated. "[The system is] training students to learn by giving rewards. When you're little kids, those rewards come in the form of a gold star. When you're older, it comes in the form of points."

The points-based grading system pins the focus on acquiring a prize in the form of a grade and neglects everything else. The entire system is riddled with issues, a major one of which is using points, which lends itself to averages. This means your final grade is the average of your performance during the semester — a fact that students have, naturally, found ways to take advantage of. The averaging system becomes a playable game. Students can choose

"In contrast to the rewards-focused mentality and punitive pedagogy that points-based grading inadvertently promotes, standards-based grading puts value in student growth and the learning experience itself."

to allot their time and energy as they find convenient so long as their grade can cushion the fallout. The mindset encouraged by this system manifests during finals week when the student body collectively turns to RogerHub to calculate what they need on the final to get a desirable grade. This can

lead to gaps in developing certain skills throughout the year.

"I do really well on the Unit One test, and that tells me if I have to do well on Unit Two. If Unit Two is a different skill, why aren't you motivated to do well on Unit Two to show that you can do both of those skills equally? The reason you're not motivated is because even if they're two separate skills, the weighting of them is what's going to affect whether you try or not, not the skill itself," Wilson explained.

Finally, a fixation on points and grades reduces the value of teachers. Often, they are considered "good" or "bad" based on how easily one can earn an "A" in their class rather than on their teaching ability or the course content.

The solution is simple: remove grades as a whole. The elimination of grades can help schools and education to return to their most fundamental purpose, which is to convey knowledge and understanding. Removing grades as a motivator would allow passion and ingenuity to return to our classrooms. Unfortunately, however, this is clearly not a practical course of action: under the current education system, which has many students but limited resources, standardized grades are necessary measure of student ability.

Standards-based grading introduces a compromise between conflicting interests. In contrast to the rewards-focused mentality and punitive pedagogy that points-based grading inadvertently promotes, standards-based grading puts value in student growth and the learning experience itself.

Standards-based grading accomplishes this by dividing the final grade into several standards which are then subdivided into learning targets, on which students are evaluated on a scale from one to four (or some analogous system). In doing so, grades immediately become more meaningful and holistic in nature: there's a clear rubric that details the differences between each score and standard.

"The way that my students are discussing their own skills and exploring

the texts we are reading and analyzing is a night and day difference," Mrs. Hernandez, an AP English Language and Composition and English 9 teacher stated, "Students have a much clearer understanding of what is expected of them and the tangible ways they can improve with each skill."

Furthermore, standards-based grading utilizes vastly more progressive grading and weighting mechanisms.

grading has often been poorly received.

"Students are very much used to a particular system [points-based grading] that they are able to manipulate to their favor. [Standards-based grading] doesn't allow that same skill set; it causes some anxiety and some fear that you don't have control over it," Wilson described.

In particular, students introduced to the system later in high school seemed

especially resistant to the change. The root of the problem lies in the conflicting interests of students and teachers. Teachers who use standards-based grading wish to prioritize learning and mastery of content over GPAs. On the other hand, students whose academic careers have revolved around the points-based system consider the new system as an obstacle to their grades, resulting in adverse responses.

The answer lies in switching to standards-based grading. Ideally, all schools would adopt it. Furthermore, it would eliminate confusing grade conversions and awkward transitions between the two grading systems. Realistically, such a broad and radical change cannot happen overnight or with zero complications, but by acknowledging the flaws of the contemporary education system and working to address them, we can achieve a system that joins student and teacher interests.

Ultimately, a shift to standards-based grading has broad benefits for both students and teachers, promoting a form of learning that is both philosophically and practically productive. Basically, points-based education discourages students from truly mastering content and developing their understanding. Philosophically, it instills a lasting sense of dissatisfaction in its followers, who view work and effort as a necessary burden to achieve some far-off goal. Grading ought to reflect the fundamental purpose of education, which is to encourage learning. Grading must adapt to the ever-shifting atmosphere around education.

"Education goes through different philosophies all the time. But what I'm sensing right now, is that standards-based grading is this new thing that isn't going to go away," Wilson concluded.

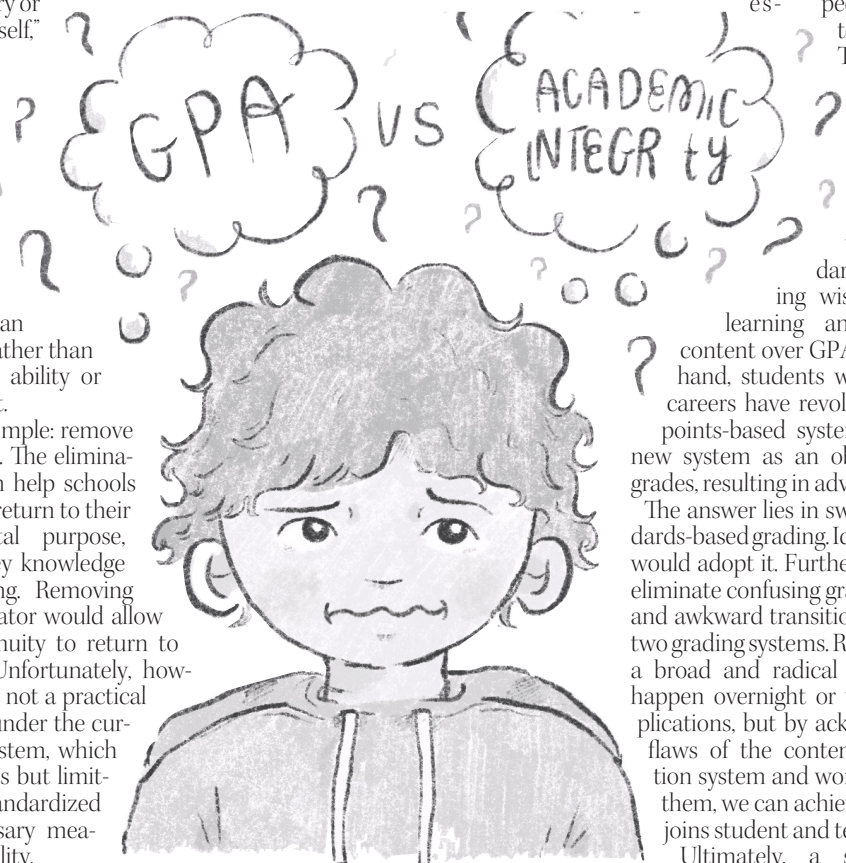


ILLUSTRATION BY ELAINE PARK

Rather than simply averaging every score across the semester, teachers can choose from decaying averages, power laws or averages of highest/most recent scores, which emphasizes student progress over the semester rather than their initial performance.

