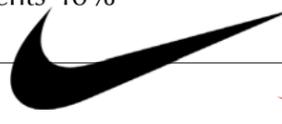




THE saratogafalcon



HOMECOMING

Candyland's sweet finale



FALCON // JORDAN WAITE

Seniors, who have the theme of Candyland, work hard to put together the centerpiece to their decorations on Oct. 3.

MUSIC

Orchestra to perform at Carnegie Hall

>> **THE bigidea**

BY Vivien Lu & Kyumin Shim

Carnegie Hall

Who: The Symphonic Wind Ensemble and String Orchestra have been invited to perform at Carnegie Hall in New York City

What: The group will be a featured evening performance of the World Project festival

When: March 8

The Beatles have played there. Tchaikovsky has played there, and now the SHS Symphonic Wind Ensemble and String Orchestra will have the honor to perform at the famous Carnegie Hall in New York City on March 8.

The orchestra was invited to be a feature evening performance of a festival from World Project, a domestic and international touring company that has been in contact with SHS before because they have taken the orchestra on the Europe Tour in 2009 and also the Australia Tour in 2003. The company was aware of the SHS band and orchestra's stellar reputation.

Even so, music director Michael Boitz called the invitation an "unexpected honor," adding, "I couldn't pass this opportunity up because I don't know when we'd ever get another chance like this. It's an exceptional chance to perform."

On the night of Sept. 9, the music department held a well-received kick-off meeting regarding the trip.

"Normally the music department takes two to three years to plan a big trip, but for this one, the invitation came in at the end of June," said Boitz. "It was tough to decide if we were going to send it forth with such short notice, but

>> **CARNEGIE** on pg. 6

IN-DEPTH: ENGLISH LEARNERS

Many obstacles impede foreign students

BY Kelly Liu

Sophomore Justin Ra is part of an influx of students who are moving to Saratoga High from all over the world. School registrar Jeanne Jamieson said 50 students have come to the school from other countries since 2008.

Their reasons for coming here are as diverse as the countries they come from. Some come in search of a better education; others are displaced from their

home countries because of their parents' jobs. Regardless of their reasons, they all share one thing in common: the myriad of obstacles that confront them.

"Everything was hard, and it's still hard!" said Ra, who moved to the United States from South Korea two years ago. "I cannot study, I cannot do something. So if I want to study for a test, I just can't do it because I don't know the other words' meaning."

For Ra, coming to America was over-

whelming because his immigration was unexpected. His father received an attractive job offer, and the entire family moved within months of his acceptance. When Ra first stepped on to the campus of Redwood Middle School as an eighth grader, he didn't want to live in America. He didn't feel at home here, and he didn't like the people who tried to walk up to him to make a conversation.

>> **FOREIGN** on pg. 19

CONSERVATION

Red pride, green thinking

Smart meters provide clear data on energy usage

BY Anshu Siripurapu

Returning students may have noticed a number of changes to the campus that were made over the summer, including the construction of the MAP building and the general campus beautification that was appreciated by many. However, one of the more subtle but equally important changes has gone virtually unnoticed. Over the summer, new smart meters were installed on the two main electrical hubs of the school.

"The meters will allow us to monitor electrical demand on a building by building basis," said Brian Moran, the plant operations supervisor. He said the hope is that with the new technology in place, the school will be able to monitor irregular power demands more effectively. This means that the school can take steps to eliminate wasteful power usage by certain buildings around the school, ultimately saving money.

The initiative behind the smart meters grew out of a larger initiative known as "Green Tea," a campaign started by superintendent Cary Matsuoka in the fall of last year to increase green practices for both schools in the district.

Saratoga alone typically spends around \$40,000 per month on energy usage. Sometimes, when demand peaks during the hotter months the cost can reach up to \$75,000 for a single month.

Matsuoka hopes the introduction of

>> **METERS** on pg. 6

>> **upcoming events**

Oct. 8 Senior Quad Day
Closing the week, seniors are sure to have exciting performances.

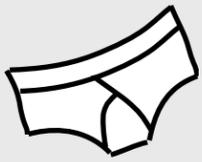
Oct. 8 Homecoming Game
The Falcons face off against the Lynbrook Vikings at 6:30.

Oct. 9 SAT, Homecoming Dance
Take the SAT in the morning and dance the night away from 8-11.

Oct. 11 Columbus Day/Day Off
Teacher work day. No school!

inside **THE falcon**

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 news
>> briefs

Pinkberry fundraiser proves successful

The senior class held a fundraiser at Pinkberry, a frozen yogurt shop near Westgate Shopping Center, on Sept. 24 in order to raise money to fund various activities throughout the school year. The class, which made 20 percent of the profit from the night's purchases, will use the money to pay for Homecoming expenses, merchandise and, most importantly, prom.

"Our class is in debt after last year's prom, but we still wanted to make this year's prom great, so we're trying to fundraise as much as we can," said class president Michelle Wang.

Previous fundraisers have included a carwash in May and Saratoga Idol in March. Wang said the class is slowly making back its money through fundraisers similar to the Pinkberry one and hopes that future events, if successful, will help make their senior year even better.

"We made sure to advertise it during band practice multiple times," said senior Nick Renda. "We all want to do our part to make sure we can help out our class."

As a result of such extensive advertising, the Pinkberry fundraiser brought not only kids from the senior class, but from other grades as well. In fact, the five-hour event attracted over 300 customers, including students and their family members.

"We had a great turnout," said Wang. "As long as all of our fundraisers are this successful, I'm sure we'll have a great year and an amazing prom."

—Pia Mishra

School gives students Oct. 11 off

Following the Homecoming dance Saturday night, students will have the chance to sleep in not only once but twice thanks to the school's decision to add an extra day off for them this Monday.

For many years, teachers and students have complained about the long, stressful stretch without a break from Labor Day to Veterans' Day. This year, the administrators decided to take the matter into their own hands and created a break for students on Oct. 11.

"Teachers have been asking for a number of years, 'How can we get a vacation in October?'" said principal Jeff Anderson. "The concern is that [the students] get cooked."

Throughout last year, the administration considered many different ways to add a day off for students in October, but at the same time maintain the same number of school days.

"We played with the option of getting rid of the Wednesday before Thanksgiving break," said Anderson. "Instead we decided to make [Oct. 11] just a teacher work day and a student holiday."

Though the two high schools in the district have to follow a similar calendar, both are given a certain amount of leeway with teacher work days. This year, the finals schedule will be changed so that there will be two finals on Tuesday, two on Wednesday, two on Thursday and one on Friday, which will most likely be during seventh period.

"I don't think any students are going to say, 'No don't give me a day off,'" said Anderson. "It's a different vibe for the teachers when the students are not here; it's not better, but it's a more relaxed schedule."

—Aanchal Mohan

M-SET gears up for new year

After an amazing victory for the Mechanical Science and Engineering Team (M-SET) last Spring in the FIRST (For Inspiration and Recognition of Science and Technology) Robotics Competition, the team is now gearing up for another year of activities with more than 20 new members.

"I think we will be way more able to accomplish many more goals than we were able to do last year," said the club's vice president junior Michael Zuccarino.

On the list includes being more involved in the school and the community as well. M-SET plans to contribute to school rallies and possibly football games by using pressurized air cannons to fire T-shirts, confetti—virtually anything that can fit in a barrel.

M-SET is also collaborating with the companies Automation Controls and Festo to build a new drum major podium for the band. The design consists of four electric pistons powered by a generator to raise the stand 3 feet to a total of 8 feet. The idea is to add a flourishing touch to the field show by having the drum majors rise. An estimated finish date is unknown.

—Stanley Yip

>> picturethis



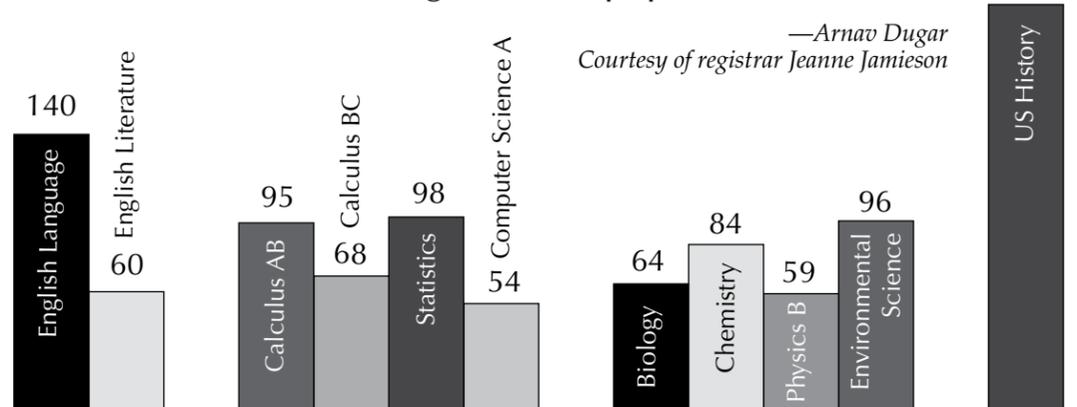
FALCON // JORDAN WAITE

Senior Courtney Maa, a student in the new Multimedia Journalism staff, tests the live green screen in the new \$3 million Multimedia Center during its opening ceremony on Sept. 22. On the screen next to Maa, the computer system is superimposing her onto a new background.

falconfigures <<

Number of students taking the most popular AP classes

206



>> falconfocus

Freshman solves his way to success

BY Albert Gu
& Elijah Yi

Many students remember the legacy of Andy Tsao, who set a continental record for the Rubik's Cube while in school here. Now that he has graduated and gone on to MIT, many people have lost interest in the colorful puzzle. However, freshman Edward Lin has gotten students intrigued once again.

Almost everyone recognizes the classic Rubik's Cube: a 3x3 cube with colored stickers on each side, where each face can be turned to mix up the colors. Lin is not only one of the world's fastest solvers of the standard cube. He is also recognized for an assortment of other puzzles, including different sized cubes from 2x2 up to 7x7, as well as other oddball shapes.

Just like Tsao, Lin attends many competitions to compare himself to others and in hopes of setting records. He has been to competitions at MIT and in Germany, as well as many local ones. His fastest competition time for the 3x3x3 is just 9.77 seconds, one of the top 20 solves in the country, while his fastest practice time is a light-speed 7.4 seconds.

"Last time I saw Edward, at the U.S. Nationals at MIT, I was about a second faster than him on average," said Tsao. "But I don't have the time to practice

much anymore, and he'll probably pass me soon."

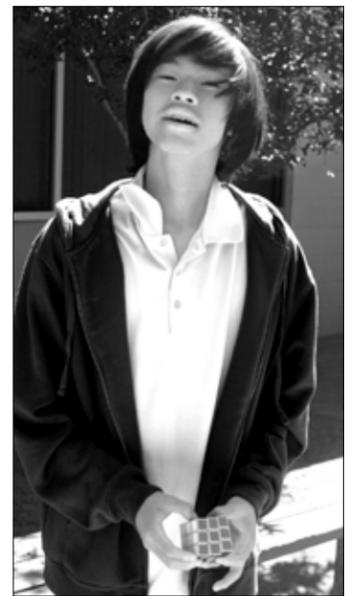
Besides the 3x3x3, two of Lin's favorite puzzles are the 2x2x2 cube and the Pyraminx—a Rubik-esque puzzle shaped as a tetrahedron. Lin's time of 1.36 seconds for the minicube is 13th in the world, and he holds the continental record—which is also second in the world—for the Pyraminx, clocking in at 2.88 seconds. He can even solve it with his feet—no records there yet.

"He competes in a lot more events than I do, and he's pretty good at them," said Tsao, now a sophomore at MIT. "I just stuck to the 3x3 and 4x4 competitions."

Lin attributes his initial interest in the puzzle to his friends at Challenger Middle School two and a half years ago, most of whom already knew how to solve the cube.

"A lot of my friends knew how to solve it," said Lin. "I wanted to learn how to do it as well."

He memorized the algorithms for a beginner's method in one day and solved his first Rubik's Cube in under 3 minutes. Gradually, he practiced more and learned faster methods, often using online videos to learn new algorithms and fingertricks. He now uses the Fridrich method, which is used by the majority of the world's fastest "cubers" and involves arranging the pieces into their



FALCON // LILLIAN CHEN

Freshman Edward Lin practices on a 3x3 Rubik's cube.

correct position layer by layer.

"Before I started, I remember seeing YouTube videos of people [solving the Rubik's Cube] and thinking to myself 'If I ever learn it, I want to be really fast,'" said Lin.

Now, after only two and a half years of cubing, Lin has more than accomplished that goal. But with academics to worry about, Lin has lost some of his free time.

"I used to practice a few hours a day, but not that much anymore because of homework," said Lin. "I think of it mostly as having fun." ♦

>> correction

In the staff editorial, on pg. 8 of the Sept. 24 issue, the Falcon incorrectly reported that the school constitution was lost in 2008. It was,

in fact, not. Also, the requirements to run for office are publicized repeatedly on the announcements.

HOMEcoming 2010

Seniors feeling stress

BY Allison Toh

For members of the senior class most deeply involved in this year's Homecoming, Candyland sometimes proves to be not so sweet with the additional stress that comes with a heavy load of tests, assignments and the SAT on Saturday.

"Because we know that the senior class is really stressed, since college apps, school and SAT's fall on the same weekend as Homecoming, not a lot of people are showing up to [help out]," said senior Grace Kim, one of the main organizers along with seniors Nina Mohanty, Michelle Wang and Anthony Sutardja.

Kim expressed her frustration at having to deal with an overload of school work along with the responsibility of ensuring that the seniors would have a perfect Homecoming.

"It's really difficult having to deal with school and college apps along with this," said Kim. "I even got sick because for the past few weeks I've gotten only around four hours of sleep."

Mohanty also shares Kim's stressful load.

"It is stressful, especially with AP classes, and the teachers really don't care that much that it is homecoming week," said Mohanty. "I really do [wish

that teachers would care]. We're going to talk to [the office], but every year we ask and every year they don't, so there's not much to do with that."

According to assistant principal Karen Hyde, it is nearly impossible for the administration to tell teachers to lighten the homework load because Homecoming falls on the week of the end of the first grading period.

Another main issue for the class of 2011 is the new safety regulation demanded by the school's insurance company. This means no student is able to go onto the roof this year to set up decorations. Although the senior class found a way by hiring people

to go up on the roof for them, problems still arose regarding the seniors' centerpiece.

"We've had to revise our centerpiece around five times, to say the least," said Mohanty. "We're not able to get the manpower to hoist [the centerpiece] up because there is a maximum number of people we can hire."

Even with these restrictions, the seniors look forward to their last and final Homecoming performance.

"Our class has produced two solid Homecomings so far," said Kim. "I know that for our last one, it'll be bigger and better and I'm positive we'll go out with a BANG! BOOM!" ♦

"It's really difficult having to deal with school and college apps along with this."

>> Senior Grace Kim

INVISIBLE CHILDREN CLUB

Screening inspires

BY Anoop Galivanche

Children who couldn't possibly be older than 7, thin and sickly, carry powerful machine guns that are almost as tall as themselves. Some have scars that span the length of their arms, while others' faces are horribly disfigured from wounds inflicted by machetes used to chop the thick surrounding forest brush.

This is only one of many gut-wrenching images shown in a documentary that was presented by the Invisible Children club on Sept. 13 in the cafeteria.

The showing of the 2003 documentary, which follows three budding filmmakers on a soul-searching journey to Uganda to learn more about the injustices occurring there, attracted almost 40 people.

"Our purpose for the screening is to get people exposed to what Invisible Children is before Club Day so that when Club Day comes around, they'll want to join it," said senior Emily Hsia, co-president of the club. "It's pretty effective."

Indeed, students who attended the movie said that it compelled them to do something about the poverty and violence in Uganda. Nearly everyone at the screening joined the club on the spot.

"The hardships that the kids in the movie faced are just unfathomable," said sophomore Neil Prasad. "I felt like

I had to do something."

This year, the event did not require as much planning as it had in the past. "It wasn't as much planning as some of the other events we have and will run, but we still take it seriously because this is how we get most of our members to join," said Hsia.

Hsia and the co-president, senior Arianna Paranzino, plan to expand the club's members this year and include more events.

"Last year, we [planned a dance] at the community center for Redwood students. We'll see if that will happen again this year," Hsia said.

The club also plans to more aggressively pursue members this year, so that it will be able to participate in a nationwide competition facilitated by the Invisible Children organization called "Schools for Schools."

The competition assigns the group of participating schools in the U.S. to a Ugandan school. The school that raises the most money for its assigned Ugandan school wins that round of the competition. Saratoga High's school is the Keyo Secondary School in the Amaru district.

"It's not necessarily about whether or not we win the competition," said Hsia. "It's more important that we get together as a school and help schools that aren't as fortunate. I think that the showing of the documentary was the first step in mobilizing the student body to do just that." ♦

>> togatalks

How are you dealing with the stress of senior year and Homecoming?

By making sure I have my priorities straight and make time when needed.



senior Michelle Wang

I manage my time well so that I'm not as stressed and able to get everything that I need done.



senior Parth Dholakia

I take time out in the day to do things I enjoy so that I am not as stressed when I have to do school work.



senior Anthony Sutardja

STRIDE FOR SUSIE

Saratogans unite for beloved citizen

SARATOGA COMMUNITY GATHERS TO SUPPORT LUNG CANCER FOUNDATION

BY Priyanka Nookala

The Bonnie J. Addario Lung Cancer Foundation sponsored the first ever Stride for Susie on Sept. 1 at Saratoga High School. More than 350 participants walked a distance of 5k or 10k in memory of Susie Vedantham Nagpal, a Saratoga councilwoman and SHS parent.

Nagpal passed away from lung cancer in May at age 46, even though she was a non-smoker.

Assistant principal Brian Safine said the event was a positive way to bring attention to cancer treatment and research.

Organizers hoped to raise \$25,000, but Stride for Susie surpassed this ambitious goal, raising a whopping \$50,000 for the fight against lung cancer.

"I attribute the success of the event to Susie. She brought everyone together from all walks of life," said Nagpal's sister Jayshree Ullal.

Participants walked two different routes for this cause. The 10k went through Saratoga Avenue, Allendale Avenue and wound into Fruitvale Avenue,

while the 5k just went through Saratoga Avenue and ended on Fruitvale. Both routes began at SHS and ended on Saratoga-Los Gatos Road where an after-stride celebration took place in the Saratoga Village.

falconfigures

\$50,000 The amount raised for this event for the fight against lung cancer

350 The number of participants at Stride for Susie

5-10k The distance available to walk

"To see how many people that Mrs. Nagpal had affected was touching, and it was just good to see the Saratoga community come together," said sophomore Hannah Johnson.

Nagpal's niece Tarini Ullal, a key organizer and part of team SITA which was the largest contributor of funds, was amazed to see how

many people attended the event.

"The success of the event greatly exceeded our expectations. I also thoroughly enjoyed running the 10K route. It had sentimental value for me because the starting point was my old high school, Saratoga High. It also passed by my aunt's house as an inspiration point," said Tarini Ullal.

Ashima Shankar, a SHS parent and 10k participant, felt that the success of the event was due to the support and kindness of the Saratoga community.

"It was really heartwarming to see



FALCON // JORDAN WAITE



FALCON // JORDAN WAITE

Top: Bonnie J. Addario gives an inspirational speech before the Stride for Susie walk, which brought members of the Saratoga community together in honor of the late city counsel woman Susie Nagpal on Sept. 1.

Left: Kids joining their family for this event take a break with their friends on a wall near the break table.

the community come together for such a great cause, and most importantly we raised a lot of funds," said Shankar.

During the celebration, representatives from the Bonnie J. Addario Lung Cancer Foundation spoke about the amount of money raised by the Stride for Susie event.

Family members who were the driv-

ing force behind this event also spoke, talking about what it meant to them to see the community support this cause.

Tarini Ullal said, "I felt that every participant was part of a greater and more important team, a team working together to promote battle against lung cancer. So far, there is no cure for cancer, but that is no reason to give up the fight." ♦

CHILD PSYCHOLOGY

Vests simulate child bearing

BY Denise Lin & Kelly Liu

Pregnancy stories, or more often, myths, are notoriously strange, although descriptions of massive bellies, aches and pains and random cravings for foods such as pickles and chocolate are widely known to be true characteristics of a pregnancy. This fall, some students are getting a taste of what it means to carry a baby.

Continuing a tradition that goes back several years, students in Laressa Ridge's child psychology classes had the chance to wear pregnancy vests. The vests give students a better understanding of the changes the mother's body goes through during pregnancy because it simulates child bearing.

"We do the pregnancy vests just so they can feel what [pregnancy] feels like, how it pulls on the lower back, how it's harder to move around, just to get a hands on feel for that," said Ridge.

The pregnancy vest is made of cloth, and the belly is a plastic sack filled with water. Because of the realistic way it is designed, the vest does induce "pregnancy" aches.

"It's like a backpack you wear on the front," said Ridge.

All child psychology students had an opportunity to try on a vest, but students were not required to wear them outside of the classroom. However, a select number of students decided to venture out into the world with their new bellies.

Junior Ruchie Bhardwaj was one of the students to do so, even with the additional weight.

"[The vest] was extremely uncomfortable. It weighed like 30 pounds," said Bhardwaj. "It was definitely horrible."

Ridge did e-mail the staff if they had wanted to see any of their students with a enlarged belly for laughs,

but there was no response to whether they wanted to or not. Nevertheless, Bhardwaj and Annie Barco, a junior who wore the vest as well, visited English teacher Natasha Ritchie's room while wearing the vest for a while because they "thought Ms. Ritchie (who has been in the last stages of pregnancy) would appreciate it." They drew many stares from her peers when they were walking around campus.

"When we were walking around, people were giving us really weird looks," said Bhardwaj.

Regardless of their comedic appearance, these pregnancy vests truly do simulate the feel of a baby.

And although prenatal development is one of child psychology's many educational prerequisites, "the vest really has made the entire child psychology class rethink having a child in the near future," said Bhardwaj.

As a continuation of the "pregnancy," students also cared for "babies" of their own, which are designed to simulate the needs of a real baby, for 48 hours.

"It was a lot harder than you think it is," said junior Corinne Zelanis about caring for the baby.

Although Zelanis was given a relatively well-behaved baby, her daily schedule was still affected by the baby's many needs.

The baby kept quiet for the most part during the day, but at night, it became fussy, often waking Zelanis up as late as one in the morning.

"It cries randomly; [you] never know what it wants," said Zelanis. "Sometimes it really impairs your sleep."

The heavy physical and emotional demand was draining. By the second day of the process, Zelanis felt tired, and had trouble focusing during class.

But despite the sleepless nights, being "pregnant" and caring for a "baby" gave students a valuable opportunity to walk in a parent's moccasins, or in this case, live in them. ♦



Child psychology teacher Laressa Ridge shows off the 30-pound pregnancy vest, which simulates child bearing.

DRAMA



FALCON // LILLIAN CHEN

Senior Jay Lee rehearses his lines to prepare for the "Woman in Black" on Oct. 1.

'Woman in Black' sets the stage

BY Anika Jhalani

As if the drama department hasn't changed enough with a new teacher and new curriculum, a couple of ambitious students decided to take on a challenge that hasn't been done for several years; a student production.

Even though many changes have been made, the department is looking stronger than ever, with a host of new productions. This year's student produced play, "The Woman in Black," brought back the department's old tradition of displaying student productions.

The play relays the story of a man who suffers from a frightening event and feels the only way to alleviate his tension is to have an actor act out his trauma in a production. The production is a play within a play and is the first student production in several years.

"We used to do student productions a couple years ago," said senior Chaz Main, director of this production. "And now we are very excited to bring them back. This should be an entertaining show for everyone and stars two very talented students."

The only two cast members of this show are seniors Jay Lee and David Mandell. With hundreds of lines to memorize and the pressure to perform high, these

two dedicated actors certainly worked hard for the spotlight.

Practicing in the little theatre on weekends, working late to get down lines, and planning an entire production, all without adult leadership, had been a challenge for both actors and the director.

"Of course, being one of only two cast members can be stressful, but it's such an honor and very much worth it. I couldn't ask for a better co-actor or director," said Mandell. "I hope everyone comes to see this play. Student productions can be very hard to pull off, but I think this one will wow our crowd."

Main has even worked overtime to put on this challenging production, which was performed in the Little Theater on Oct. 1.

"Time has definitely been a challenge this year. We started school late and have had less than a month to put this show together," he said. "It has been ambitious, but it makes it even more interesting that way."

Not only did this production affect Lee, Main and Mandell, it could also set the stage for productions in the future.

"It would be so great to start a tradition to bring back student productions, and we hope our work with this play pays off to make it happen," said Lee. ♦

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FOREIGN LANGUAGE

Teachers oversee multiple level classes

BY Megan Benzing & Olivia Chock

When French teacher Laura Lizundia explains class assignments this year, she has a challenge she has not had before: trying to give work to kids in two levels in the same class. The reality of a tight district budget and fewer students reaching the most advanced level of the language has led not only to larger class sizes but also more combined world language classes.

In general, learning a new language is challenging. Teachers take on a new level of difficulty when two different levels of students are crammed into one class, a situation that the French 4 Honors, French 5 AP, Chinese 5 Honors and Chinese 6 AP classes are facing this year.

According to Lizundia, who teaches the honors and AP courses concurrently, the classes for French 4H and 5AP had to be combined because there were not enough students signed up for 5AP this year. Lizundia believes that there will not be the same problem next year because there are enough 4H and French 3 students to support two separate classes.

The combined class involves a completely new curriculum, Lizundia said. The textbook is neither the French 4 nor the French 5 book from previous years. Because the two groups of students are at different levels, teachers must assign

different assignments to each group.

"For now, they have the same homework assignments," said Lizundia, "but when it gets near to AP testing time, the 5AP students will have more assignments tailored to that while the 4H will be preparing for next year's 5AP class."

Senior Jason Shiuan, who is currently taking Chinese 6 AP, is excited for the combined class with Chinese 5 Honors because it is an opportunity to make new friends, but he is also concerned for his teacher, Mariam Fan.

"I think this will be more work for Ms. Fan," said Shiuan. "She has enough on her mind to teach one class, but now, with two classes, it's going to be even harder for her."

Having two different curriculum in one class is challenging, especially since teachers have to prepare the AP students for the AP test in the spring, while the honors students will be studying their normal curriculum.

Some French 4H students, such as junior Arjay Parhar, were hesitant with the thought of a combo class.

"It seems like we made a bit of a higher jump than I expected," said Parhar. "The entire curriculum has changed so I feel that it's going to be a challenging year."

While some students are nervous about the school year, junior Katya Simpson looks forward to the French



FALCON // OLIVIA CHOCK

French Teacher Laura Lizundia teaches French 4H and Language AP in one class.

combination class.

"Having the 5AP students in the same class is almost better," said Simpson, "because we can learn from them in a way we can't learn from teachers. When

they participate in class, you see how a student in a higher level will respond. If they are unsure, the 4H students are able to go off of what the 5AP students say." ♦

>> togotalks

What do you think about the new on-line Homecoming voting system?

I like it because electronic is way more high tech and paper was not very efficient.



junior Michael Zuccarino

It was convenient, but I don't think many people voted because it wasn't in class.



sophomore Nessa Kim

There was an online Homecoming voting system?



senior Amol Aggarwal

SARATOGA HISTORY

Annual BBQ funds history museum

BY Sabrina Cismas

Saratoga's Garrod Ranch hosted the Saratoga Historical Foundation's annual BBQ and silent auction this year on Sept. 19.

This BBQ is an important fundraiser for the foundation because it supports the events and activities of the foundation, including the collecting of important artifacts and records for the Saratoga Museum. It also funds their safekeeping and display.

The museum is also an important resource for history teacher Matt Torrens's APUSH classes. Students are required to do two hours of community service per semester for the museum.

"The [service] forces students to connect with the community in which they live in," Torrens said. "Most students aren't even aware of the history of Saratoga."

Students get the opportunity to learn the diverse and surprisingly interesting history of their city through the volunteering, Torrens said.

About 150-200 guests including members from the Saratoga Historical Foundation and Saratoga citizens attended the fundraiser.

The silent auction was directed by auctioneer Frank Sunseri, and impressive prizes were auctioned off such as a private studio tour of KBAY by Lissa Kreisler, a dinner with and prepared by the Saratoga firefighters and weekend getaway packages.

Smaller items such as gift certificates and paintings done by local Saratoga artists were auctioned off as well.

Entertainment at the event included music by a Saratoga group named the Skillet Lickers, who took the guests back in time with old favorites.

In addition, some people dressed up as historical figures and mingled with the crowd. One of these masked figures was Jack Mallory, a Saratoga resident who dressed up as Edwin Sidney Williams, a congressional minister.

"I wore his signature hat and suit and got into character," Mallory said. One of William's important contributions was founding the annual Blossom Festival, which celebrated the end of a long drought on March 20, 1900.

The location of the event was not chosen without historical consideration; the Blossom Festival takes place at the ranch. The beautiful hillside ranch plays host to a vineyard, ranches 150-200 horses that belong to Saratoga citizens, and grows prune trees, whose fruits are a signature staple of the Blossom Festival.

"It's a great place to visit," Mallory said. "It shows that some farming is still done in Saratoga."

Overall, Mallory said that this year's fundraiser had been another success.

"Luckily, it wasn't oppressively hot that day," Mallory said. ♦

HOMECOMING 2010

Elections for royalty shift into digital world

BY Will Edman

Student elections have been moved online this school year by the elections commission in an attempt to save class time and be more environmentally friendly.

The move was masterminded by the elections commission and executed by co-head commissioner Kevin Mu, who designed a program and website himself, making voting simple and fast.

This new voting method will first be used during the Homecoming Court elections. According to Mu, in order to vote, students will go to a website called "heliospheric" and select their appropriate graduation class. Students must then enter their first name and student ID number.

However, it is this aspect of the voting process that some take objection to, worried that their anonymity will not be protected. But Mu said names and ID numbers are not recorded by the site, just the votes.

"This is to ensure that each person only gets one vote so that elections are totally fair," said Mu.

In order to make students aware of the move online, the commission handed out small slips of paper to each student with directions on how to vote. Also, many students have been directed to the website by Facebook, where commission members have shared the site's link.

This switch to an electronic method of voting follows the trend of other schools such as Monta Vista and Lynbrook.

"For the first time, we wanted to print out small sheets of paper so that people

wouldn't be confused and would know what they were doing," said Mu. "But in the future it will prove to be a very efficient and green method of voting."

However, this online method of voting presents one major, seemingly unavoidable problem: the number of people who vote. In past elections, slips have gone to every student, so that the voting turnout was never an issue. However, students forget to vote online or may simply have no desire to visit the voting website.

"Most likely [the voting turnout] will reflect the number of students interested in school events/school spirit, so it might not be as big as it used to be," said junior Viraj Parmar. "As long as they have Internet, interested students will vote."

In an effort to increase the number of voters, the elections commission has also used multiple techniques to get the word out to the student body.

"We started by introducing it by paper instructions that were handed out during class and then by word of mouth, but we found that it wasn't enough," said senior commissioner Grace Kim. "We were then able to get all four class presidents to send messages spreading the word to the students. We also sent e-mails to students' Aeries accounts."

Ultimately, the success of the new online elections will depend on the students' desires to vote.

"I think we certainly won't be able to get 100 percent of the students [to vote] anymore, but I hope that [the numbers] don't decrease substantially," Mu said. "However, I think most students realize the importance of voting in elections, so I believe they will continue to vote." ♦

METERS >> Smart meters boost energy sustainability

continued from pg. 1

the new meters will affect some change in the district's energy usage.

"I think this tool will allow us to achieve some real changes in human behavior, much like the speed meters on Highway 9 do," said Matsuoka, "The access to current data will make people stop and think."

The smart meter monitoring system was designed by Valence Energy, a Santa Clara based company that provides green energy solutions to educational institutes and businesses. The software

provides real time updates of power usage for each building throughout the school. The information is displayed on a pie chart, allowing Matsuoka to see, at any given time, the electrical demand of almost every building in the district as well as its energy cost. In addition, the software even has as an application for the popular iPhone and BlackBerry that will allow students to see the power usage of buildings around the school in real time.

"It would be like having 1,400 monitors walking around campus," said Matsuoka.

Matsuoka's goal is to use the smart meters to decrease district power usage by 5 percent for this school year. Although he hopes for more ambitious power savings, he wants to set a realistic goal.

When the nearby Harker school installed smart meters, the campus was able to cut power usage by 9 percent by eliminating waste, said Matsuoka. His more long-term goals for a greener district include plans to increase recycling on campus, promote environmental literacy in the community and increase green transportation to and from school. ♦



FALCON // OLIVIA CHOCK
Plant operations supervisor Brian Moran points at the new smart meters.

MAP trip focuses on teamwork

BY Grishma Athavale

More than 100 juniors and sophomores from the Media Arts Program (MAP) went to Walden West, a multipurpose facility in Saratoga, on Sept. 10 to improve their communication and collaboration skills.

Missing a day of school, the students engaged in several activities such as drawing a poster of their interests, creating skits on how to get people more involved with projects and listening to a lecture regarding communication skills. Chaperones for the trip included English teacher Kerry Mohrike, English teacher Jason Friend and history teacher Mike Davey. Students started by breaking into teams, getting to know each other and doing a series of activities to practice teamwork and learning skills such like active listening.