Even in content-based classes such as math and science, students are given opportunities to demonstrate their mastery on a later assessment.

This reduces the pressure on students because early assessments are less significant, but also promotes consistent effort throughout the course, promoting a positive outlook toward learning and reducing the incentive for academic dishonesty.

In practice, however, standards-based

MEET THE TRIBUNE: FAIRY TALE EDITION



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Photography: Rapunzel

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SEPTEMBER 11, 2001: WHO CONTROLS THE NARRATIVE?

BY MICOL ZHAI & CHILSEA WANG
Guest Contributors

18 years ago, two towers came crashing down. 17 years ago, a never-ending stream of drone missiles began to rain down on the Middle East. As of today, millions of innocent civilians are dead in the name of false peace.

Seven years ago I was in a certain teacher's sixth grade Core class. During the second month of school, our annual lesson on 9/11 commenced. We watched a video. Four years ago I was in that same teacher's eighth grade Core class, and once again we watched that video.

Now, I'm in his AP U.S. Government class. The teacher was ready to show us that video, which I had already seen two times prior. The lights were turned off, the projector was on, his finger poised over the play button. But this time, as 17-year-olds on the cusp of voting age, we dared to question the script we had been taught. We didn't watch the video this year.

No matter the teacher, we have all been provided the same narrative, the same perspective of 9/11 year after year, even as our intellectual abilities have matured significantly since seven

on a potential terrorist attack but remained inactive in taking preventative measures. These pieces of our history, while dangerous, should be carefully analyzed to show newer generations how extremist plots and American politics can intersect.

Every year teachers show varying editions of what is essentially the same video on 9/11: the Twin Towers crashing down, panicked news broadcasters and New York City in ruins — all overlaid with the soundtrack of gut-wrenching screams. These images of disaster — the only knowledge I had of 9/11 for a long time — trigger an emotional response in students supposedly learning from them. Total obliteration evokes immense fear, grief and distress.

9/11 is a hard topic to discuss. It's a jaded, tangled mess. To understand it, you have to unravel Middle Eastern countries, religion, extremists, United States, nativism, theocratic regimes, oil dependency, all on top of the emotional trauma Americans have associated with this event. It's understandable as to why teachers show a video, trusting in its neutrality.

But I came to an important realization when no one raised their hands when asked: "Were any of you alive during 9/11?"

I realized that time has gifted us with a tabula rasa, a clean slate. It's been 18 years since this event, and the Class of 2020 is the first group to have not lived at the time of its occurrence. Yes, 9/11 was a tragic event. Yes, it is important to American history. But that doesn't mean we can't talk about it, study it, question it. As the famous phrase goes, "dissent is the highest form of patriotism."

Part of this gap in knowledge is the way College Board and other educational institutions set instructional priorities: on the AP United States History exam, 15% covers the time period from 1945-1980 while only 5% spans from 1980 to 2019. Other history class experiences have taught me the importance of perspective, nuance and reasonable doubt. With the historical importance of an event like 9/11, context is vital but very much missing.

For most of us at Dougherty Valley, we are used to living side by side with different religions and cultures, which offsets these induced prejudices. But that may not be the case for others outside of our community. In the eight weeks that followed 9/11, the FBI's Uniform Crime Reporting Program saw a statistically significant increase in hate crime toward people of the Muslim faith.

Why, after 18 years, are we still afraid? Why are we throwing bombs year after year at blurry targets and declaring victories over the flattened towns of other countries' civilians? Only three days after the attack, Congress voted to

give the President unlimited power. The Authorization for Use of Military Force, or AUMF, was overwhelmingly popular. It didn't just have bipartisan support — only one person in both chambers of Congress voted no, while 618 voted yes. This became the beginning of Bush's War on Terrorism, causing more than two million reported casualties. When the Middle East became a battleground, millions of people went into poverty, having no choice but to pick up ammunition and join extremist organizations, all in exchange for protection and survival necessities.

Today, withdrawing from the Middle East would cause a power vacuum that destabilizes the region. For the time being, the United States will have to continue its wars in the Middle East. However, we should move from an active to a more supporting role. Whether you believe that the AUMF violates Congress's right to declare war or not, the legislation has legitimized bombings, troop deployments, military detentions and wars in 20 different countries.

choose to willingly ignore that domestic terrorism is a much larger threat to American welfare than its international cousin. No AUMF-authorized airstrike can save the American teen from the dreges of the Dark Web: only independent thought and the questioning of presented narratives can prevent them from radicalization.

So how do we fix this problem that is rooted in our educational system and worsening every year on Sept. 11?

To be honest, I can't say for sure. But I know we need to dedicate more time to this event besides the one historic day. Terrorism is a multi-layered concept that extends far beyond radical interpretations of the Quran. We must discuss the factors that cause and perpetuate terrorism: war, poverty, resentment. When the vicious cycle is finally recognized, one day there will be potential to break free. But these intricacies can't be covered in a single day, especially when people may want to mourn in peace. The clustered mess of events that redefined global security deserves their own detailed unit, like

"These pieces of our history, while dangerous, should be carefully analyzed to show newer generations how extremist plots and American politics can intersect."

years ago. There's a reason U.S. history textbooks are designed to veer away from the present-day — it's difficult to teach well without distortion from personal experience, political bias and Americentrism.

In our classrooms today, we've all but skimmed over the decades of U.S. intervention in the Middle East that came before 9/11, as well as President Bush's War on Terror that came after.

In Osama Bin Laden's Letter to America, he listed his rationale for 9/11. In an August memo, President Bush received information



In many K-12 schools in the U.S., including DVHS, simple activities such as watching a video and reading texts have become the norm for memorial study on September 11//DANIEL SHEN

One reason Americans continue to give AUMF power is that as a nation, we are more afraid of how we might be hurt by the Middle East than we are indignant for the innocent lives that get thrown away in the wake of its invocation. In the back of our minds where irrationality lurks, we're afraid that without the aggressive executive actions that AUMF allows, our country will collapse as the Towers did 18 years before. We

Manifest Destiny, the Revolutionary War or the 1929 Wall Street crash.

Today, America is still entangled in Middle Eastern affairs. Although it's a tough pill to swallow, our country helps terrorism take root. As we grow older, we must take the initiative to inform ourselves, our peers and our mentors to hold politicians accountable for the chaos that America fostered at the turn of the century.

INTO THE ILLUSION SEARCHING BETWEEN US



Dear Reader,

Sometimes I feel like I'm locked in a room of fun-house mirrors and the only way I can stop dissecting myself is if I close my eyes.

I loom out in front of myself in odd proportions and angles, and I psychoanalyze everything I see until I've descended into a rabbit hole of doubt, denial and existentialism. Nothing is safe from scrutiny; every expression, inflection and social interaction comes under the line of fire: Why did she say that? Why didn't he reply? Did she sound angry?

I don't think that my excessive analysis of everything that happens to me — often with an audience (thanks, Riya and Kavin!) — actually clarifies anything. It really only makes me feel momentarily better before the analysis resumes. Honestly, the only concrete answer to my questions that I can hold onto is "I don't know."

But I continue to analyze myself

anyway — because it feels good.

It's exactly this "feel-good" phenomenon that I'm interested in breaking down. There are things around us — institutions, processes, words — in which we invest faith simply because the idea of them makes us feel good. Things that, beyond existing fully in our thoughts, I consider to be illusions. I think that so much of what we see, dear reader, is an illusion because we don't try to do much more than that.

In this column, I want to explore these illusions and their inherent irony — for no particular reason except that I think they're cool. So if you think that I'm not overthinking everything (again), please join me in exposing the Irony.

Next up: inclusivity marketing.

Sincerely,

Sraavya Sambara
Co-Editor-in-Chief



Dear Reader,

School, extracurriculars, friends, family, food and sleep.

This is your average high school student. Replace school and extracurriculars with work, and you have your average adult.

Characterized this way, life seems pretty simple. School is for learning, and extracurriculars are for enjoyment and more learning. Friends and family are the people you care about, whereas food and sleep are necessities.

So what makes life what it is? What makes it interesting? Challenging? Meaningful?

Evidently, the answer to that question varies from person to person. Some people say that school interests them. Others might say that their extracurriculars allow them freedom in ways unafforded by school. And if food is what fascinates you, I'm not going to stop you from pursuing that.

Among these elements of life, what interests me most is not school nor extracurriculars, but our relationships. I believe that the most meaningful things in life are the ones that influence us personally — and there is nothing from which we learn, and by which we grow, more than our relationships. By impacting us emotionally, contributing to character growth or even changing our worldview, relationships truly define us as people.

Indeed, everyone invests time and emotion to nurture their relationships. As high school students, though, we rarely encounter objective and organized systems of evaluating them, as we do with the things we learn in school. To put it another way, although we have social experiences every day — through our friends, teachers, family — we've never actually reflected on those experiences from a sociological angle. For example, are our friendships inherently valuable, or are they simply indirect means of self-advancement? Or how should we deal with fundamental differences in beliefs

between us and others, especially when those other people are our friends?

I'm here to step back and take another look at these questions, another look at us as social beings. Hopefully, the things which I discuss will apply to your lives as well.

Please let me know, by LoopMail or otherwise, if you'd like to talk about anything that I write, or anything at all. I'd love to start a conversation about the things we share, or nominally, the things between us.

Sincerely,

Daniel Shen
Co-Editor-in-Chief

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KAREN RUSSELL WHISKS WONDER AND WEIRDNESS INTO "ORANGE WORLD"

BY EVA SHEN

Co-Arts & Entertainment Editor

In her latest collection of short stories, "Orange World and Other Stories," Karen Russell warps together eight outlandish tales of the whirlwind sort, intoxicated with dizzying language, whiffs of magical realism and a subtle sort of wildness.

Russell, the New York Times best-selling author of "Swamplandia!" and a recipient of the MacArthur and Guggenheim Fellowships, writes the way a random word generator might, piecing together seemingly unrelated pieces into a small, whimsical gem. In the memorable title story, "Orange World," a new mother breastfeeds the devil; in "The Bad Graft," a woman pricks her finger in the desert and joins souls with a Joshua tree; in "The Tornado Auction," storms are literally farmed and raised like livestock.

This is what Russell is known for: defamiliarizing the familiar and familiarizing the unfamiliar all at once. She takes the worlds we know and snaps them onto their heads; at the same time, she handles insanity with calm hands and an unflickering focus.

Such is this delicately-architected paragraph from "Madame Bovary's Greyhound," in which Russell reimagines Gustave Flaubert's classic from the perspective of a greyhound enchanted with freedom: "Heron sailed over her head, their broad wings flat as palms, stroking her from

scalp to tail at an immense distance, and the dog's mind became empty and smooth. Skies rolled through her chest; her small rib cage and her iron-gray pelt enclosed a blue without limit."

Russell speaks of winds covering bodies like "a blue-salt caul," of being "bound by the membrane of a gale." "Champagne-yellow birds" are "uncork[ed]" in a "spray" from the trees. In the desert is a "hallucinatory choreography achieved through stillness, brightness, darkness, distance — and all of this before noon."

"She takes the worlds we know and snaps them onto their heads; at the same time, she handles insanity with calm hands and an unflickering focus."

Russell's language vibrates as otherworldly as her stories. There is a transparent simplicity, contrasted with the tangible swampiness of beautifully unexpected description, which Russell balances masterfully. (And a master she is, having been a Pulitzer Prize finalist with her fantastical 2011 novel, "Swamplandia!")

Just a quick description of Russell's stories bring

bizarre images to mind. In "The Prospectors," two gold diggers ride a chairlift, "upholstered in ice," up the side of a mountain to find themselves in a cabin full of ghosts. In "Bog Girl: A Romance," a 15-year-old boy uncovers a 2,000-year-old girl from the depths of a bog and brings her home as his lover. ("Already he had dug out her head. She was whole and intact, cocooned in peat, curled like a sleeping child.")

Reading "Orange World and Other Stories" is like floating from one turbulent climate to the next — from deceptively calm hurricane eyes to reverberating storms heard for miles; from dampening rains to lightning scars so devilishly brilliant they catapult off the pages. And all the while, the reader is a plane caught in turbulence, trying desperately not to blow off course, ultimately learning to release themselves to the winds of Russell's prose.

While engaging, Russell's stories don't encourage involvement into the characters' lives the way so many well-loved reads do, keeping us captivated chapter after chapter or through an entire series. Her stories are detached, the characters aloof and in a glance unrelatable — although each piece conceals snippets of universal human truths, conveyed in such a way to make us rethink the world — if only to make us stop and ponder at one unexpected phrase. ("[F]or ever" was a tensed muscle that began to shake... loyalty was a posture she could no longer hold.)

Russell's collection does not function as a comfort read. It is not the sort of book you would pick up at the end of a long day. This is a book for those moments of crispness, when every carefully constructed sentence can be properly savored and swallowed and appreciated.