"Although many thought the trip was a waste of time, I personally felt that some of the activities were pretty cool," said junior Rod Jafari.

Some students believed the field trip was not as effective as a collaborative group teambuilding workshop.

"[The field trip] could have been more exciting," said junior Mark Aken. "Some of the activities we did felt like it was more geared to a younger audience."

MAP began two years ago and focuses on skill development in multimedia fields such as digital film, graphic design, computer animation and web design. The program includes five different trips to get the learning out of the classroom and into the real world. These trips include visiting the John Steinbeck museum in Salinas and an "amazing race" in San Francisco, in which participants will have to do various activities as a team to win prizes.

According to MAP teacher Tony Palma, these trips are intended to expose the media arts students to the usefulness of technology in this modern era as well as give them a hands-on approach to learning these concepts while enforcing teamwork. ♦

3 teachers expecting fall babies

BY Paul Jung

As of early October, three staff members, guidance counselor Frances Saiki, English teacher Natasha Ritchie and math teacher Jennifer Mantle were all expecting new additions to their families. Both Ritchie and Saiki will be having their first baby, and Mantle will be having her second.

"Everybody's been really encouraging and really sweet about it," said Saiki.

Though she doesn't have all the information on her maternity leave yet, Saiki plans to be gone in November and December. She prepared for her leave by doing her work over summer.

"These are crucial months for my students," said Saiki. "I don't want to leave [students] hanging, so I want to try to do as much as I can before I leave."

Saiki said she met with all her juniors last spring to ensure that they would be in good shape for when she left. She has also worked on many letters of recom-

mendation for seniors over the summer in order to cut down the work load during the school year.

Ritchie had some refurbishing to do, and made several changes at school and at home in order to prepare for her baby's arrival.

According to Ritchie, the office in her house is now a nursery, and her husband will stop working to take care of the baby.

Mantle's baby will be a boy, her second child after her 3-year-old daughter.

Ritchie and Saiki were both excited about having their first babies. Saiki said her whole family was enthusiastic about the new baby, which will be the first granddaughter from both sides of her family.

The in-laws get to come up with the middle name, and her side of the family will come up with the Chinese name, according to Saiki. However, the first name of the baby is yet to be decided.

"We have a handful of names," Saiki said. "When she comes, we'll just be

>> THE big idea

Pregnant teachers

Natasha Ritchie: English teacher

Due date: Oct. 1

Frances Saiki: guidance counselor

Due date: mid Nov.

Jennifer Mantle: math teacher

Due date: Nov. 7

like, 'Hm, what does she look like?' and name her."

Ritchie, on the other hand, has already planned to name her son Cooper Riley. She planned to continue teaching until she goes into labor or becomes unable to make it to school anymore.

Ritchie has maintained a positive attitude on her pregnancy, and has been preparing all summer. "I think pregnancy is different for each family," said Ritchie, "but we can't wait!"

While Ritchie is out on leave, her substitute will be retired English teacher Paul Page. ♦

CARNEGIE >> Performing in New York

continued from pg. 1

everyone is very enthusiastic about it, so we are going to try."

The orchestra is still deciding on what to perform by reading and working on possible pieces. The students were ecstatic at the prospect of performing at the famous venue and staying in New York for four days.

"I'm really excited because I've never been to Carnegie Hall before, let alone perform there," said sophomore violinist Chris Lee. "Also, I think it would be very fun to go to New York in the spring with my classmates because we're all very close and this will only bring us closer."

Aside from performing at Carnegie Hall and Central Park, the group will be touring famous locations such as New York Times Square and having dinner on a cruise.

In addition, there will be a workshop with one of the festival's faculty members.

"I'm looking forward to having another opportunity to go through whatever the trip brings me with all my



FALCON // PARUL SINGH
Sophomores Albert Fang and freshman Brandon Cen practice for their performance.

friends around me," said senior bassist Eric Chuang. "This will be one of my last memories of high school, and I wouldn't want to end it any other way than this."

Other than classical musicians like Tchaikovsky, many legendary jazz and music performers have per-

formed at Carnegie Hall, such as Pink Floyd, The Beach Boys, Benny Goodman, and Judy Garland.

"It's almost unbelievable how we were invited to perform where so many famous people have," said junior Carolyn Choi. "It definitely shows the level we worked up to." ♦

Chess team recruits new members to defend state title

BY Priyanka Nookala

Although it is still the beginning of the year, the chess team is already preparing to defend its sixth straight state championship title next May, and since one of the top two players, Charles Sun, graduated last June, the team has realized the need to work even harder.

"The team overall has to improve, although it's really an individual effort to increase your own skill," said club president Evan Ye. "Hopefully, chess club helps to inspire people including me and a lot of other team members to practice

more chess."

The team struggles with finding time to practice outside of their Thursday lunches when they get together in room 107 to practice new game strategies and guide each other on playing better chess.

"[Finding time to practice] is the biggest block we have right now," said Ye. "A lot of us are engaging in other activities, so it's a lot of management between the two."

As club president, Ye hopes to begin after-school meetings, which will give team members extra time to practice and

get feedback on their moves.

According to another team member, junior Brian Wai, there is also a need to recruit new team members, which they will do by spreading the word to friends who enjoy playing chess.

"We have to recruit a lot of new people and it's kind of hard to do because not as many people played chess in Redwood," said sophomore Kevin Garbe, one of the team members involved in recruiting.

The current members of the team juniors Evan Ye, Brian Wai, Sankash Shankar, Ali Shenasa, Jake Prasad, Sabrina Cismas; sophomores Kevin Garbe, Ed-

ward White, Albert Fang; freshmen Nick Chow, Mostafa Rohaninejad, Kevin Sun, Nelson Wang; and senior Amol Aggarwal hope to do well in the upcoming competitions and continue their success at the state level for what would be the seventh straight year winning the state competition.

"If there's one thing that people should know about chess club is that we are constantly looking for interested people," said Ye. "We're hoping just to find people interested and who are willing to improve. Those are the people that will become the best players." ♦



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Injustice of sexism in sports needs to stop

FEMALE KICKER ASHLEY FLINN SHOWS GENDER DISCRIMINATION IS WRONG

BY Megan Benzing & Aanchal Mohan

When the starting kicker of the Romeo High School Bulldogs in Dakota, Mich., could not attend a football game on Sept. 10, the team had to call for reinforcements. Their temporary kicker rose to the occasion, successfully making a field goal and two extra points. For most football teams, this situation would be no big deal, except that this was not a normal team and not a normal kicker. Romeo High School's kicker led her team to victory.

Ashley Flinn had always been a fan of football and jumped at the opportunity to play for her high school team.

After the game was over, she told the Detroit Free Press that maybe she wasn't ready to give up football at all. "I've always wanted to actually play, not just kick," Flinn said.

It is true that women do not have the same physical build as that of men, and is understandable to keep teams separated by gender, but even if a female is to play on a men's sports team, it shouldn't cause as much hype as it does.

The world seems to perceive women as weak and inferior to men when it comes to sports.

The rules of baseball were modified to create softball for women because women were not expected to compete at such a high level, and similarly, lacrosse has been altered for men and women.

This prejudice does not only apply to women; men are ridiculed for playing sports that are predominately considered women's sports. How often does one come across a men's

field hockey team? Very rarely. This same condescending opinion holds true for cheer-leading as well.

In high school, though there are no rules preventing girls from trying out for boys' sports, and vice versa, the stereotypes created by students dominate one's desire to participate in a specific sport.

If a girl wants to play football, she is deemed manly. If a boy plays a sport which has been coined as a "woman's sport," he is said to be feminine.

Yes, it has been scientifically proven that men are in fact physically stronger than women, but what relevance would this difference in strength have if women were to play against themselves?

Combining women and men to be on the same team would create unnecessary controversy; instead, a separate league, such as for football, for women could be created, solving this trite issue of differences in strength and resilience.

This entire injustice of sexism in sports leads to unfair perceptions. Different sports should not be termed as either feminine or manly. Appreciation of sports and athletes should be based on players' skill, and skill alone. ♦

>> **the big idea**

Football for Girls

Female Kicker: Ashley Flinn lifted her football team to a victory by kicking a field goal and two extra points

Public Opinion: Injustice toward girls playing "men's sports" is unfair, girls should be able to participate if they want

WikiLeaks invaluable

Bradley Manning is the finest example of Internet irony. A young man working as an analyst for the U.S. army was arrested, after a fellow hacker turned him in in May 2010 for allegedly leaking videos of U.S. Marines attacking Iraqi civilians to the whistle-blower organization WikiLeaks.

Manning's plight illustrates perfectly the nebulous realm of Internet publication. Internet-based organizations, such as WikiLeaks are exempt from the strict standards that traditional journalists have to adhere to. Despite this, they are still extremely valuable organizations that promote global free speech and should not be targeted by governments.

WikiLeaks boasts complete anonymity for their contributors by routing their data through servers in Sweden and Belgium, countries famous for their tough shield laws for journalists. These laws prevent authorities from forcing newspapers to disclose sources, which allowed the website to remain within the jurisdictions of multiple countries and thus escape culpability for any material published, allowing for a veritable flood of leaked information.

Manning's arrest made headlines for weeks as it soon became apparent that more than 90,000 classified documents relating to the war in Afghanistan were sent to WikiLeaks and published under the title "Afghan War Diary."

The military maintains that the leak has jeopardized the safety of the troops in Afghanistan as well as the safety of Afghanis collaborating with coalition forces. White House press secretary Robert Gibbs has stated that while the administration is "alarmed" at the breach of security, the bulk of the leaked information was already public knowledge. Ardent supporters of whistle-blower

organizations have put together a fund for his release. They view his actions as courageous; to them, people like Manning are essential to preserve the spirit of democracy and rightly so.

While critics of WikiLeaks argue that it lacks the standards for vetting information that established news sources do, this is untrue. WikiLeaks is supported by well-established sources such as the Associated Press, a news wire service, and the Los Angeles Times. Furthermore, it is precisely this practice of ensuring complete anonymity for its sources that fosters the free exchange of ideas and sheds light on issues that would have otherwise remained in the shadows.

In more extreme circumstances, WikiLeaks can be the only option for people to express ideas. In countries such as China, where press censorship is extreme, the anonymity provided by the website is essential in providing dissidents with an outlet to voice their opinions without fear of persecution. Without this valuable tool, the voices of the oppressed would be silenced.

Unfortunately, WikiLeaks and its members have been plagued by harassment and surveillance at the hands of governments trying to circumvent free speech protection. Its founder, Julian Assange, has reported being harangued by foreign agents while abroad on multiple occasions. These underhanded attempts to take away freedom of the press are an egregious violation of the rights of citizens around the world.

WikiLeaks provides an essential function in allowing people around the world to bring hidden issues to the public's attention and it deserves the same respect awarded to any news publication. ♦



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San Bruno pipe explosion exposes trend

BY Denise Lin

The explosion of the 50-some-year-old pipe in San Bruno on Sept. 9 scorched countless homes, leaving many injured and at least four individuals dead. But as sudden and unexpected as the explosion seemed, it is rare indeed that such a horrific disaster occurs without warning.

Just two miles away from the burst pipe is another pipe that was placed on Pacific Gas & Electric's list of top 100 risky pipeline segments. Although the identified pipe is not the one that ruptured, the two pipes are located on the same line, according to Time magazine.

A couple years ago, the pipe now ruptured was originally going to be replaced, but the money allotted for the replacement was instead used for "higher priority work." A few years later, the company decided that they would strive to replace the pipe by 2013, three years too late to

prevent the explosion.

Pipeline inspections, however, are not as scarce as one would expect. In 2002, a new law passed by Congress forced utility companies such as PG&E to scrutinize pipelines that traverse densely populated areas.

During the first five years of the implementation of this law, thousands of pipeline problems were discovered. In truth, the current predicament lies with the companies' lack of response, as they are not obligated to rectify these pipeline issues, according to Time.

In addition, the law has become lenient over the years, and currently only requires companies to inspect pipelines every 10 to 15 years.

If anything, the current national pipeline situation indicates that regulations need to be tightened. Pipelines should be thoroughly examined once every decade. Inspections with any higher frequency would be too much of a financial

burden for utilities like PG&E. More importantly, PG&E must react promptly and preemptively to risky pipeline situations.

A failure to do so will result in more devastating accidents. Already, about 3,000 pipeline disasters have occurred since 1990, and the risk of disaster is ever increasing. Time said more than 60 percent of the gas transmission lines in the U.S. are at least 40 years old.

Surely, having to replace miles and miles of pipeline will place a financial strain on PG&E, but it is the responsibility the company shouldered from the very beginning. Moreover, the cost of replacing pipeline is preferable to risking the public's well-being with more gasline explosions as well as the lawsuits that would inevitably follow.

The infrastructure of a nation is its skeleton. Healthy pipes ensure a structurally sound nation, whereas deteriorating pipes put a nation's foundation at risk. Pushing a pipe to serve beyond its capacity only increases the chances of it succumbing to the immense pressure within and placing more oblivious residents in danger. ♦

>> candid caricatures



JOANNA LEE

If anything, the current national pipeline situation indicates that regulations need to be tightened.

Give tests back

TEST POLICIES IMPEDE ON STUDENTS' EDUCATION

BY Jordan Waite & Michelle Shu

"All men make mistakes, but only wise men learn from their mistakes," declared Winston Churchill. In other words, analyzing one's mistakes is essential to progress.

And in the same way a student's ability to look at previous tests is extremely important to academic progress. Unfortunately, with the test-returning policies of some teachers, students are not given the chance to learn from their mistakes.

According to principal Jeff Anderson, teachers are highly encouraged to allow students to see the tests they have taken and to go over previous tests with the whole class. Though this advice is practical in theory, it has not been taken to heart by all teachers. Only a small minority of teachers don't review their tests in class, but nonetheless these policies for allowing students to view their tests should be made into an enforced rule instead of mere "guidelines."

Another method of allowing students to see their old tests is to give it back to them permanently, but according to Anderson, this policy can lead to cheating issues. For reasons of integrity, teachers opt to go over the test as a class instead of permanently returning the tests to the students.

With recent cheating incidents, many teachers are being more cautious about their test policies. Also, tests are difficult and time consuming to rewrite, so teachers re-use tests from previous years. This issue is more of a disagreement of method, not a deliberate deprivation of education.

Students at SHS too often forget that they attend school to learn, not to just get A's on tests. By refusing to return tests, teachers are indirectly enforcing the notion that because the test is over, the content doesn't matter anymore. It is necessary for teachers to reinforce the fact that school is a learning institution rather than a test-taking institution.

A policy of handing back old tests is especially important in AP classes, since students are tested on all of the material on the AP tests in May. SHS students already overly stress themselves out over the dreaded AP tests, and not being able to know what mistakes they have made on past tests can greatly add to the stress.

SHS is full of students who are eager to learn and when teachers refuse to let students view their mistakes on tests, those teachers are, whether with well or ill-intentions, robbing the students from a valuable learning opportunity.

Policies for allowing students to view their old tests must be established, and teachers must find ways of preventing cheating other than not handing back tests. The fact is that everyone makes mistakes, and mistakes make excellent opportunities to learn. ♦



Teacher scores mislead

BY Denise Lin & Cecilia Hollenhorst

Donna Goodlett, a former 4th grade teacher at Vintage Math/Science/Technology Magnet School, was one of the 6,000 teachers to be ranked on the Los Angeles Times website this past August.

The rankings were based on a "value-added system" that judges teachers on the amount their students improve their standardized test scores.

Goodlett's school specializes in math and science, yet her "effectiveness" score was said to be only "average".

Because Goodlett's school is a magnet school attracting students that excel in math, these students could have come into her class already receiving exceptionally high scores, making it difficult for them to improve dramatically.

Clearly, a few numbers based on standardized test scores cannot accurately depict the entire classroom dy-

namic.

Even worse, in some districts across the country, teachers' pay is now becoming solely or mostly linked to students' scores on standardized tests, giving a few teachers an incentive to act dishonestly for higher rankings.

Teacher tampering with test scores is not limited to American teachers. It is now a global problem, as seen in

problems with the National Assessment Program Literacy and Numeracy (NAPLAN) in Australia. The NAPLAN test, a national literacy and numeracy test, has been used in Australia since 2008, but there has been dishonesty within this system as well. Some schools have looked at the test questions illegally, while others controlled which students took the tests.

Despite these emerging issues, the merit system has potential to accomplish its original missions and reward teachers who are truly gifted and dedicated to their trade. In 2007, Barack Obama recognized this potential at a meeting of the National Education Association, stating that the merit system could be successful as long as it is not forced upon teachers, and merit is not measured by an arbitrary test score. Obama urges districts to alter this merit system by using other factors as well as standardized test score improvement to determine teachers' competence.