"Orange World and Other Stories" was released in May 2019 and can be found on Amazon for \$17.

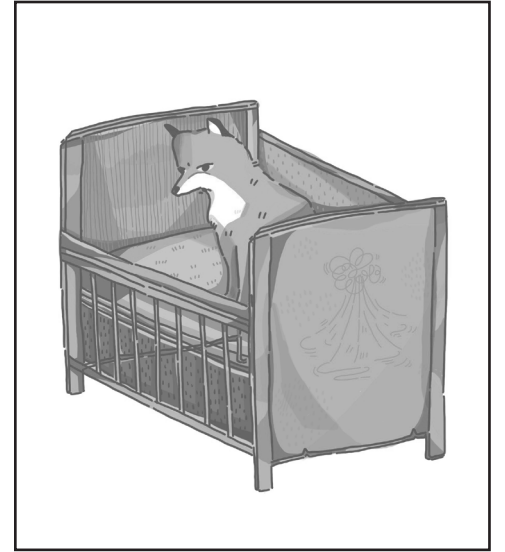


ILLUSTRATION BY ELAINE PARK

TAYLOR SWIFT RETURNS WITH "LOVER"

BY CAROLINE LOBEL,
RIYA BINDLISH
& DANIELA WISE

Managing Editor,
Co-Features Editor & Co-Social Media Manager

Taylor Swift released her dreamy, pastel hued, seventh studio album "Lover" on Aug. 23. The album heavily lives up to its reputation as a "celebration of love," a title deemed by Swift herself. The 18-track album echoes vibes from her most popular past albums such as "Red" (2012) and "1989" (2015) and mixes them with a deluge of electro pop beats to create a sanguine bubblegum-esque soundtrack that tells Swift's heartfelt revelations about love throughout her music career.

After notoriously declaring the "old Taylor Swift" dead in her song "Look What You Made Me Do" (2017), it seems the new Taylor Swift has been revived as a person of growth and acceptance. Yet whether this growth is genuine or simply a facade for the sake of the album can be hard to distinguish in a couple of songs.

The album picks up where "Reputation" left off, speculated to be addressing her feud with Kanye West. The opening song, "I Forgot That You Existed," is a reference to this fight; while the song emphasizes Swift's newfound carefree positive attitude towards her critics, it also throws shade at West. Swift effectively gets so-called closure as she always does: writing a bashing song while lifting herself up. The use of this song as the opening sends mixed signals, and it is unclear what Swift's true intentions are.

Furthermore, "Me!" featuring Brendon Urie, with its lavish rainbows and fantasylands, is an extremely forced method of expressing her uniqueness and gives off more Disney vibes than sophisticated growth.

Another such controversy arises with the release of "You Need to Calm Down" along with the music video, which depicts several LGBTQ+ celebrities dancing with Swift. The use of the lyrics, "A little shade never made anybody less gay" along with the music video ending with her and Katy Perry hugging, possibly signaling the end of a never-ending feud, equates the struggles of a marginalized community with those of a petty Internet war.

Yet, for the most part, from choruses of self love, odes to her beau, Joe Alwyn, and a tear-jerking reflection on dealing with her mother's diagnosis of cancer, Swift readily covers all the bases as she takes on her new persona as "Lover."

This explicit assertion of self-confidence and independence carries its voice loudly through the entire album. "The Man," in particular, is her strongest response to critics who have attacked everything from her lengthy list of ex-lovers to her singing abilities: "They'd say I played the field before I found someone to commit to / They wouldn't shake their heads / And question how much of this I deserve / What I was wearing, if I

was rude / ... / I'd be the man."

By incorporating the double standard applied to female artists, Swift proves both her strength and maturity to give a truthful comeback.

Additionally, something that strongly stood out about this album was the continuation of this very confidence in her songs about love and maintaining a relationship. "1989" was known for its lust and grandeur of being with a man, with a lot of emphasis on physical sensations rather than feeling. On the other hand, "Red" captured a young and experimental Swift who was often left heartbroken and bitter.

"Lover" perfectly voices a woman who reflects on former mistakes and past loves to explain her current relationship. The "it's you, not me" attitude is gone. Swift admits that she has dislikable qualities but is still true to her personality and hopes that her significant other will accept these flaws like she has learnt to.

The title track "Lover" shifts away from the autotuned cacophony heard in "Reputation." A soft guitar sound can be heard, reminiscent of the folk-pop sound from "Red." The imagery of a home depicted with "Christmas lights up 'til January" and the unity in "This is our place, we make the call," creates a comfortable and settled vibe. This emphasis on life as a couple is juxtaposed against Taylor Swift's own reclamation of love, heard in the melodious repetitions of "You're my, my, my, my lover." Swift



takes time to detract from the "we" and celebrate a feeling of happy possessiveness: there is a newfound sense of security in the lyrics missing from her previous odes to love.

Furthermore, Swift ironically accompanies the realities of a relationship with peppy R&B background music. While highlighting the power of love, the album simultaneously succeeds in refusing to enter the realm of glorification. The most prevalent way Swift communicates this message is through color imagery.

"Cruel Summer," "Miss Americana and the Heartbreak Prince," "London Boy" and "Afterglow" all make references to blue. While all of the songs contain a romantic interest and describe the pleasure of newfound relationships, the usage of blue varies between the different tracks.

In "Cruel Summer," for example, Swift sings, "The shape of your body, it's blue," emphasizing the unfamiliarity and mystery of this new love. "Miss Americana and the Heartbreak Prince" takes a more negative spin on the hue, writing, "We're so sad, we paint the town blue." In "London Boy," Swift reminisces the past, talking about the ever-famous "faded blue jeans" mentioned in old tracks such as "Tim McGraw."

On the closing track "Daylight," Swift sings, "I once believed love would be (burnin' red)," a reference to her song "Red," (2012). The shift from a passionate fire to a delicate gold illustrates Swift's realization that love is "golden like daylight" as she continues to grow.

While the album has a few loud, overly explicit tracks that can be mistaken for insincerity, it is the thoughtful choice of lyrics and hidden Easter eggs that Swift drops throughout the album that epitomize the brilliance and genuineness of "Lover."