In some school districts, alternative methods have proved more effective in encouraging teacher improvement than using standardized tests. In Portland, Maine, for example, teachers who participate in professional development classes, help with student activities and receive a positive evaluation from an administrator qualify for a salary increase.

A value-added merit system is a step in the right direction but is erroneous in its structure and the way it has been implemented. The experiences of real, human students and individual circumstances within a classroom should play a larger role in distinguishing excellent teachers from the not-so-excellent ones. ♦

Some schools have looked at the test questions illegally, while others controlled which students took the tests

THE saratoga falcon >>

FOURTH PERIOD

STAFF POLICY

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U.S. should curb birthright citizenship

BY Anika Jhalani

The first lines of the 14th Amendment read, "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside." This simple sentence has sparked a debate over the possible solutions and complications surrounding illegal immigration. The 14th Amendment, which introduces birthright citizenship, has encouraged some illegal

immigrants to have children in the U.S., creating problems.

The amendment, which was established after the civil war to provide equal rights to former slaves, has exacerbated the problem of illegal immigration because it estab-

lished the idea of "birth right" citizenship.

The most obvious problem with birthright citizenship is that it encourages illegal immigrants to try to have children in the United States. Immigrants know that their children will be granted full citizenship if born on American soil, and therefore will have access to welfare and other state social programs.

These "anchor babies" help illegal alien parents escape deportation, and are being subsidized with taxpayer money. Although these parents are not offered citizenship, they do have a chance to live with their children until they reach the age of 21, after which they are at risk of deportation. This lose-lose situation costs money to maintain, and is immoral.

The costs involved with illegal immigration grow every year and will continue to escalate if the interpretation of the amendment is not revised. Births of children of illegal aliens costs nearly \$6 billion, which are funded mainly through American taxpayers.

In addition to the costs of their births, these

anchor babies will drain an estimated \$5 billion for education. California, which has a high concentration of illegal immigrants, pays an estimated \$553 million for welfare to support this group.

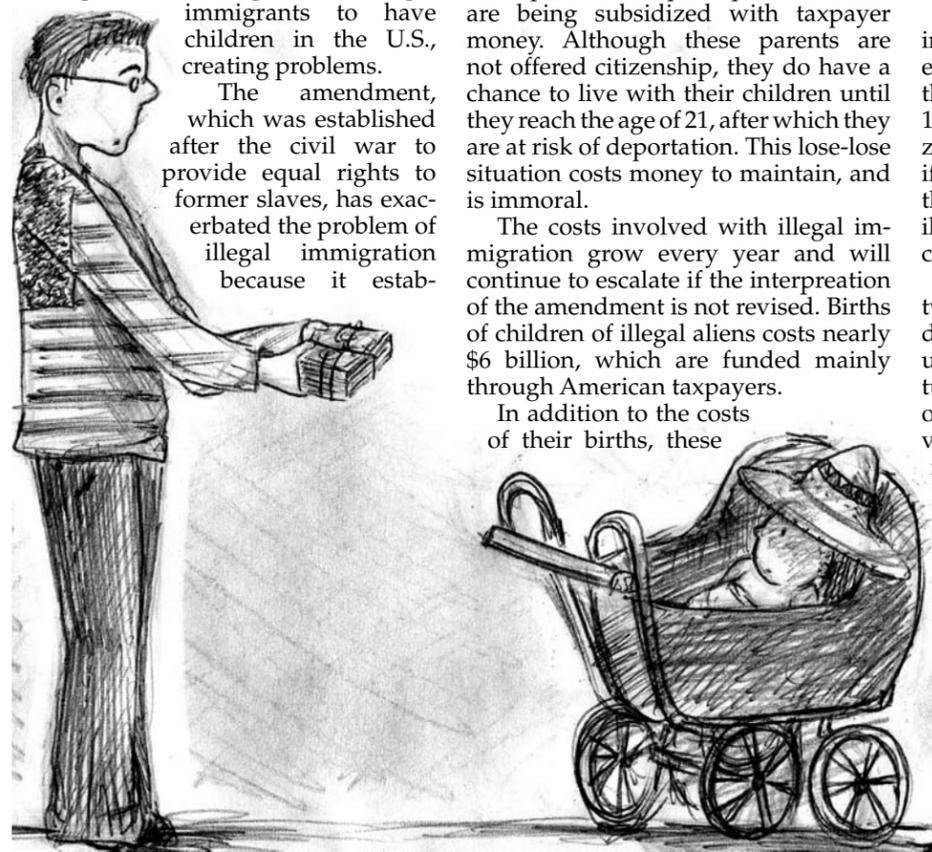
The costs of maintaining these illegal aliens are extremely high, and the only solution to the problem is to address the amendment. With this amendment, Americans are inviting illegal immigrants to stay in our nation, increase taxes to support the growing illegal alien population and take jobs.

The complications caused by illegal immigration don't stop at the fiscal level, but lead to racist laws. For instance, the recent Arizona immigration law, SB 1070, allows police officers to force citizens to produce their proof of residence if there is "reasonable suspicion" that they are staying illegally. Even though illegal immigration has gone too far we cannot retaliate immorally.

When examining solutions, there are two emerging perspectives on how to deal with the problem. The more popular of the two is a traditional constitutional amendment requiring at least one parent to be a U.S. citizen or at the very least, a lawful permanent resident for a baby to qualify for citizenship. The other is to pass federal or state legislation, which may just further escalate the battle over birthright citizenship.

Birthright citizenship has been a disaster. We have wasted money on undocumented people, and have encouraged them to come and drain our wallets.

The 14th Amendment needs to be reconsidered to clear all ambiguity regarding birthright citizenship, and solve one of our nation's largest ongoing issues. ♦



SAT, tests hamper Homecoming spirit

BY Will Edman
& Cecilia Hollenhorst

Every year, quad days and the Homecoming football game draw large crowds of spirited students, but this year, students may be occupied with much more than just Homecoming.

Unlike most years, Homecoming takes place the same week as the SATs and the end of the six-week grading period, forcing students to choose between school spirit and academics.

For many students, the SAT requires months of preparation. However, a final week of studying and a good night of rest and time to prepare materials are important for a student who aspires to receive a high score. Staying out late to watch a football game will certainly lead to a tired, unprepared test-taker the next day.

The end of the first grading period creates a major conflict with Homecoming as well. During the final week of normal grading periods, students are usually overwhelmed with numerous tests and projects.

This year, however, students will not only be required to complete their assignments but will also need to keep track of quad

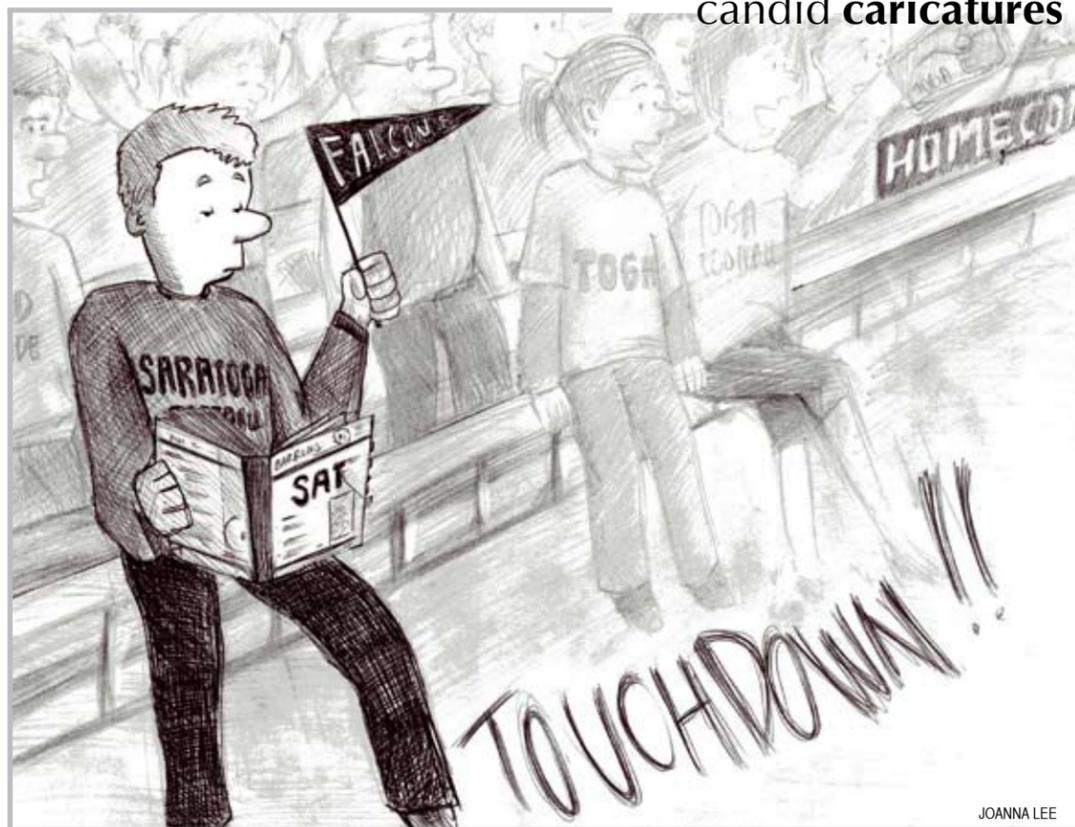
day dance rehearsals and meetings. With the current schedule, the weekend before the multitude of tests, usually a weekend devoted to studying, must also be used for Homecoming decoration building.

The week preceding SATs and the end of the grading period should be set aside for test preparation and time for students to get help from teachers, not filled with even more distractions than usual. Students should not have to choose between asking a teacher for help to prepare for a test and watching quad day at lunch.

While it is understandable for Homecoming to be scheduled against a team such as Lynbrook, which Saratoga has a high chance of beating in the football game, academics should always come before spirit at an educational institution.

Losing the Homecoming game is never ideal, but neither is failing a class because of late-night quad day preparation. At the same time, the distractions of SATs the next day will only hurt the number of supporters and focus of the football team at the Homecoming game.

Homecoming and other large school events should not be scheduled during such im-



JOANNA LEE

portant and stressful academic times. While it is understood that keeping so many schedules in mind is difficult, this problem should have been avoided. Notice for the Oct. 9 SAT was

available far before Homecoming dates were determined, as was the end of the six-week grading period.

Although it is important that the football team win its Home-

coming game, a loss would be worth the disappointment for everyone if it provided students with the opportunity to achieve their academic goals successfully. ♦

For-profit college policy reforms are necessary

BY Jason Wu

"15 out of 15—I think we've located a place where there are a lot of bad actors," said Sen. Al Franken of a report by the Government Accountability Office which found evidence of deceptive and aggressive marketing techniques used at all 15 for-profit colleges it investigated.

The report highlighted behavior ranging from lies about the accreditation of the colleges to pressure tactics used by recruiters to make students sign enrollment contracts before speaking to financial aid representatives.

Officials also encouraged students to falsify application data by under-reporting savings and adding fake dependents to their Free Application for Federal Student Aid, or FAFSA, in order to qualify for Pell Grants, which do not require repayment and primarily benefit low-income students.

These and other abuses stem from a payment system used by for-profit colleges that rewards recruiters based on the number of students they bring in, which creates such an aggressive marketing atmosphere that recruiters will do almost anything to get a student into the program.

Although Congress passed legislation in 1992 prohibiting for-profit colleges from compensating recruiters based on how many students they obtained, a series of "safe harbor" provisions added in subsequent years have allowed the practice to continue. One of these loopholes allows commissions for Internet-based recruitment, although the statute makes no distinction between online and offline recruitment activities.

The Obama administration has proposed reforms that will increase oversight of for-profit colleges, which will include making it much more difficult for the colleges to pay recruiters according to number of "sales" they turn.

With the industry mobilizing lobby-

ists and organizing letter-writing campaigns in an attempt to thwart the passing of more stringent regulations, the administration must hold its ground and protect the interests of students and taxpayers.

The new rules would give the Department of Education greater authority to stop schools from making false statements about tuition, and schools would not be allowed to pay recruiters based on how many students they brought in.

The regulations would also protect taxpayers, who must foot the bill for the abuse in the \$24 billion federal college aid program that funds for-profit colleges.

Most importantly, the new rules would include a formula to consider the debt-to-income ratio of graduates and the ability of students to repay their loans. The Department of Education would then correspondingly cut off federal aid to programs that burden students with excess debt.

The for-profit sector claims that the reported abuses are rare and says that these rules would hurt the poor and minority students, most of whom are enrolled in for-profit schools. However, the reforms would help prevent these students from being saddled with debt.

For-profit colleges have shown that they will not regulate their industry at the expense of their bottom line. Tighter regulations must be put into place, if for no greater reason than to save a generation of students from unwittingly signing over their financial futures to corporate greed. ♦

>> THE bigidea

For-profit college policy

Problem: For-profit colleges are abusing taxpayer money.

Proposed Reforms: New rules to consider student debt and reduce the burden on taxpayers and students.

The 'rich' are not as rich as Obama thinks

BY Alex Ju

The 10 year tax cuts for those in the highest tax bracket are set to expire soon, resulting in a tax raise on Jan. 1. As the deadline to extend the tax cuts approaches, Washington has been in a state of vacillation. Although Republicans are pushing to maintain the cuts for the wealthy, people with an individual income of over \$200,000 or a household income of over \$250,000, President Obama has no plans to continue them.

Obama's plan to simply dispose of the tax cuts shows a lack of analysis concerning the upper class, which consists of the richest 3 percent of Americans.

Initially, one may come to the conclusion that all of the members in the upper bracket can and should be treated identically and that taxing this group will provide valuable income for the indebted government. The rich already have an incredible amount of wealth, and would be less affected by the taxes.

Ultimately, however, this system fails to recognize the discrepancies that exist within this seemingly marginal three percent.

In a simplistic form of classification, an individual making the minimum \$200,000 a year required to qualify as upper class is grouped with billionaires such as the Koch brothers, who operate the oil refinery-based Koch Industries. The difference between the two is dramatic.

According to the *New Yorker*, between 2002 and 2007, the lowest 99 percent of incomes grew 1.3 percent per year. The top 1 percent of incomes, however, increased by a whopping 10 percent. Once the top 1 percent is even

further analyzed, the top 0.1 percent of earners is found to have actually tripled their income during that same five-year span. The tax cuts should reflect this discrepancy, focusing on those at the upper end of the spectrum.

Wealth is relative. A small business owner pulling in \$250,000 a year hardly feels wealthy in a place such as Saratoga, where the median home price is \$1,380,000, according to Trulia Real Estate Search. Though \$250,000 is an enormous relative salary when living in a city like San Jose, Saratoga's standard of living dwarfs what is usually considered a respectable income.

In this faltering economy, people, particularly those that reside on the delicate line dividing the middle from the upper class, tend to be overprotective of their assets.

Though extending the tax cuts for another ten-year period is unreasonable, now is not the time to hike taxes,

Saratoga's standard of living dwarfs what is usually considered a respectable income.

especially taking into consideration that the economy is just barely recovering, and a double-dip recession is still

possible.

Additionally, merely increasing the taxes on the rich alone will not solve the country's enormous budget deficit, and such a sudden raise would be rash and impractical.

It is unfair to treat the entire upper class uniformly throughout the tax bracket when such a huge discrepancy exists between those encompassed by its definition.

Though taxes are crucial, blindly taxing such a diverse group of people fails to consider the unequal distribution of wealth in the upper class. Obama needs to find a better plan for dealing with the Bush tax cuts that takes the factors of this deceptively uniform 3 percent into account. ♦

Students spend summer in school

BY Lillian Chen

With all the hustle and bustle of college applications for seniors, two girls spent their summers getting a taste of what college life would be like. Seniors Parisa Mirzadegan and Erika Guldner attended classes this past summer at the University of Southern California and the Rhode Island School of Design.

Mirzadegan had always enjoyed reading, but she had discovered a passion for writing during junior year from all the fun writing done her English class. Mirzadegan decided to attend a four-week program during the summer at USC to hone her writing abilities. This program offered different classes on topics such as psychology and architecture, but Mirzadegan's fondness of writing led her to sign up for a creative writing class.

"I was already interested in writing, but attending this program helped me realize it would be really fun to do for a living. It would be really great if I could actually become a published writer," said Mirzadegan.

For Mirzadegan, a career in writing didn't seem like a possibility until her junior year. "When I was there, I learned that it was more fun to write since I could write about whatever I wanted to," said Mirzadegan.

Mirzadegan was able to experience what real college life was like through this program. Staying in the dorms, eating in the dining halls, even having

the hot water in the shower run out were all experiences that gave Mirzadegan a taste of college life.

Meanwhile, on the other side of the country, Guldner was busy with her hectic schedule of classes at RISD for six weeks. Guldner had basic drawing class on Mondays, Architecture on Tuesdays and Wednesdays, Art History Form on Thursdays, and Basic Design on Fridays.

Through the program, Guldner was able to add more pieces to her architecture portfolio, which would later help to bulk up her applications to design schools. Guldner had always had an interest in art and design, but she wanted to get her feet wet in an architecture class to see if that particular type of design was a good fit for her.

"I travel a lot with my family, so I like looking at other cultures and their art and designs of their buildings," said Guldner. "This led to my interest in architecture."

After spending six weeks taking classes related to what would become her dream career, Guldner realized she really enjoyed working with interiors and colleges and that a career in interior design was definitely for her.

While attending the program at USC, Mirzadegan was showed different styles of writing which helped her think more about what kind of writer she would want to be. Guldner also learned more about her interests while attending her daily classes at her program at RISD. ♦

Local cafe offers tasty choices

REVIEWER TRIES OUT NEARBY BAKERY, ENJOYS WARM AMBIENCE AND FOOD

BY Lauren Kuan

Located in the small, old fashioned Quito plaza only a few minutes away from school, The Prolific Oven offers delicious baked goods as well as a peaceful ambiance.

At first, I had difficulty finding this quaint cafe, but once I did, I was pleased to discover their simple yet tasty menu which ranged from paninis to salads. The small bakery is well-known for its intricate cakes and delicate pastries; prices range from \$2 to \$8. Pastries range from simple treats

such as cookies to exotic delicacies such as tiramisu and cannolis. The cafe also serves a number of cakes including amaretto cake, chocolate mocha cake and carrot cake.

Since there were not many peo-

ple in the cafe, I only had to wait for about five minutes for my food to come out. As I took the first bite of my pesto turkey panini, I was pleasantly surprised. The panini was savory and the sun-dried tomato pesto sauce was delicious.

The portions were large and filling, and was definitely a well spent seven dollars. Also, for the customer's benefit, they include a piece of cake with every order, which I can safely say was the high point of my visit! The cafe uses shaved pieces of chocolate as well as fresh ingredients on all of their cakes, offering a classy and tasty conclusion to a great meal.

The food by far exceeded my expectations, and the quiet environment was very calming. I highly recommend visiting The Prolific Oven during lunch sure you take a bite of their cakes! ♦

>> bigidea

The Prolific Oven



(OUT OF FOUR)

Where: 18832 Cox Avenue, Saratoga, CA in Quito Village

What: Baked goods and sandwiches

Top Picks: Pesto Turkey Panini, Tiramisu

The Saratoga Scene: Homecoming Happenings

FRESHMEN

JUNIORS



SENIORS

SOPHOMORES

CLOCKWISE FROM TOP LEFT: JUNIORS CHRISTINE BANCROFT AND CHRIS JONES WORK AT WILL EDMAN'S HOUSE; FRESHMAN LAUREN CASEY-CLYDE AND RAIZA DE VERA POSE DURING QUAD DAY PRACTICE; SENIORS MICHELLE WANG AND NINA MOHANTY DECORATE AT PARTH DHOLAKIA'S HOUSE; SOPHOMORES PRACTICE AT SASAN SADAAT'S HOUSE.

Courtesy of Yearbook

shooting for the stars

STUDENTS AND TEACHERS DISCUSS THEIR GOALS AND DREAMS

>> togatalks

What is your wildest dream?

To have my own goat ranch in Uzbekistan because I like goats.



sophomore Amin Mirzadegan

Either being in a Harry Potter dream or having Jay Sean serenade me.



senior Kaitna Shankar

My wildest dream is to be on Gossip Girl and work with Chace Crawford.



freshman Raiza De Vera

VARSHA RAMESH

Junior hopes to occupy the White House as the First Lady

BY Anika Jhalani

With the recent rumors of the world ending in 2012, the new trend seems to be to party like there is no tomorrow. For some students, however, this prediction is merely looked upon as a mental speed bump on the road to reaching their dreams. For junior Varsha Ramesh, no distraction can keep her from her ambitious dream of being America's first Indian-American First Lady.

"I know it's a little out there, but being First Lady would give me so much influence without the stress of being president," she said with a laugh.

Since conceiving this ambition two years ago, Ramesh has embraced every detail of the job. She realized her desire to be First Lady a couple years ago and hasn't let go of it since.

"In my freshman year, I was watching some of the presidential rallies for the 2008 election and I just thought it would be so great to be a part of everything without actually having to run," she said. "Everyone knows that being president is the most stressful thing ever, and if I get stressed about my calculus quizzes, who knows how stressed I'd be if I was president?"

For Ramesh, one of the best opportunities of the job is the example she would set for people all over the world.

"I think I would bring a new perspective to the table," she said. "I am really aware of cultural diversity and it is my dream to bring that knowledge to the White House and the

rest of our nation."

Living in the White House is another incentive for Ramesh to chase her difficult goal.

"The White House itself is enough incentive for me to want the position," she said. "It will open up an opportunity for me to meet amazing people and experience the wonderful history and architecture of the monument itself."

Of course, falling in love with a man fit to be president is an important box on her checklist.

"Being First Lady would obviously require me to be married to the president. That's part of what I want, to meet a guy who has the same characteristics of all the past presidents: good leadership, charismatic and hopefully charming."

Although her peers and family have somewhat doubted Varsha's dream, she isn't deterred.

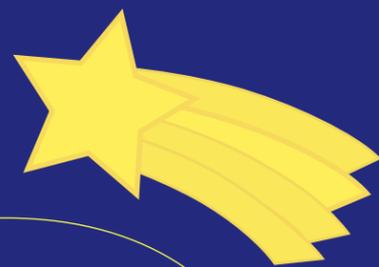
"I think to some extent, everyone's dream is a little out there," she said. "I know that if I really do end up becoming First Lady, I would have proved so many people wrong, which pushes me to work even harder."

The most important part for Ramesh is her right to dream big.

"I want a goal that is hard to reach because it requires me to push myself," she said. "It's the best combination of politics, law, and leadership; things that I am already involved in. So if you think about it, it's not much of a stretch." ♦



stars



DEBRA TROXELL

Math teacher dives deep into her scuba dreams

TROXELL WISHES TO DEVELOP AN ISLAND INTO A SCUBA DIVING RESORT FOR VACATIONERS AND TOURISTS

BY Paul Jung
& Stanley Yip

Having scuba dived all over the world, math and computer science teacher Debra Troxell found her biggest thrill in the ocean off the shores of Carmel. Three years ago Troxell had the honor of coming face to face with a mother humpback whale and her baby on the way back to shore after a dive. The enormous whales glided by just 20 feet from her face, leaving her in awe.

"It was just majestic," said Troxell, as she fished for words to describe the event.

Experiences like these are what fuel Troxell's passion for scuba diving. If she was not a math teacher, Troxell said she would buy an island to develop into a scuba diving resort.

"I have always been an outdoors person," said Troxell.

Her strong passion for the sport started when she first tried scuba diving during her senior year at Florida Atlantic University.

"I was a pretty good swimmer, so I just decided to try it. [Now]



"I was a pretty good swimmer, so I just decided to try it. [Now] My husband and I dive about two weekends a month and volunteer with an organization called Reef Check"

Teacher Debra Troxell

My husband and I dive about two weekends a month and volunteer with an organization called Reef Check," said Troxell.

Regarding her scuba diving resort, Troxell explains that residents would be able to dive as they pleased.

"The resort would contain cabins with porches so guests could enjoy drinks while relaxing outside during the evenings," said Troxell.

Troxell said she would handle the business aspect of owning a resort while her husband would be in charge of the mechanics and technical work.

"I'm more people-friendly [than my husband]," Troxell said with a grin.

Troxell and her husband have been looking for an island to pursue their dream of owning a scuba diving resort. Until she finds an affordable island, Troxell will continue to dive off the

coast near Carmel and Monterey to see the many sights the ocean has to offer.

"Let me know if you find any cheap islands," Troxell said, smiling. ♦

SHVETA AGRAWAL



Alumnus hopes to become next Miss California

BY Allison Toh
& Megan Benzing

To most, beauty pageants are just a fairy tale, something every little girl dreams about when she is a kid: all the glamor, the excitement and the dedication to a cause to help the in-need. For most, this dream dies when real life begins, but for Saratoga High alumnus, Shveta Agrawal, this dream has turned into reality.

Last summer, Agrawal was chosen to become a member of the 2011 Donald Trump's Miss California USA competition, which takes place November 19-21 in Palm Springs. She will be taking the stage with the title "Miss South Bay."

The pageant consists of an interview process and the actual television event. It is different from many other pageants in that contestants do not show off their special talents and hobbies during the contest.

"[The interview portion] with the judges [is] where we answer questions and give them a chance to know our goals and personality," said Agrawal.

Agrawal also models for various fashion lines and boutiques in Los Angeles. She was notified by one of her photographers about

the Miss California try-outs.

"I was encouraged by many to pursue this," said Agrawal. "So I was called in for an interview and the recruiters were so amazing and instantly loved my bubbly personality!"

California girls are viewed upon by the "five finger traits": non-judgmental, caring, loving, giving and beauty. These characteristics play a huge role in determining which girls are most suited for the pageant role. Also, judges try to detect a unique trait or personality type present in each pageant entry to determine if she is well suited for the competition or not.

"The more I learned about how the girls go on to accomplish great things and make an impact on people's lives, I immediately knew I was making the right decision on being a part of this pageant," said Agrawal.

After graduating in 2009, Agrawal attended USC, where she applied her acquired knowledge from Saratoga High to her college life.

"Life outside of high school is more challenging, but I really got a chance to grow in college," said Agrawal. "Saratoga High had so many amazing opportunities that really encouraged students to be involved in the community, and I was sure to take advantage

of that."

In addition to volunteering at numerous hospitals, Agrawal later went on to become the founder of her own non-profit organization to help children cope with cancer and leukemia.

However, juggling the pageant, college and a non-profit organization has resulted in some difficulties for Agrawal.

"With balancing school, a business internship and photoshoots, my life can get pretty hectic," said Agrawal. "But now that the pageant preparations are in the picture, I had to make adjustments to my schedule to ensure I will not be worn out."

Such adjustments include eating fresh and nutritious meals every day, and doing yoga to keep stress at bay.

Nevertheless, she looks forward to the new experiences that will come with the Miss California competition.

"My parents occasionally used to watch Miss Universe when I was younger and I do remember being awed by everyone on stage and thinking about how lucky they were," said Agrawal. "I did wish one time that I could be doing that when I got older, but I never in a million years thought I'd actually pursue it and make it to the stage!" ♦

THE ARTIST OF THE ISSUE: Victor Zhang

Senior Victor Zhang talks about his love for playing acoustic guitar and how and why he began playing. He spent his summer improving his skills and opening up to new genres of music at a well-known musical summer program, CSSSA, which he had to audition for.

Q: When did you start playing the guitar?

A: I started playing guitar during the summer of 7th or 8th grade.

Q: Why did you start playing?

A: When I was young, I did not enjoy playing piano, so I then decided to try another instrument. I thought it would be cool to try and play the guitar since all rock bands usually have guitarists.

Q: Who taught you how to play guitar?

A: I started taking lessons from a teacher and I still do. I also teach myself different techniques too including some tricks on the guitar. I also learned a little bit of electric guitar by myself many months ago but I do not really play electric very much.

Q: What kind of guitar do you play?

A: At first, I started playing classical guitar for a year or two, but then I changed to playing fingstyle acoustic guitar.

Q: What do you like about playing guitar?

A: It helps me out when I have a bad day at school because it makes me feel

less stressed and calms me down. I also like creating music rather than just listening to it.

Q: How often do you practice playing guitar?

A: I practice a few hours a week because I love to procrastinate on homework. But when there is no school, I usually practice about 1-2 hours a day. I wish I could practice much more though.

Q: Do you perform for others?

A: I have done some performances before, and I have some upcoming gigs soon. I am so excited for them! Come watch!

Q: Do you usually sing while playing?

A: No, I do not since I am a horrible singer! I only play instrumental songs because that is just what I do and I have been doing it for a while.

Q: Who is your favorite guitarist?

A: I love everybody because they all have their own unique style. I have influences from all guitarists, but my favorite guitarist is probably Michael Hedges because he has some amazing songs and was a child prodigy.

Q: What did you do this summer?

A: I went to this music camp in Southern California called CSSSA, which I had to tryout for. It was probably the best month of my life because it totally changed my perspective on music. It opened a new dimension to the world



Courtesy of VICTOR ZHANG

Senior Victor Zhang performs a song with his acoustic guitar during his summer music program, CSSSA, which took place in Southern California.

of music because I was able to try and experiment with all genres. It really helped me as a musician.

Q: Are you going to pursue music in college?

A: I am not going to make it my major but I am going to still continue playing music on the side.

Q: Do you have any YouTube videos posted?

A: I currently only have one video up on YouTube but it is from two years ago and the quality is horrible. I do hope to make some more videos someday though. I also want to write some originals instead of just posting covers, so I am trying to start doing that too. I am saving up to buy a nicer microphone so that my videos will be high quality too.

BY Lauren Kuan

>> togatalks

Which upcoming concert are you excited for?

I was really looking forward to seeing Bruno Mars but he just backed out so I'm somewhat disappointed.



senior Anthony Sutardja

Definitely the Usher/Trey Songz concert because I've seen them both before and they are amazing performers.



junior Megan Benzing

I can't wait for the Maroon 5 concert because Adam Levine is so hot!



junior Sophie Kang

The Justin Bieber concert because he is a great singer, dancer and entertainer.

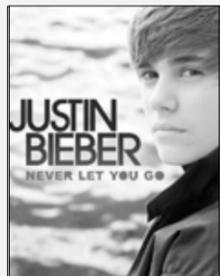


senior Shahar Perlmutter

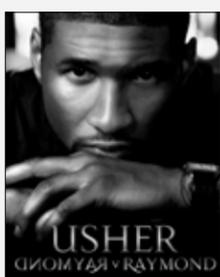
Upcoming Concerts:



Maroon 5
Greek Theater (Berkeley)
Sunday, Oct. 10; 6 p.m.
Opening acts: Bruno Mars and OneRepublic



Justin Bieber
HP Pavillion
Thursday, Oct. 28; 7 p.m.
Opening acts: Sean Kingston and Jasmine Villegas



Usher
Oracle Arena
Friday, Nov. 12; 8 p.m.
Opening acts: Trey Songz and Miguel

BLOG REVIEW OF THE ISSUE: SHIREEN KAUL

Student relieves stress through writing blog

BY Aanchal Mohan

The competitive nature and pressures of school have forced students to become creative with different ways to cope and handle the high levels of stress: blogging.

Sophomore Shireen Kaul started blogging this summer when she saw posts on Facebook about her friends using Tumblr.

"I thought that [the blogs] were cool," Kaul said, "and I liked the fact that I could share my closest thoughts with my friends."

Over the last few years, blogging has taken a sudden spike in interest with students, and it has also been called "the new Facebook." While some use it as a way to pass time, Kaul uses her blogging as a place for her to express her feelings or just talk about her day.

"I like to talk about what my favorite songs currently are or things I did during the day," said Kaul. "I tend to post a lot of pictures that I either find funny or inspirational."

Many of Kaul's followers use her blog

as a source of inspiration and advice.

"I think her blog is thoughtful since she genuinely expresses her feelings and is not afraid of holding back," said junior Priyanka Arunkumar. "I can take it as advice for myself and apply it to my life when I read it."

With stress levels getting higher every day, Kaul tries to blog at least once a day.

"The best part about blogging is the fact that it is a good way to vent," said Kaul. "It's like an online journal or diary."

According to Kaul, the beauty of blogging is the fact that a blogger can use many mediums including pictures, comics and links to express their opinions and feelings, whereas with a diary they would simply have to write.

Kaul currently has 16 followers and follows 10 other bloggers.

To visit her blog, go to <http://thekaulbubble.tumblr.com/>. ♦



Kaul



Video Chatting

Chatting Chatting Chatting
 CHATTING Chatting Chatting
 Chatting Chatting Chatting
 CHATTING Chatting

Skype Contacts Call View Tools

SkypeUser

Contacts Recent

'Skype'ing without any boundaries



>> Jordan Waite

'Waite'ing on you

Chatroulette stretches boundaries of Vchat

BY Will Edman & Allison Toh

On what seemed like a typical Tuesday night, junior Nicole Fetsch stared at her computer screen, video chatting with a Yoda doll that was being held up by a stranger hiding underneath his desk. Unsure of what to do next, Fetsch exited the site before she saw the person's face.