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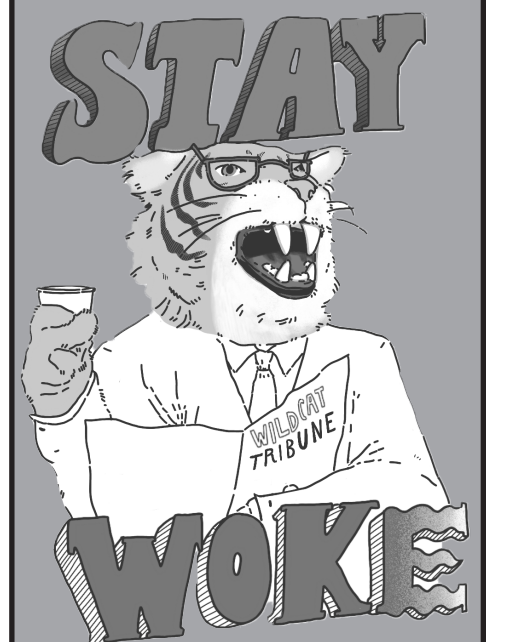


ILLUSTRATION BY ELAINE PARK

ILLUSTRATION BY LAUREN CHEN

88RISING THROUGH ASIAN REPRESENTATION

BY CAROLINE LOBEL, KAVIN KUMARAVEL & VIVIAN KUANG

Managing Editor, Co-Opinions Editor & Public Relations Editor

88rising, a music collective and management company, is making waves in American pop culture by increasing immigrant representation, particularly that of Asian immigrants.

Formerly known as CXSHXNLY, 88rising was founded in 2015 by Sean Miyashiro and Jaeson Ma. They began uploading YouTube videos in 2016, which contributed to their meteoric rise in the hip-hop industry. Their first videos primarily featured well-known American artists like Designer and Goldlink in order to gain popularity as a channel, but slowly branched off into promoting their own artists.

Over the next two years, their most prominent artists, such as Indonesian rapper Rich Brian, Japanese singer Joji, Indonesian singer NIKI and the Chinese rap group Higher Brothers, joined the label. As their popularity grew, the music collective announced a tour across Asia in November 2017 with nine dates in places like Seoul, Beijing and Shanghai.

88rising released their first compilation album, "Head in the Clouds," in August 2018,

featuring their core artists as well as guests such as Playboi Carti and Famous Dex. The album showcased songs such as "Midsummer Madness," which eventually peaked at No. 23 on the Billboard Hot 100. After "Head in the Clouds," 88rising hosted their first U.S. tour, "88 Degrees and Rising," spanning 18 dates in cities like New York, Boston and San Francisco.

88rising members have also released individual music, such as Joji's "BALLADS 1" (2018), NIKI's EP "wanna take this downtown?" (2019) and Higher Brothers' "Five Stars." Most recently, Rich Brian released his second album, "The Sailor," in July to favorable reviews.

The label's second collaborative album, "Head in the Clouds II," is set to be released on Oct. 11. The first single in the

upcoming album is NIKI's "Indigo," which already has 5 million streams on Spotify (at the time of publication). "Indigo" debuted live in August at 88rising's second annual "Head in the Clouds" music festival in Los Angeles State Historic Park, with 25,000 fans in attendance. The second and third singles from the album, "Just Used Music Again" by RHYME SO and "Breathe" by Joji and Don Krez, released on Sept. 4 and Sept. 12, respectively.

"88rising is advancing Asian presence in industries dominated by Western culture."

Extending beyond music, 88rising is building a brand for themselves and has been for some time. "We're trying to become the definitive media brand," Miyashiro said in an interview with Forbes in 2016. "There is no definitive media brand that represents and celebrates Asian culture, especially for millennials and young people."

Most recently and notably, 88rising has partnered up with popular boba chain Boba Guys on a limited edition drink appropriately titled "Head in the Clouds." Purchase of the drink came with a Nalgene water bottle and 88rising themed stickers, which sold out nationwide within a few days.

88rising has also collaborated with Guess to create a GUE88 RISING clothing collection and has partnered with 626 Night Market, an Asian night market in the Los Angeles area, to provide exclusive deals on "Head in the Clouds" products and feature performers like NIKI and Rich Brian. In return, 626 Night Market catered 88rising's "Head in the Clouds" music festival.

Given the current rise in popularity of Asian culture, 88rising has picked up a large following and supportive fan base, especially through social media. However, 88rising is still unknown to many. The best example of this is the absence of any songs from "The Sailor" on the Billboard Hot 100 chart; the album itself didn't

crack the Top 200. It's a good album that simply isn't getting the recognition it deserves.

But beyond the quality of their music, 88rising is advancing Asian presence in industries dominated by Western culture. Their music and branding takes pride in Asian culture, from NIKI singing the Indonesian national anthem at the "Head in the Clouds" music festival to Rich Brian's "The Sailor" describing his journey from Indonesia to America to further his music career.

"I just want Asians to be proud that they're Asian because Asians have just been so underrepresented and it's been a very unspoken, untouched territory," NIKI said in a 2019 interview with Refinery29. "I just want kids to be proud."

NIKI's wish has come true: high schoolers from SRVUSD missed class during the weekend of the "Head in the Clouds" music festival in order to attend. The kids are proud, especially a few Dougherty students.

"It's cool to see that Asians are in the music industry now and how times have changed because before, you would've never imagined that this small guy from Indonesia [Rich Brian] would become a rapper," senior Elizabeth Lee said.

The growing popularity of 88rising is a crucial step toward Asian representation in mainstream American pop culture. As some of the first Asian artists to gain traction internationally, they pave the way for others to follow.

As Rich Brian raps in his song "Kids," "Tell these Asian kids they could do what they want / Might steal the mic at the Grammy's just to say we won / That everyone can make it, don't matter where you from."

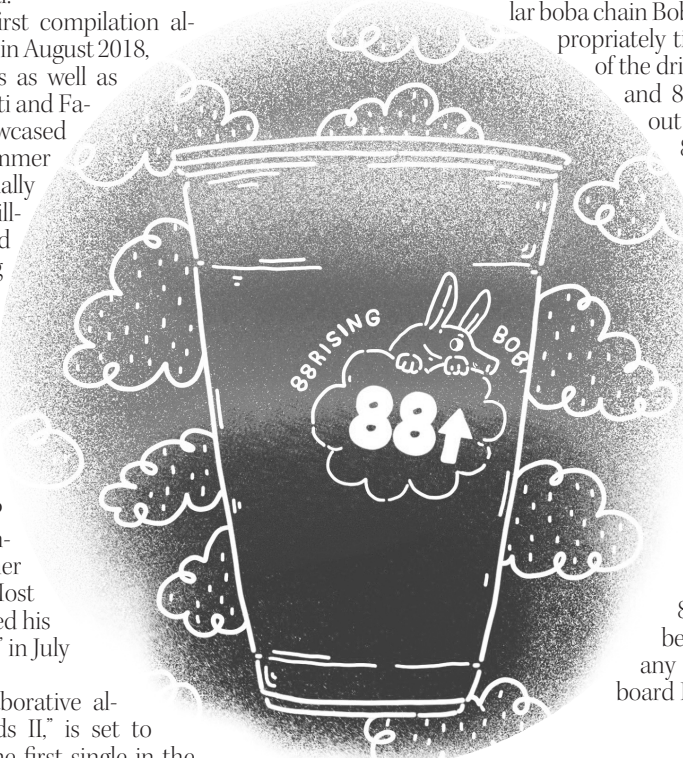


ILLUSTRATION BY ELAINE PARK



NIKI performs in the "88Degrees and Rising" Tour. // IMAGE COURTESY OF FLICKR

LANA DEL REY EXUDES INTIMACY IN "NORMAN F*****G ROCKWELL!"