So it goes in the world of Chatroulette, the latest trend in the use of video-chatting technology. Originally a medium of friendly communication, video chatting has evolved into something many teens consider adventurous and fun.

Chatroulette, like any other form of video chatting, allows two people to see and communicate with each other from any computer in the world. The twist? Chatroulette randomly pairs its users so that people videochat with complete strangers, an eccentric form of communication.

However, the website also gives users the option to switch chatting partners at anytime, making chats usually very brief.

"It is an amazing place to go to when you are bored," said junior Jonathan Koo. Many students have found this website as an opportunity to interest themselves and sometimes procrastinate. Some students, such as Koo, even use the website as a method to make new acquaintances.

"I decided to try Chatroulette out because it sounded fun and [you get] to meet new people but never have to see them ever again," said Fetsch.

However, many students are wary of using Chatroulette because it has garnered a notorious reputation for its indecencies. Because there is no age limit as to who can use this form of virtual communication, Chatroulette is at high risk of becoming the home to sexual predators.

"I wouldn't recommend that students use Chatroulette, because there

are many weird people," said Koo. "I went on and a lot of men were just looking straight at the camera."

Even so, many students are still riveted by the comical groupings of individuals they videochat with and the uncertainty of who they may meet.

"I've had a bad experience with Chatroulette, but it is still fun if you skip over the bad things and don't let people know too much information about yourself," said Fetsch.

As an experiment, we ventured onto Chatroulette and found that Koo's description was correct. About 90 percent of all of our chatting partners were grown men who did nothing but stare at the camera, making for an awkward experience.

In some rare situations, we saw comedians dressed in funny ways or making interesting sounds. In general, though, we thought it would be better to avoid Chatroulette and find more efficient and safer ways to spend our free time. ♦

I have a deadly AP Bio quiz first period the next morning, the ACT test on the following Saturday, less than a month to finish my monotonous Eagle Scout application process. With this load, what am I doing at 3 in the morning on a Monday? I am video chatting in Spanish with a friend who lives in Costa Rica.

I spent two months of my summer in Costa Rica as an exchange student. Costa Ricans are some of the friendliest people I have ever met, so naturally, I made a lot of friends.

Skype is by far the best way to stay in contact with my Costa Rican friends, since it is as close to talking to them in person as possible while being over 2,000 miles away.

The only way that I am able to retain what I learned from my trip is by video chatting in Spanish. There is no comparison between being immersed in a Spanish speaking country and attending a high school Spanish class three times a week though.

I'll just admit it; I am a Skype addict. In the past few weeks, I have spent more time on Skype than I have studying. Skype video chat sessions often continue into the next morning, including sessions of over five consecutive hours!

Even more pathetic, the most stressful moment of my week was when my computer microphone stopped working. I frantically searched for a replacement in my dad's office, until I found one. Yet the invention of Skype is genius; it made keeping in contact with my Costa Rican friends so much easier and talking with them that more realistic. What would I do without it? ♦

Virtual conversions made into reality

BY Olivia Chock & Brandon Judoprasertijo

During the summer, junior Eric Wang attended a camp where he met a lot of people in Taiwan.

After making many new friends, he was worried he would never be able to talk to or see them ever again.

But thanks to the new technology of free video chat services such as Skype, Oovoo, and Tokbox, Wang is able to continue communicating with his new friends.

"Even though sometimes we don't even say anything because they don't know how to speak English very well, it's nice to video chat with them over Skype and make silly faces at each

other," said Wang.

Through summer camps, social gatherings and other various activities, students often meet people who sometimes do not live in the same area.

However, video chat programs have made it possible for users to communicate face-to-face.

Video chatting is a useful tool not only to talk to friends that live far away, but also to keep in touch with relatives.

"I video chat with my grandparents in Taiwan every weekend," said senior Joycelyn Tan. "It feels like they're right there and there's just a window between us."

While some video chat to keep in

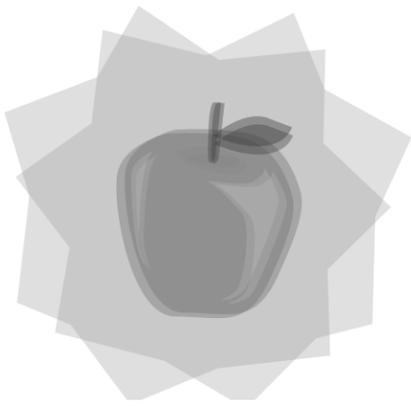
touch with friends and family they do not usually see, others video chat with people they see every day at school.

"I think it's more personal to video chat with my buds," said sophomore Michelle Chan. "It's definitely a lot more time consuming than talking on instant messaging so I only vchat when I have time."

Although video chatting is often used for recreational purposes, students also make good use of the virtual internet socializing for school work.

"Sometimes, I find it more convenient to use Tokbox for homework discussions because then you can actually show your friend what exactly you need help with," said Tan. ♦

Call Phones



The GOLDIEN Honoring SHS's

BEST student-teacher friendship: Viraj Parmar and Arnaldo Rodriguex

BY Elijah Yi

On an early Monday morning, junior Viraj Parmar walks down the halls getting prepared for the day ahead of him. As the bell rings and school starts, most students walk lifelessly around the campus to their first period classes. However, amidst his fatigued classmates, Parmar walks with a smile and is thrilled for first-period Spanish with his favorite teacher, Arnaldo Rodriguex.

Although many students think of a teacher only as one who instructs, Parmar has found a friend in Rodriguex, who teaches advanced Spanish. The two have known each other for almost five years now, every year bringing new experiences and harder curriculums.

Parmar moved to Saratoga in the 7th grade and began attending Red-

wood Middle School. However, having already completed Spanish 1 at The Dorris-Eaton School in Walnut Creek, Parmar was in need of a teacher for Spanish 2, which was not available at Redwood. That was when Rodriguex came into the picture.



Parmar

"I couldn't take Spanish 2 at Redwood, and somehow I got the opportunity to be tutored by Señor," Parmar said.

Parmar studied with Rodriguex once a week during 7th and 8th grade, with each session lasting up to an hour. By the time Parmar was a freshman, he was top of his Spanish 3 class, very advanced for his grade.

"Señor may have not been my teacher when I was a freshman, but he still helped me out

with my Spanish," Parmar said.

With support from Rodriguex and his own extra effort and time put in, Parmar was capable of taking a higher Spanish class ahead of the curve. In sophomore year, Parmar skipped Spanish 4 and advanced into Spanish 5 AP with Rodriguex.

From there on, Parmar was not only learning from Rodriguex, but was also becoming better friends with him.

"I feel that he is not just a teacher to me," said Parmar. "He has helped me as a friend through things besides just Spanish. He has even encouraged me through my Chinese classes and has made me a big fan of world languages." Rodriguex also feels that through



Rodriguex

the time that Parmar was his student, he has become close with him.

"I have close relationships with many students from the past, but Viraj is an exception because I have known him since middle school, while others I meet while they are upperclassmen," Rodriguex said. "I am also good friends with his family and his brother Varun."

Rodriguex hopes to stay in contact with Parmar in the future the way he has with many of his other former students.

"I definitely hope to keep in touch with Viraj," Rodriguex said. "I've had students from 30 years ago that I still keep in touch with, [so] hopefully him too."

Parmar hopes to keep a friend in Rodriguex as well.

"I'm positive we will stay in touch" Parmar said. "He has been a big part in my high school experience." ♦

BEST FRIENDS: Teacher Edition



Courtesy of KRISTEN THOMSON

Lisa Cochrum and Kristen Thomson won first prize for their white cow in a Scottish farm show.

PJ Yim

Erick Rector Math teacher PJ Yim and English teacher Erick Rector realized their love for biking three years ago when Yim was a new teacher. Today, Rector and Yim try to go biking together at least twice a week. Yim joked about how Rector saw potential in him to be biking buddies because Yim looked young and fit enough to handle biking.



Kristen Thomson

Lisa Cochrum Lisa Cochrum and Kristen Thomson (left), both biology teachers, became friends when Thomson came to SHS 12 years ago. They have traveled together to exotic destinations such as Borneo and South Africa. While on their trips, Cochrum and Thomson hiked in the leech-infested rainforests of Borneo and had the opportunity to pet lion cubs in South Africa.

Yuko Aoki

Sarah Voorhees Spanish teacher Sarah Voorhees and Yuko Aoki, Japanese and PE teacher, became good friends six years ago when they both were pregnant. Today, their children remain good friends and participate on the same sports teams. Outside of school, Aoki has been teaching Voorhees how to do CrossFit conditioning in the weight room.



By Denise Lin and Aanchal Mohan

MOST teacher changes in a year

The average junior has probably had around three teachers for each subject. I doubt, though, that many students have so far had five teachers for one subject the way I have. One day toward the end of first semester in my sophomore English class last year, my teacher was not present in class, nor during the next day, nor the day after that. My class wasn't told a word about the disappearance, and then we entered a phase of about three rotating substitutes. As the weeks stretched on, we began to worry about what might have happened to our teacher.

At this time, winter break was coming, and I assumed that the whole situation would be resolved next semester. However, once second semester began, one of our regular substitutes who had come out of retirement to give a helping hand announced that our original teacher would not be returning as a result of an illness, and that she would be taking over the class.

My class assimilated to the new teacher, who shifted around policies and teaching methods once again, for an even shorter time than to our original teacher. This teacher had unfortunately gotten into a car crash, and had to leave in order to care for her injuries. In the end, my class ended the year with another temporary teacher who tried her best to catch us up on missed coursework.

Throughout this crazy and dysfunctional year, I have to admit that I did enjoy some benefits. The constant transitions and a lack of authority meant little or no homework for most of the year. Yet while many students would have loved to be in my shoes, I, being the nerd that I am, regret that I did not get the opportunity to dive deeper into the course.

Many students who have the same teacher for multiple years complain about a monotonous learning experience, while some are just plain sick of the teacher. I, however, learned the hard way that consistency is the best policy. Getting samples of various teachers throughout a school year may be anything but boring, but a consistent classroom environment maintains the supportive bond between a teacher and his or her students and is much more productive educationally. But look! I still *now* how to write. ♦



>> **Sabrina Cismas**

It's Cismas business

APPLE AWARDS: priceless staffers



Best Smile:
Tony Palma



Best Travel Companion:
Matt Torrens



Funniest:
Jason Friend



Most Athletic (Male):
Rick Ellis
(CrossFit Training)



Best Laugh:
Audrey Warmuth



Most Athletic (Female):
Kelly Nicholson
(Marathon Runner)



Happiest Person:
Suzanne Herzman



Most "Rad":
Michele Drouin



Best Classroom Interior Design:
Todd Dwyer



Best End-of-the-Year Tradition:
Bob Kucer
(Tie-Dye Shirts)



Got Your Back:
Chris Cerbone



Most Adventurous:
Deborah Troxell
(Scuba-Diving)



Best Music Taste:
Kim Anzalone



Most Epic Storyteller:
William Drennan



Most Sassy:
Seema Patel



Best Superhero:
Bret Yeilding



Project Runway Fashion:
Gina Rodriguez



Best Hair-Do:
Lisa Cochrum

*The Golden Apple Academy (A.K.A. Falcon staff members Amy Jan, Aanchal Mohan, Denise Lin, Nandini Ruparel, Sabrina Cismas, and Uttara Sivaram) has chosen these awesome awards using only their brains and experience.

Friendship helped junior adjust to new home

BY Anshu Siripurapu

For most students, P.E. can be just another freshman class you take and then forget. But for juniors Mei Gao and Natalie Liu, it was the start of what would become an enduring friendship.

Gao moved from Beijing before her freshman year and Liu, who is from Beijing herself, noticed how Gao stood out from the rest of her class, who were mainly of Taiwanese descent.

"I remember hearing a girl speaking Chinese in P.E.," said Liu. "I thought to

myself, 'Hey, she's not from Taiwan!' and then I went over to introduce myself.



Liu

"Natalie really helped me with the social part of my adjustment."

>> Junior Mei Gao



Gao

"Natalie really helped me with the social part of my adjustment," said Gao.

"I was doing fine with the academics, but I really needed somebody to help me learn the new culture, and she helped me do that."

Liu said she would try to relate an American saying to something in Chinese to help Gao understand the connection. Establishing idioms in context allowed Gao to grasp some of the

more complex "Americanisms".

With Liu's help, Gao was able to transition smoothly into her new life at SHS.

"I never had to help her with academics because she's extremely smart," said Liu. "I really just helped her understand what life at our school is like and how to understand kids around her."

What started off as a conversation in P.E. eventually changed Gao's experience at Saratoga High. And although it has been nearly two years since they met, their friendship is still going strong.

"Natalie really helped me so much and became my best friend," said Gao. "I feel so much more confident when dealing with my classes thanks to her." ♦



Bridging the

FOREIGN STUDENTS THEY HAVE FACED

Teachers educate across cultural divide

BY Anshu Siripurapu

Imagine that your family has just moved to a foreign country and you've been enrolled in school there. Every day you struggle to try to learn literature and history in classes taught exclusively in an alien language. Now imagine the situation reversed and you have an average day in the life of a foreign student at SHS. In addition to the normal challenges of high school, these students have to deal with being thrust into a new culture, bombarded with a new language and surrounded by a completely unfamiliar environment.

At the same time, teachers find helping these students requires no small effort. Within the same classroom, teachers have to accommodate the needs of native English learners while adjusting their curriculum to better suit these newcomers. Despite this challenge, many teachers, such as English teacher Catherine Head are working to help English language learners succeed in the classroom.

"We are committed to teaching kids, taking advantages of their greatest strengths and helping them with whatever obstacles they have to their learning," said Head, who teaches both English 9 as well as AP Literature.

English teachers use a number of strategies for helping students who are still learning English. Head said teachers look at facial expression and body language to gauge understanding and ask questions to ascertain whether the students are comprehending the material.

According to Head, almost all teach-

ers have received a Cross-cultural Language and Academic Development (CLAD) certification after completing a series of courses known as the California Teacher of English Learners (CTEL) two years ago. This effort arose because the district was out of compliance with state laws for the instruction of English-learning students.

Head said teachers have to be aware of certain factors when teaching these students.

"It's not just a matter of learning vocabulary and how to conjugate verbs," said Head. "It's all linked with culture, because language comes from culture and language forms culture."

She said the main tool English teachers use for English-learning students is differentiated instruction: in other words, tailoring assignments accordingly to match each student's current capability.

Head cites the freshman setting description as an example of such a tailored assignment. In her class, an English learner student typically completes only the number of words required for the piece whereas a proficient English student is expected to avoid using linking verbs and try to incorporate concrete nouns in the writing as well.

"The heart of differentiated instruction is to start where each individual student is, and build from there," said Head.

Unfortunately, the budget problems facing the district have only increased the burden for teachers trying to cope with different ability levels in the classroom.

"We're all committed to reaching our students as individuals," said Head. "But it is much harder when you have 35 in the room than when you have 25."

Teachers in the history department say they are using similar techniques as those of the English department when targeting English-learning students in the classroom.

"For the most part, foreign students

try very, very hard to get their work done and I try to work hard for them in return," said Margarita Morelle, who teaches US

History and AP US History.

Morelle said she tries to check in frequently with her foreign students to see how they are progressing, conversing with them at the beginning of school to measure their English proficiency, and adjusting assignments to suit each individual student.

Although they may struggle initially in English and history, the one area that foreign students, in general, seem to excel in is math.

"Math is more of a universal language, across different nations and different languages," said math teacher Audrey Warmuth. "The symbolism

>> **teacherstell**

SHS teachers discuss the challenges of educating foreign students.

For the most part, foreign students try very, very hard to get their work done, and I try to work hard for them in return.



teacher Margarita Morelle

Math is more of a universal language, across different nations and different languages.



teacher Audrey Warmuth

used, and things like graphing are pretty much standard worldwide."

Learning in a foreign language is without a doubt, a Herculean effort. But when these students step on to the SHS campus, they are finding teachers who understand the needs their unique situations necessitate. By using proven methods to help them succeed, Saratoga High teachers have been able to provide the tools for foreign students to succeed. ♦

Students move to the U.S. for new opportunities

BY Priyanka Nookala
& Michelle Shu

Pulling her Audi convertible into the school parking lot, junior Mei Gao is ready to start the day. Struggling to hold her various textbooks, each as heavy as a brick, Gao looks and sounds like most other students on this Monday morning. Her English is polished, having a barely discernible accent that seems to diminish with each subsequent word she speaks. This is perhaps the only trace she has left of her native China, the country she left to pursue an education in the United States.

"Here I think I get to learn a broader

range of things," said Gao, who moved to Saratoga before her freshman year. "It's very good for independent thinking and skill building."

Gao is one among many foreign students who have immigrated here. Although their reasons for coming differ, they all have one thing in common: they and their parents felt that Saratoga High provided the best environment and quality of education for them.