BY HARSHITA NERALLA
Co-Social Media Manager

Lana Del Rey expresses confidence and nonchalance in her sixth studio album, "Norman F*****g Rockwell!" With her infamous smoky vocals and intricate lyrics, this record proves to be her most intimate and deep one yet.

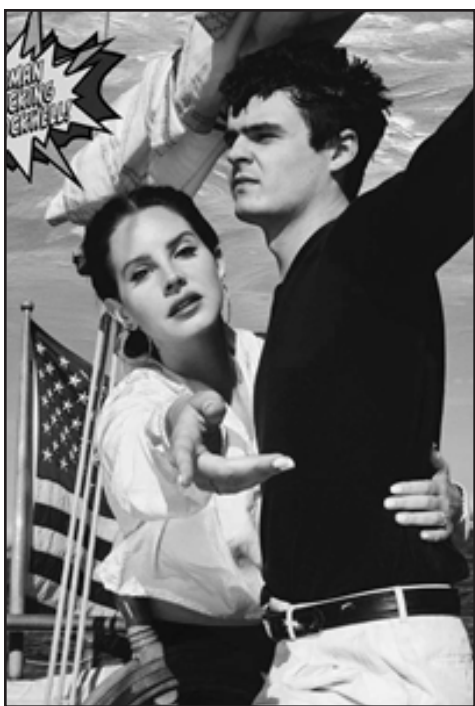
It suffices to say that Del Rey has come a long way since the release of her breakthrough album in 2013, "Born To Die." Initially garnering attention from a younger audience, Del Rey has seemed to evolve with her fans. It's evident within her catalogue that with the release of each album, she's grown more confident and comfortable with the music she puts out. Each of her albums follows different themes and sounds nothing like the previous ones, showing her ability to explore sonically and still maintain the audience she gathered almost seven years ago.

"With her infamous smoky vocals and intricate lyrics, this record proves to be her most intimate and deep one yet."

Del Rey takes a step back from her usual "sad-core" production found in her discography to a more stripped-down, happy record in "Norman F*****g Rockwell!" The production of this record is unlike anything she's ever done, and part of that is credited to Jack Antonoff — the acclaimed producer known for his work with Taylor Swift, Carly Rae Jepsen and Lorde. Antonoff's signature synth style seen in most of his co-produced work is barely audible on this album. Instead, Del Rey's voice on this record is often accompanied by the keys and muted guitar riffs. Only on rare occasion, hidden among deep cuts like "Cinnamon Girl" and "F*****g I Love You" do we hear full instrumentals and hints of Antonoff's '80s synth-pop influence.

Most of Del Rey's past studio albums have involved heavier production on not just the instru-

mentals but also on her voice itself. Vocal layers, filters and echoes have often infiltrated her backlist, but this record takes a step back from over-production and lends itself to a more raw and impactful tone. Del Rey also seems to step away from her raunchy and risqué lyrics and turns to more vulnerable topics. Both sonically and lyrically, this album seems to be the most intimate she has ever been on a record.



Lana Del Rey reaches towards the viewer in her new album cover. // IMAGE COURTESY OF WIKIMEDIA

However, this album, while sonically cohesive, can get tedious as it goes on. It's no secret that Del Rey likes to make her records lengthy and this one is no different, lasting 67 minutes long with 14 tracks. Most of that is attributed to the nine-minute long track "Venice B****." This song wanes your interest after seven minutes as the production starts to get uninteresting. It is understandable from a production standpoint, with

all the synthetic and psychedelic elements of the song for its length, but it gets repetitive towards the end.

On the other hand, some songs feel as if they end too soon. "Cinnamon Girl" and "California," while five minutes long, keep you reeled in as Del Rey's intricate vocals twist and turn around the melody. This unbalanced feel to the structure of the album pulls the audience out of the record, making it feel a little dull in some places.

"Discarding the very image she's built from 'Born to Die,' it writes like a warm love letter to her listeners."

"Norman F*****g Rockwell!" doesn't necessarily stand alone due to her discography. Sonically, it's very reminiscent of previous albums like "Honeymoon" and "Lust for Life." What sets this album completely apart from her backlist is the lyrics. When listening to her previous catalogue, it feels as if you're listening to sad high school poetry — whiny and a little repetitive at times. This one strays away from the narrative she spent the last decade building. "Love Song," "Cinnamon Girl" and "How to disappear" reflect Del Rey's love life over the past year or so, showing that she's matured into healthier relationships. "Doin' Time," a cover of Sublime's acclaimed song, is one of the only upbeat songs on the record. Sticking to the original sound, Del Rey uses her smoky vocals to warp the listeners in, making it uniquely her own. "Mariners Apartment Complex," the lead single, sets up the feel of the record well. With opening lyrics, "You lose your way just take my hand / you're lost at sea then I'll command your boat to me," Del Rey shows that she has grown and is much happier where she is now. This is a mature spin for her catalogue so far.

"Norman F*****g Rockwell!" proves to be Del Rey's most sophisticated yet. Discarding the very image she's built from "Born To Die," it writes like a warm love letter to her listeners. Her fanbase loves every word and note of it.

SNEAK A PEEK INTO FALL DRAMA

BY SHEYDA LADJEVARDI & AMRUTA BARADWAJ
Photography Editor & Co-News Editor

As the 2019-20 school year begins, DVHS Drama prepares for the upcoming fall production: "The Importance of Being Earnest." Set to be performed Oct. 24-26, the show is an adaptation of Oscar Wilde's satirical play.

Featuring 10 cast members, the play follows the journey of Jack Worthing, whose role leads the audience to understand the complexity of leading a double life.

The drama department finalized the casting decisions on Aug. 24 and began rehearsals three days later. Junior Jose Sarmiento describes his experience with the new cast of the play, stating that the story is "really intriguing."

"The only struggles worth mentioning thus far would be the type of language used in the play, with it being a Victorian-style play and all. This includes accents, and certain complicated words, but besides that everything is going smoothly," Sarmiento said.

Junior AJ Sohrabi adds that the play is a "change of pace" to the Dougherty Valley stage. It contrasts the performances of the past few years, but Sohrabi believes this will not deter students from experiencing the humor.

"Thankfully [the cast] is throwing in a little bit of situational comedy so hopefully if the 'intellectual' jokes don't land, maybe those will," Sohrabi said.

Sarmiento notes that there has been some difficulty in adapting the writing of the play to the varied style of comedy.

"Wilde deliberately added many minuscule elements to the play which definitely make me doubt some of the decisions I'm making. I hope to be comfortable enough to sound natural, in an Oscar Wilde-type of a way," Sarmiento said. As the cast furthers the production, they urge DV students and families to attend the show.

"At the very least, I believe that students will have a fun time watching our cast perform their hearts out on stage," Sohrabi said.

FOOTBALL LOSES FIRST TWO GAMES BUT RECOVERS AGAINST LOWELL

BY SNEHA CHEENATH,
CAROLINE LOBEL, &
HARSHITA NERALLA
Co-Sports Editor, Managing
Editor & Social Media Editor

The Wildcats lost their first home game of the season on Friday, Aug. 16 against Concord, 14-0, and the second game on Aug. 22, against Stellar Prep, 20-7. They won their third game against Lowell 38-0.

The first quarter against Concord began with the away side powering to the 40-yard line. Through a multitude of plays, Concord got to 20 yards. Then, Jack Varni was able to seize the ball and moved Concord back to the 30-yard line. Eventually, the ball settled at 40 yards, and neither team moved very far for the remainder of the quarter.

In the second quarter, DV was able to run the ball to just 15 yards away from the end zone. But Concord was able to do a complete pass, which brought them back to 40 yards. The ball went back and forth between

both teams, but eventually Concord ran into the end zone and scored the extra point, taking the lead 7-0. Before the quarter ended, DV attempted a touchdown pass, but it was an incomplete pass.

Concord got their second touchdown in the third quarter quickly with an excellent run to the other end of the field. From 10 yards away, Concord scored a touchdown, earning another extra point increasing their lead to 14-0.

In the fourth quarter, both teams were in gridlock at the 50-yard line, but DV quarterback Aaron Miller was able to run it all the way to the 15-yard line. Dougherty's excellent defense can be explained by practice and a good grasp of the game.

Coach Conrad commented, "We have some really smart and aggressive players that truly understand the game and how to take on their opponents."

However, the Wildcats were ultimately unable to get past Concord's defense, and the game ended with a final score of 14-0.



Senior tight end Diego Barragan catches the ball against Lowell for a Wildcat first down. //HELANA GENDY



Senior running back Jack Varni rushes for the first down against Concord. //HELANA GENDY

The next game against Stellar Prep was also a devastating loss, but DV fought back to earn a score of 20-7. Coach Conrad said that this improvement could be attributed to newer players playing in more games. "As long as we improve every chance we get, we'll end up reaching our goal," Conrad said.

The first quarter started with Stellar Prep reaching five yards away from the end zone. From this short distance, they moved into the end zone. This, paired with a successful two-point conversion, left the score at 8-0 for the first quarter.

But in the second quarter, DV brought it back with Miller running into the end zone from the five-yard line. They also kicked the extra point, making the score 8-7. Concord was able to get the ball to 14 yards. From there, they powered through DV's defense and scored another touchdown. As the quarter came to an end, Concord completed a touchdown pass, making the halftime score 20-7.

Despite an exemplary catch from Miller in the third quarter, neither team scored any points.

"We're going to have to improve on [passing], but we're so close to being

there," Jesse Moore said.

In the final minutes of the game, DV was extremely close to Concord's end zone, but couldn't convert, leaving the final score at 20-7.

The Wildcats turned around their losing streak by winning their first home game of the season against the Lowell Cardinals with a final score of 38-0 on Friday, Sept. 6.

The first quarter began slowly with strong defenses on both ends. Lowell's defense overpowered Dougherty's offense as both teams aggressively fought over the ball, resulting in a score of 0-0 by the end of the lackluster quarter.

While the first quarter remained stagnant, the second quarter picked up the pace with two consecutive touchdowns from Dougherty by senior Jack "Hammerhead" Varni and senior Tristan Keyser. Both times the extra point was earned. Varni scored a field goal before the team's running back, senior Diego Barragan, scored another touchdown for DV, with an extra point as well. The second quarter ended with the Wildcats leading by a score of 24-0.

One touchdown was made during the third quarter by Keyser, includ-

ing the extra point. The Wildcats remained in the lead by a score of 31-0.

The final touchdown and extra point of the game was scored by Dillon de France, ending the game with the final score at 38-0.

Lowell's defense worsened throughout the game, but an aggressive tackle from the Cardinals on DV wide receiver Anthony Kim during the last quarter was met with hostile treatment from the Wildcats.

However, the hostility dwindled when the Wildcats took their first home win.

"I'm so excited. I'm so proud of these guys, they played their hearts out. This is best week we've had together. They've really put it out together and came out tonight for a big win." Coach Conrad commented.

It seemed that most of the players shared a similar sentiment on the team effort that brought them the precious win.

Varni said, "It was a real team effort and everyone got involved."

The next home game for the Wildcats will be the Homecoming game on Friday, Oct. 4, against East Bay Athletic League (EBAL) opponent Amador Valley.

WOMEN'S TENNIS TRIUMPHS OVER SAN RAMON IN THE HOME OPENER

BY ARIA KHALIQUE
Staff Writer

Dougherty Valley Women's Tennis maintained a strong mental game to edge a win against San Ramon Valley High School 5-4 and displayed consistency to defeat Foothill 8-1 in their first two home games of the season.

Women's singles won four out of their six matches against SRV. Senior co-captain Jasmine Lam triumphed against her opponent, Julianna Beberta, 7-5 and 6-1.

Lam explained that by opening up her strikes, she was able to tire Beberta quickly.

"I think I made her run a lot. I think I was good at maximizing the court and having her run side to side," Lam said.

Senior co-captain Jahnvi Reddy was not able to capture similar momentum as she lost against senior Ella Call, 2-6, 6-3 and 3-6.