"[My family] chose Saratoga because it had good ratings and very little drug use," said sophomore Sara Petterson, who came here from Sweden because of her father's work. In her home country, Petterson had no choice in what classes

she could take—she took sewing, cooking and woodshop at her old high school in Sweden. She found her old school significantly easier.

For sophomore Powell Huang, who moved here from Taiwan two years ago, the choice of schools was limited because he was to live with his aunt in Saratoga.

"At first it was really hard to get along with my aunt and cousin, but overall, my living conditions are no different from other people's," said Huang. "I think the hardest part for me is that I worry about my parents health and I want to help out the family, but I'm a Pacific Ocean apart from them."

Sophomore Justin Ra came here from

South Korea with his family because his father had better job opportunities.

"I would not have come to America if it wasn't for my father's work," said Ra. "I have a lot of family in Korea, and it cost a lot of money to come here."

Unlike Ra, Gao had her mind set on an education here because, from a very young age, she aspired to go to college in America. Her parents came with her to support her in her new education, much to her relief.

"When I was in China I was already thinking of going to college in the United States. We decided that it would be better for me to go to high school here, and then go to college," Gao said. ♦

Culture Gap



From left to right, sophomore Justin Ra, junior Kevin Hsieh, history teacher Margarita Morelle, English teacher Cathy Head, and junior Tonio Galoic (Croatia).

DISCUSS CHALLENGES SINCE COMING TO SHS

SETBACKS >> Cultural barriers at odds with education

continued from pg. 1

In retrospect, Ra said this foreboding sense—the feeling of wanting to walk away and avoid conversations—stemmed from his poor command of English. Ra yearned for his Korean friends and took respite in going home at the end of the school day because it was the one place he was able to express himself in Korean. Though he has made progress in his ability to speak English, Ra still finds himself having problems communicating effectively at times.

Compulsory English classes

Although many countries have English as a mandatory language class, Ra's challenges with the language are not unique. Though many students started learning basic English in elementary school, these English classes had less of an emphasis on pronunciation and verbal usage, and focused rather on applications relevant to foreign English speakers. Even in this aspect, the English classes many students took back home were no where near the level of complexity as the English classes at Saratoga High.

Accordingly, the students' comfort with English encompasses a wide spectrum. "[My English] was really bad. I got confused on alphabet like ABCD thing," Ra said of his initial speaking ability.

Cultural differences

Junior Mei Gao represents the other end of the spectrum: She had few, if any problems, communicating in English and had English tutoring and additional classes in her native China. Gao

shared other problems in common with Ra, however. They both had trouble understanding the cultural differences between America and their homelands.

Junior Kevin Hsieh said that this cultural gap was the biggest problem for him. Regardless of prior knowledge of English, moving to America "was like stepping into a whole new world," he said. More than language boundaries, the associated cultural differences were overwhelming.

"During my first year it was hard for me to understand people, not for their speed, but their accent," said Hsieh. "And they also speak English in quite low voices that I can't understand them by the sound they are pronouncing. The slang is also confusing. For example, when they say, 'Something-something is so sick!' I thought they are talking about the word's meaning."

Gao, despite being fluent in English when she moved to the U.S., echoed Hsieh's sentiments, saying, "[People] talk fast enough, and they talk about things I don't know at all, like friends from younger ages, TV shows that they watch and things like that."

Adding to these challenges, the students said Saratoga High's workload is significantly more than they were accustomed to. Their unfamiliarity with English only serves to compound the problem: Even if the concepts in the homework are easy to understand, the wording often hampers their comprehension.

"The homework takes two times longer than [it does for] other people," said Ra. I have to search up the words, and I have to read two times to understand

something. It's really hard."

Universal subjects like math and science are generally assumed to be less of a problem than subjects that vary dramatically based on one's geographic location, like history or literature. However, the colloquialisms that teachers employ in their usual speaking, as well as the speed of their speech, can confuse foreign students.

Science strains

"[Ms. Lisa Cochrum] talks super fast, and I was not familiar with the vocab, so for the first few weeks [of Biology] I didn't get what she was talking about at all," said Gao about her freshman year. "Gradually, I was able to get what she's talking about in class. By the end of the year, that became my favorite class."

Another one of the challenges foreign students face is knowing and recognizing numerous vocabulary words that comprise the crux of reading and writing.

"I think English is still pretty challenging since I lack in practice of writing essays and papers," said sophomore Powell Huang, who moved to America in 8th grade from Taiwan. "Due to a huge amount of reading, CORE [a combination of history and English in Redwood Middle School] was pretty challenging for me at first."

"The readings have many big words and the sentences are long and hard that I have to read the sentences three or four times to understand," Hsieh agreed.

Though all students will inevitably begin to improve their English, how fast they do so differs. Huang and Ra have both been in America for two years, but

their skill with English is significantly different. Huang believes he has "improved tremendously," while Ra still struggles.

"People study English before they come to America, but I didn't," said Ra. "My English level was super low. My English is still not good, but I [have gotten] better."

Lessons learned

The reason some foreign students pick up English faster than others is directly correlated with how often they apply it in their everyday lives.

"I read a lot and I barely talk to my friends in Chinese," said Huang. "Justin and Kevin still speak their home language."

Despite their differences, every student who was interviewed acknowledged that they have been making steady progress in speaking and have been rapidly assimilating into the new culture.

"I learned so much that I felt much older all of a sudden after I came," said Gao. "About cultures, about life. The most important thing that I learned is that there's no way for life to be sweet if you don't smile at it. Thinking about things positively and keeping holding on is the only way forward." ♦

>> THE bigidea

Obstacles: Language problems, cultural barriers, new social atmosphere
Adapting By: Practicing English, immersing themselves in the new culture
Results: Foreign students gain American traits while retaining their heritage

POWERED

Recently acquired Nike contract brings new style to Falcon athletes

BY



Senior Kyle Fukui sports a Nike running jersey and shorts at the Stanford Invitational Meet on Sept. 25. The school's sponsorship deal with Nike has allowed many sports teams to purchase new and discounted uniforms.

Courtesy of KYLE FUKUI

Deal struck with Nike

BY Olivia Chock

This year, the SHS sports teams agreed to a three- to four-year contract with Nike. This agreement allows all of the teams to buy uniforms from Nike for a 25-40 percent discount off the retail price.

Head football coach Tim Lugo was connected with Nike when he met one of their reps, Carlos Trujillo, at a clinic for football coaches.

"[Trujillo] had serviced the boys' lacrosse and basketball teams last season, and I talked to him about ordering coaches polos," said Lugo. "One conversation led to another and I eventually found their pricing and the quality of their merchandise too good to pass up."

Athletic director Peter Jordan has been buying from the same Nike vendor ever since he has been a coach at Saratoga. He said they have offered the agreement to them in the past, but coaches of other sports team were insistent on buying from different vendors for personal preferences. This year, the coaches have agreed to all buy new uniforms from Nike.

"This agreement is a lot more convenient for me because all the teams are

buying from the same vendor. I don't have to look for which vendors all the uniforms are from," said Jordan.

In previous years, if there was an extra player on the team, the entire team would have to get new uniforms because the vendor would no longer sell the uniforms they were using. With this Nike agreement, the extra player is ensured a new uniform without having to buy the whole team a new set of uniforms.

Lugo said Nike is also unique in that if a school needs just one uniform, there is no additional cost to produce it. Other manufacturers have minimum ordering requirements or customers pay a surcharge.

Although the agreement is highly beneficial to many teams, the water polo team is upset about the change of vendors because the Nike attire for water polo is not as high quality as other companies' uniforms.

But for the varsity football and the girls' volleyball teams, this contract is good news indeed, and they have already gotten new uniforms this year.

"We get to wear the swoosh on our uniforms and apparel," said Lugo. "The Nike brand gives our kids the feel of a 'big time' program like Florida, Texas, and Ohio State." ♦

Apparel boosts spirit

BY Lillian Chen

"Busting ours to kick yours."

This was the clever phrase at the bottom of the swim team's customized sweatshirts from the previous school year. Numerous teams have come up with witty phrases or customized nicknames for sweatshirts or shirts that they wear for team spirit for their particular sport.

Most teams on game days represent their sport with customized apparel such as sweatshirts, sweatpants or just shirts that they design and order themselves.

With the school's new sponsorship, a few perks have been made available to the sports teams.

"Wearing clothes that represent our sport brings the team together especially on team days," said senior Mary Edman, one of the captains of the varsity tennis team this year.

For them, customized apparel is a way to get noticed around school. Unfortunately, the tennis team was not able to take advantage of the perks of the Nike sponsorship, since they were told about the sponsorship too late to order uniforms.

Stuck in a situation similar to the tennis team's, the field hockey girls were not able to make great use of the Nike sponsorship either, since they had already ordered their uniforms from a different company called Harrow before discovering there was a Nike sponsorship that they could take ad-

vantage of.

"We usually get our sweatpants and sweatshirts from Nike, but there wasn't anything we wanted," said captain Vanessa Block. "We didn't get to use the sponsorship to our advantage."

Unlike the tennis and field hockey teams, the boys' cross country team was able to order new uniforms from Nike. However, their customized team shirts were not ordered from Nike, but rather through a different company and are worn on game days.

"The shirts increase unity and makes everyone feel more like a team," said captain Kyle Fukui.

The process of getting this apparel was a lengthy one. The team first had to take a vote as to what type of apparel everyone wanted whether it was shirts,

jackets, pants or other types of apparel. Then, a week was given for people to submit ideas of designs or slogans. The captains would then take the most popular

design and use one of the companies that the coach was in contact with and would submit their design.

For all sports, it's usually the captains who organize the order placement of the apparel.

There is clear evidence pointing to an increase in school spirit just by having customized apparel for sports teams.

"Having customized apparel really unites the team, and it builds up spirit on game days for all sports," said Block. ♦

"The shirts increase unity and make everyone feel more like a team."

>> Senior Kyle Fukui

Contract garners differing opinions from students

BY Paul Jung

In the past, the school sports teams have ordered uniforms and apparel from different brands. Last year, the school made an agreement with Nike to buy all their sports apparel from Nike in exchange for large discounts on Nike merchandise. The fact that all sports uniforms will be from Nike has sparked some varying opinions among student athletes.

Sophomore football player Zach Hansen is happy with the new agreement because Nike has all the football gear the team needs for a discounted price.

"[The contract] is pretty

awesome," said Hansen. "There are no disadvantages at all."

Senior tennis captain Mary Edman, however, feels that the Nike contract was not much of a benefit for the tennis team.

The tennis team did not find out about the Nike sponsorships and the team discounts until June of last year. The tennis team had already decided on uniforms from different brands when they had been notified that all their apparel was to be from Nike.

"We had already picked out a uniform that wasn't Nike, so we had to redo everything," said Edman.

Sophomore cross country

runner David Zarrin liked the idea of being sponsored by Nike but did not like the new shorts that came with the uniform.

"Everything was good except the shorts, which were way too short," said Zarrin. "I'm glad the contract is with Nike, though, instead of a different company like Adidas."

Many people feel that this contract is another example of how the football team is favored over other sports. While the football team only benefited from the contract, other sports had to experience the negative repercussions of purchasing solely from Nike.

They feel that this is just another way that football gets more attention over the other

sports.

"Football is exciting," said Edman, "but tennis is just as good, and we don't get nearly the same hype."

Tennis, despite winning CCS last year and Peachtree this year, still has difficulty getting people to watch the matches.

Athletic Director Peter Jordan said the agreement with Nike eliminated the confusion that comes with ordering from different vendors.

With a single vendor, Saratoga can easily order any quantity of equipment they need, and better coordinate the ordering of uniforms.

"It takes a lot of work off my shoulders," said Jordan. ♦

>> togatalks

The contract is pretty awesome. There are no disadvantages at all.



sophomore Zach Hansen

Unfortunately for us, Nike doesn't make great [tennis] uniforms in red. Also, everything from Nike is really expensive.



senior Mary Edman

BOYS' WATER POLO

Peake leads Falcons to 2-1 league record

BY Will Edman & Tim Rollinson

On a normal weekday, a boys' water polo player must wake up at 5:30 in the morning only to tread in cold water for hours, a routine that is also repeated every afternoon.

However, the tedium of an average player's day pales in comparison to that of senior co-captain Gavin Peake, the starting goalie on the varsity team, who must face even bigger physical challenges when he is in the pool.

"Gavin is a monster," said junior Eric Wang. "Even when the defense is weak, he stops so many goals."

In water polo, goalies hold the toughest job.

Not only are they in charge of stopping dozens of speeding balls, but they also must tread water in the swimming pool for the entirety of a 45-minute game.

Peake, who also plays goalie on the lacrosse team, admitted that the position is not always as exhilarating as playing in the "field."

"In lacrosse, I can get out of my goalie position a lot more so [the job] really isn't boring at all. Playing water polo goalie

is a lot more boring," he said. "Also, in water polo, there are a lot of one-versus-one situations. I have to accurately judge when and where the opponents are going to shoot."

Peake contributed to a 12-4 victory over Harker on Sept. 21 with a strong effort, both in leading the team and saving many potential goals.

"What most people don't realize is that a goalie must not only stop goals, but command the team and make good passes," Wang said. "The goalie can make or break a team, and [Peake] gives us a huge advantage."

"Gavin is a monster. Even when the defense is weak, he stops so many goals."

>> Junior Eric Wang

The water-bound Falcons also benefited versus Harker from a four-goal effort by talented junior Nic Doyen. Junior Tyler Borch and Wang also contributed to the victory with two goals each.

The highlight of the game was a throw across the entire pool that was scored by senior co-captain Tim Rollinson.

With the leadership and solid play provided by Peake, the water polo team has a great chance to improve on a near .500 season in 2009.

"Hopefully these first wins dictate what will come for the rest of the season," Peake said.



Courtesy of Sasan Saadat

Goalie Gavin Peake passes to a teammate against Wilcox High School on September 15.

The boys' water polo team holds aspiration for success as it prepares to tackle the brunt of the season.

If the effort and teamwork that the team has showed during the early season persists, the Falcons believe they might have a successful year ahead of them.

In a league where most teams seem beatable, Saratoga's biggest competition

should come from Wilcox, who defeated the Falcons with a score of 10-6 in a tough matchup on September 15.

Despite this minor setback, the team is gearing up to face the rest of the league competition and looks for revenge when they re-match Wilcox.

"If we play to our potential and just execute, it is definitely possible to win our league," said Peake. ♦

GIRLS' TENNIS

Early success creates high expectations

BY Lauren Kuan

Winning the Fresno tournament earned Saratoga the title of best high school girls' tennis team in California. So far, the girls have met and surpassed the high standards other schools have set by defeating their opposition.

"The expectations are now very high, and that puts a lot of pressure on our players to perform each week to their capabilities," said coach Tom Uyehara. "As long as the team stays focused, I think we will do very well this season."

Falcon players said they need to stay humble and consistent by winning all their league matches.

"We do have big expectations because of winning Fresno," said No. 1 doubles senior Mary Edman. "Every team in our area is gunning for us and wants to be the ones to beat us. I think we can handle it; we just can't let any victory go to our heads."

Even though there have been a lot of changes in the lineup due to players sitting out for various reasons, the team has still managed to pull out large victories over strong teams.

The first league match was against Homestead on Sept. 16 in which Saratoga emerged victorious 7-0. They also beat Palo Alto 6-1 on Sept. 21 with two of the top singles players sitting out including No. 1 singles player Srinidhi Raghavan, a senior, and No. 3 singles player Kalyani Narayan, a freshman.

"I think our team did fine when we played our first few league matches. They weren't as challenging as the ones in the Fresno tournament, but it still is important to not forget that these matches are just as important," said Edman.

On Sept. 23, the girls whipped Los Altos 7-0. This and other victories showed the strength of the doubles teams.

"I think our doubles team are our strongest factors because if you are able to sweep in doubles then it takes the pressure off the singles," said Edman. "But if we lack team dynamic when certain people are down, it could become a problem."

Raghavan said that the team just needs to win a few key matches and to continue staying strong.

"We are undefeated so far and have played two of the other top three teams in CCS, besides ourselves, but there is always room for improvement," said Uyehara.

The team's goal is to make school history by winning Norcals and repeating their reign as CCS Champions. To do so, though, they must beat Monta Vista on Oct. 5, the second toughest team in the league.

"After Fresno, we haven't hit a tough challenge yet, but Monta Vista will be our first real challenge of the season," said Edman.

The team is looking forward to an outstanding season, perhaps one of the strongest in years.

"The season is still long from over, but I am happy with our start so far," said Uyehara. "Hopefully the team will stay on point so we can reach our ultimate goal of repeating as CCS champions." ♦

>> score board

Sept. 23
Saratoga 7, Los Altos 0
The girls still pulled off a win, even with their No. 1 singles player out.