Reddy explained that she needs to work on her consistency and mental game. She attributed these factors as the reasons for her loss.

Though senior Mahek Karamchandani and junior Shweta Srinivasan also struggled with consistency in doubles, the pair managed to win their match against Ainsly Rashkin and Kendall Hall, 0-6, 6-4 and 7-5.

They trailed after the first set, but the two explained that they were able to push past it.

"We knew we were slacking in the first set, but we picked it up," Karamchandani said.

The pair demonstrated a strong mental game as they won two set to cruise to victory.

Srinivasan shared the essential factors in winning the match. "We were able to get aggressive really well, and we were able to stay positive, which was a struggle last season," she said.

Their winning streak continued as the team defeated Foothill 8-1 in their second consecutive home game.

Reddy won her match against her opponent, 6-1, 6-0.

She was able to remain consistent during the match and made impressive shots to come out on top.

Her co-captain, Lam, wasn't as lucky as a leg cramp caused her to pause the match and take a rest injury time.

She returned to her match but lost in a tie-breaker, 7-5, 5-7 (10-12).

Lam attributed her loss to her inability to focus as the injury was taking a toll on her mental, and ultimately physical, game.

"Every time I moved my legs, I could feel it pull and tighten. It was mentally straining for me because I was thinking about the match, but also my leg," Lam explained.

Luckily for Lam, all her teammates were able to win their matches, defeating Foothill, 8-1.

The wins show promise for the season ahead. According to Coach Dudley Kuboi, the team was able to show their strength and consistent mental game by working hard for their wins.

"They fought for their wins; none of the wins came easily. They had a few matches that were decided by third-set tie breakers, and they had to fight from behind; they weren't easy match-

es," Dudley said.

By demonstrating this toughness and strength, the rest of the season seems bright. Though there might be some hiccups, the team displayed a great deal of confidence in their two opening matches.

"It's the new season and it's very unpredictable, but I'm very confident we're going to do well," Srinivasan explained, regarding her approach. "We'll just do our thing."

The team's next game will take place on Oct. 1 at Carondelet High School.



Number one seed Sadhika Akulu serves the ball overhand. //ARIA KHALIQUE

FALL SPORTS COACHES: WHAT ARE YOUR GOALS FOR THIS SEASON?

FOOTBALL



Coach Tim Conrad
//SNEHA CHEENATH

"We're really just trying to build that team unity; that team concept where the guys rely on each other and we make each other better."

WATER POLO(M)



Coach Matt Denham
//HARSHITA NERALLA

"I expect the remainder of the season will be bright and I think we can manage a couple of wins."

TENNIS(W)



Coach Dudley Kuboi
//ARIA KHALIQUE

"Right now, my goal is to just be the best coach possible. It is my first year coaching at this school, so I have had to learn a lot of things from previous years. I am hoping to develop the students as a team."

WATER POLO(W)



Coach Vicki Bantz
//SNEHA CHEENATH

"[Our goal is] to work more as a team and, of course, win. But just [for us to] work together and try to get some more plays going."

WOMEN'S WATER POLO CONQUERS SPSV AT HOME

MAHIKA ARYA & SNEHA CHEENATH
Copy Editor & Co-Sports Editor

In an eventful first game of the season, Women's Water Polo beat St. Patrick-St Vincent High School with a final score of 9-3.

The first quarter was a resounding success, with the first two points of the game made by DV. By winning the swim-off, they were able to cover the length of half the pool before their first shot. Within two minutes, the first goal had been scored by DV.

However, the team did have difficulty keeping the ball close to them, which hindered them from swimming quickly. The farther away the ball was from their body, the harder it was to keep it away from the other team, giving the opposition more opportunities to shoot.

Coach Vicki Bantz said that this can be corrected through "eye contact, being able to talk to one another, keeping their head up and just [making] sure the ball is surrounding them."

In the second quarter, SPSV attempted two shots, but they both failed due to DV's resolute defense.

Coach Bantz explains that for defense, DV's prime goals are "being open, seeing where the players are and watching where everybody goes."

A minute into the second quarter, DV gained control over the ball, and Lam prepared to shoot from the other side of the pool. She scored a clean goal over the goalie's head and increased DV's lead to 3-0.

Dougherty attempted another shot, but it went above the goal, forcing them to retreat to defense. Despite excellent defensive plays from the home side, SPSV was able to score with a throw to the upper left corner of the net.

Before halftime, both teams attempted another goal but were blocked by the respective opposite



Junior Witney Lam prepares to throw the ball to her teammate
//SHEYDA LADJEVARDI

goalies. At the end of the first half, the score was 3-1, with DV in the lead.

The second half started in calmer waters with DV on defense. SPSV attempted goals twice, but both failed. They stepped up their defense as Dougherty intercepted an incomplete pass. Lam had trouble breaking through their guarding, but was eventually able to score.

Just seconds later, SPSV was able to slam in a point.

Before the quarter's end, however, Lam was able to seize a point by directing the ball into the net's corner.

The third quarter ended as DV rose with a three-point lead.

Passing was DV's main issue throughout the game. The overwhelming environment of the game made it difficult to pass quickly, giving SPSV more time to plan their counter-move to take the ball.

Players are "thinking of who's open, where the defender is, if there's a

driver and just trying to be able to pass the ball to someone that's open," Bantz said.

In essence, the players have to be hyper-alert of where the other players are, which results in a slower pass.

But this pause was in no way detrimental as Lam and Masse scored two points within a minute of the final quarter. The rest of the quarter yielded many shots, many of which became goals.

SPSV quickly took another point, and with four minutes on the clock, senior Advika Srinivas shot back with two consecutive goals for DV, raising Dougherty's lead by six points.

At the end of the game, SPSV attempted one final goal, but the goalie caught it, leaving the final score at 9-3, as DV emerged victorious.

DV's next home game will be the Homecoming game against Amador Valley on Oct. 10 at 5 p.m.

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FALL SPORTS RECORDS



FOOTBALL
Season Record: 1 - 4
League Record: 0 - 0



TENNIS(W)
Season Record: 4 - 1
League Record: 4 - 1



WATER POLO(M)
Season Record: 3 - 3
League Record: 1 - 1



VOLLEYBALL(W)
Season Record: 3 - 5
League Record: 3 - 5



WATER POLO(W)
Season Record: 1 - 4
League Record: 0 - 2



GOLF(W)
Season Record: 9 - 1
League Record: 9 - 1



CROSS COUNTRY
De La Salle Invitational (2mi)
Boys: Sanath Pai, 11:19.46
Girls: Dena Mohammadian, 14:47.5