Oct. 5
Saratoga 6, Gunn 1
The girls managed to disregard the burning 100 degree heat to take down the rival.

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FOOTBALL

Star receiver looks to play in Ivy League

BY Karthik Annaamalai & Abhishek Venkataramana

Senior Chris Guengerich was working out in the weight room during summer conditioning when he was approached by a man he had never seen before. As the man introduced himself, Guengerich realized that he was not an ordinary visitor, but a college scout, recruiting him to play football at Columbia.

"When I was first contacted by recruiters, I had no idea I was even being recruited," said Guengerich.

Guengerich's football career started when he was 7 and playing as a running back and quarterback in a flag football league. At 12, Guengerich joined Pop Warner, a youth football league, as a wide receiver. Practicing with intensity ever since he caught his first ball, Guengerich worked hard in order to become a successful football player.

"During the summer, I often train outside of practice," said Guengerich. "I throw with a quarterback a couple times a week to stay in rhythm."

In high school, Guengerich took advantage of his sleek 6'1, 150 lb. frame and speed by playing both receiver, cornerback and kick returner. During his junior year, Guengerich's work paid off as he led the Falcons' passing attack after receiving 400 yards through the air and chosen for the De Anza All League team, both no easy feats for a junior.

"It feels great to win individual honors," said Guengerich, "but without my teammates and my quarterback Kevin Smith, I wouldn't have accomplished what I did last year."

Starting senior year with all the right tools to succeed, Guengerich surpassed all expectations: currently ranked second in the De Anza league in receiving yards, he averages over 80 yards per game.

In addition to establishing himself as an offensive threat in high school, Guengerich has shown colleges that he can not only perform in FCS division athletically, but can compete academically well. Because of both his academic and athletic excellence, Guengerich has been recruited by a



FALCON // JORDAN WAITE

Wide-receiver senior Chris Guengerich evades a Homestead player in game on Sept. 17.

multitude of top-tier universities, including Columbia, Penn, Cornell, Princeton and Brown. Although he has offers from many schools, Guengerich has not made a decision on which one he wants to attend

as of now.

"Playing football hasn't been a life dream," said Guengerich, "but it's something that I knew I would do if I got the chance to." ♦

>> score board

Oct. 5
Saratoga 14, Homestead 20
The Falcons were unable to contain Homestead's dominant rushing attack.

GIRLS' WATER POLO



FALCON // JORDAN WAITE

Senior Kendra Woodrow takes a shot in the Sept. 28 match against Homestead. The girls put up a tough fight but lost to Homestead 5-7.

Team looks to rebuild

BY Anika Jhalani

With water sloshing around the players, chlorine stinging their eyes and constant thrashing that makes voices hard to hear, teamwork is not only difficult to achieve but essential to a water polo team's success.

This year's girls' water polo teams have an additional hurdle to face: an unusually low number of veteran players, resulting in time spent teaching the new, more inexperienced players the game from scratch.

"We have a lot of new people on both varsity and JV," said senior varsity captain Mackenzie Crase. "It has been pretty tough for us, especially at the beginning, because we've never played as a team before. We have had to work with the way we communicate, getting used to each other's playing styles, and working together. It has been a challenge, but we're ready to embrace it."

This year's team has been one of the smallest teams in the history of the school's involvement with the sport. With 11 players on varsity and eight on JV (with no substitutes due to inju-

ries), both teams have faced challenges during games.

"We tend to get really tired during games, and a consistent quality of many great teams is their number of players alone," said junior Nicole Shadman. "With such a small amount of players, we can't switch out as much as we would like to, but we just have to try and get through it."

The team's league season has begun with a rocky start with a 5-14 loss against long time rivals Monta Vista, a 4-13 loss against Los Gatos High and a 1-17 loss against Gunn High. But these losses have not affected the team's positive attitude about the season, and they are striving to do their best.

"Even if we lose, our coach, Courtney Crase always encourages us," said senior Joyee Woodrow. "She makes sure that we know when we are playing better, because the teams we play against will always change, but our technique is the only consistent thing we have to compare. Sometimes we'll have a really bad score on the board, but we are still extremely proud because we know we worked hard and put a lot of effort into the game." ♦

GIRLS' VOLLEYBALL

Early successes promising

BY Amy Jan & Aashna Mukerji

On Sept. 18, the team played in a tournament at Menlo Atherton. With an even record of wins and losses, they went into the sixth and final game feeling nervous but ready.

The girls' words of encouragement rang true as the game against Mills ended with a Falcon victory of 25-15 and 25-16.

"We could have done better, but we came close to [beating the other] teams," said senior co-captain Hanna Nielson.

The team is in the De Anza League this year and played the first league game on Sept. 23 against Los Altos.

The team's preseason record was 3-3, with losses to Harker on Sept. 16, Soquel on Sept. 7 and Gunn on Sept. 2, and wins against Pacific Collegiate on Sept. 9, Oak Grove on Aug. 31 and Kings Academy on Sept. 21. The team played in two tournaments—Menlo Atherton Invitational and Spikefest. The team won the silver division at Menlo.

"Our team also needs to have perfect defense to play in such a hard league. We will see how it goes!" said Blegen, who is optimistic about the season. ♦

>> onlineextra

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BOYS' CROSS COUNTRY

Falcons race forward to the rest of season

STEADILY IMPROVING TIMES BOLSTER HOPES OF TEAM LED BY CHAN, FUKUI

BY Brandon Judoprasertijo & Vijay Menon

Hundreds of eager runners from various high schools such as Wilcox, Los Altos and Cupertino made their way to the Saratoga High track to participate in the Saratoga Invitational cross country meet on Sept. 21.

Top results from Falcons in the Saratoga meet came from the varsity team in the 2-mile race and included senior captains Garrick Chan, who came in 6th place with a time of 10:33, and Kyle Fukui, who finished one second later than Chan to rank 7th place.

The boys' team finished in 6th place with a total of 128 points.

"It was a smart race," said Chan. "I started off consistently and moved up later on in the race. Kyle

and I stayed together most of the race until the end where I used my kick to past him with 50 meters to go."

For sophomore Kabir Chandrasekher of the JV squad, the meet was a fun way to "push yourself to the limit and see how you place amongst others."

"There's this moment sometime after you start running where you get this internal drive," said Chandrasekher. "[It]

makes you want to work hard and get better. It's like your love for running and hurting yourself evolve."

According to coach Dan Ambrico, the team's biggest need is for the freshmen, sophomores and juniors to continue improving.

"Our main goal is to reach the state meet by the end of the year," said Ambrico. "Our times are slowly getting better, which is positive."

After the Saratoga tournament, the team also competed at the Stanford Invitational on Sept. 23 and at Central Park Invitational on Sept. 28. Fukui took 33rd place at Stanford while Chan finished 69th.

"The race was so hot," said Chan. "It was almost 95 degrees."

Chan hung in despite the brutal conditions but ultimately had to consult a medic

"Our main goal is to reach the state meet Our times are slowly getting better."

>> Senior Garrick Chan

following the race.

Chan had to deal with an injured ankle at the Central Park meet; nevertheless, he attended the event, although many of Saratoga's competitors, including Fukui, did not. Despite the issues, Chan finished in 19th place, earning a medal, but collapsed at the finish line and had to be escorted back to the team camp at the conclusion of the race.



Senior Kyle Fukui runs past his competition at the Saratoga Invitational on Sept. 23.

As for the future, the team plans to continue working hard and do even better at the upcoming Santa Clara Valley Athletic League race at Crystal Springs on Oct. 7 and the Lynbrook Invitational on Oct. 21.

"I redeemed myself from that Lynbrook race [last time]," said Chan. "In the upcoming races, I hope I can beat the guys who beat me at the Toga invite."

Chan, along with the rest of the team, hopes that the rest of the season is suc-

Falcons to claw up Vikings in HC game



>> Kevin Darchuk and Tim Lycurgus

All Things Considered

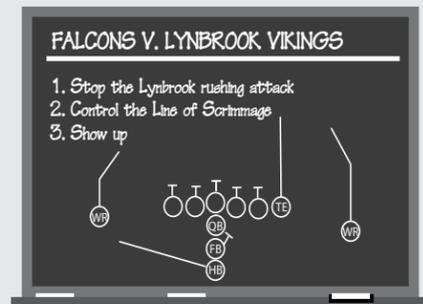
Tonight (Oct. 8), the football team plays its Homecoming game against the Lynbrook Vikings. Saratoga last faced Lynbrook in 2007, before the team made the jump to the De Anza Division, and the game ended in a lopsided score of 51-6 in favor of the Falcons. We expect a similar outcome this year, and here are some keys to ensure Saratoga brings home the victory.

1. Stop the Lynbrook rushing

Through three games, Lynbrook has completed only 14 passes. Their running game is much stronger averaging close to 250 yards per game. If Lynbrook gets the rushing attack going and avoids passing, they would be able to control the pace of the game and keep the ball out of the hands of the dangerous Falcon offense. Saratoga can crowd the line of scrimmage and make some big stops on first and second down. Lynbrook will be forced to put the ball in the air on the third down, which will only help the Falcons.

2. Control the line of scrimmage

Senior James Reed anchors the of-



fensive line, which has been creating running lanes for the high-powered Saratoga offense. Greg Johnson, Troy Doles and Marcus Hoffman have joined forces to put up 235 yards per game on the ground and offensive line. In fact, Reed's agility and strength have given him the nickname Mike Pouncey, after the Florida Gators star, by his teammates. If Reed and the rest of the Falcon line can keep dominating up front, it should be a long night for the Vikings.

3. Show up

Saratoga outclasses Lynbrook on both sides of the ball, so if they simply show up to the game they should certainly pick up the win. Saratoga still cannot overlook the Vikings. They have big league matchups after this game, including the Big 4 (Los Gatos, Wilcox, Milpitas and Palo Alto to wrap up the season), but they need to remember to take the season one step at a time if they don't want to be upset by a lower team. The Vikings have already lost to Harker this year, and in the end, Saratoga's talent and skill should bring them the victory. ♦

FIELD HOCKEY

Sophomore fills spot with ease

BY Synthia Ling & Ren Norris

Senior Colleen Garland was set to be an important leader in the center back position—the last player in the defense before the goalie. However, during a preseason tournament in the end of August, she broke her left finger and was forced to sit out while it recovers.

Now, sophomore defender Hannah Johnson has had to step up and fill the empty spot. She played as center back during the rest of preseason and will remain there for league games during the regular season until Garland can return midseason.

"I've had to work a lot harder, just being brave on the field and suck it up," said Johnson. "It's a lot of fun, but it is also tough and a lot of pressure. I felt awkward having to tell people what to do in the beginning, but it's getting better every game."

After acquiring more experience, Johnson performed well and is improving as a strong defensive leader.

"It was a big spot to fill, but Hannah has been doing a great job stepping up, and has become a key player to the team," said senior co-captain and attacker Vanessa Block. "She's really solid back there and saves us a lot with her strong block tackle."

The team faced off against two powerful opponents during the first week of the competitive season.

At an away game at St. Francis on Sept. 23, the team fell 0-2. The game was scoreless until the Lady Lancers scored once off a penalty stroke in the second half and again in the last two minutes of the game. Two days earlier on Sept. 21, the team lost to Gilroy, but felt they performed better with an intense game, ending a close 2-1. Gilroy scored towards the end of the first half, and then again in the beginning of the second half, but

the team hit back when midfielder and co-captain Ren Norris scored off a pass from Block during a short corner.

"The main difference between [the St. Francis] game and the Gilroy game was that we underestimated our opponent," said head coach Staci Ljepava. "We were just slower to the ball. Having a tough game earlier in the week broke us down a little bit, but it was a good experience for us and we're going to keep working so they next time we face them, we will come through strong."

Knowing that they were going against one of the top opponents in the league, the team was aware of the difficulty of beating Gilroy and played stronger.

"I think we matched Gilroy equally in many ways," said Ljepava. "Man-for-man we were able to contain their more difficult players. We came out with goals we wanted to achieve—we played to the outside lanes, we marked up efficiently and we stayed patient on defense."

Despite a few tough games, Johnson has been playing impressively as center-back while Garland watches on.

"Hannah has done a really great job, and she really stepped up," said Garland. "It's been really hard for me to have to sit on the sideline and watch, but we have to focus on our attitude and the basics, and if we do that, we can definitely win league and CCS this year." ♦

>>> score board

Sept. 28
Saratoga 0, Los Altos 1

The team suffered a disappointing loss when they failed to finish their scoring opportunities.

Sept. 30
Saratoga 0, Mitty 0

Despite a great effort on offense and a tough seven minutes of overtime play, the game ended in a scoreless tie.

>> photoreel

My Quad Day adventure



FALCON // JORDAN WAITE

FALCON // JORDAN WAITE

FALCON // JORDAN WAITE

FALCON // JORDAN WAITE

TALISMAN // MARY EDMAN

HIGH TECH SENIORS COURTNEY MAA AND ALEX CHAN WORK ON AN ASSIGNMENT USING THE MAP BUILDING'S NEW EQUIPMENT ON SEPT. 30 **FIESTA!** SENIOR ALLISON BUCHANAN AND SOPHOMORES SHIREEN KAUL AND CORI POSADAS CROWD AROUND A SALSA-MAKING TABLE DURING SPANISH CLUB ON OCT. 1. **COLLEGE READINESS** SENIORS JASON KIM, VANCE LINDHOLM, AND LAUREN KUAN LISTEN TO THE GUEST SPEAKER FROM NYU ON OCT. 1. **FINAL PREPARATIONS** SENIORS JAY LEE AND DAVID MANDELL REHEARSE THEIR PERFORMANCE A FEW HOURS BEFORE OPENING NIGHT ON OCT. 1. **LOADING THE DIE** JUNIORS KEVIN HSIEH, DEREK MAKEEVER, AND ROY BISHT CONSTRUCT MONOPOLY-THEMED DECORATIONS ON OCT. 2.



>> **Kevin Mu**

Hey you, KMu

Today at lunch, the seniors will be performing their highly anticipated quad day dance. Now here's something that, if you knew me, would probably be even more highly anticipated: I will be performing in that quad day.

As I write that statement, I must admit I feel a bit out of character. I have never considered myself to be someone who participates in activities like quad day.

In fact, I remember my first day here as a puny freshman. Coming from St Andrew's, a private middle school, I hardly knew anybody. Plus, I was shy and overly cautious. Never in a million years would I have imagined that I would be performing in front of all of these confident and connected strangers around me.

A little more than three years later, some things have stayed the same, while many others have changed. I am still, in many respects, what many people would consider to be nerdy. I take lots of AP classes, I like to learn, I study a lot, I enjoy programming in my free time and I'm treasurer of the math club (did that in any way sound like a profile on a dating website?). Yet I'm in no way ashamed of any of this. It's simply who I am. Thing is, I've just realized that I can be the

kind of person who dances in quad days at the same time.

Actually, it's embarrassing to admit it, but for the past couple years I have secretly wanted, at least a little bit, to be a part of quad day. Watching from the energized crowd of students year after year, I have always found the concept of representing my class in front of the entire school alluring and exciting.

But I never had the guts to do it—I didn't really "belong." To me, quad day was mainly a show for the "popular" kids and the "jocks." As misguided as those beliefs may be, I believed in them.

So I must thank my good friend Grace Kim for convincing me to be a part of this year's senior quad day ("KEVIN YOU'RE GOING TO BE IN QUAD DAY WHETHER YOU LIKE IT OR NOT," are the exact words she wrote on my Facebook wall). Without her tender and gentle prodding, I don't think I would have had the guts to participate this year, either.

Let me apologize to both my audience and dance choreographers in advance, because I am not a good dancer. I am a terrible dancer. Me dancing is probably the most awkward sight you'll ever see. So if I mess up the dance steps, I'm sorry, but nobody said you have to have any talent to participate. The way I think of it, it's high school: We're young and it doesn't matter if we embarrass ourselves in front of the entire school.

So come watch me and my classmates perform at the senior quad day, today at lunch. It would be awesome to share this high school experience with all of you. ♦

I'm rich! Too bad it's not real

ECON CLASS USES SIMULATOR TO IMITATE STOCK MARKET

By Karen Yang

The unpredictable ups and downs of the stock market have left senior Michael Lin checking the quotes of his stocks constantly. With the pressure of maintaining his spot at the top of history teacher Kim Anzalone's second-period economics class, Lin has even been accused of cheating.

In her first year of teaching economics, Anzalone assigned her economics students to invest in stocks on Investopedia, a virtual stock simulator. Each student starts with \$100,000 and can invest up to 10 percent of his or her money in each stock.

Investopedia not only allows students to become familiar with working with computers but also teaches students the basic principles of risk and consequence in the stock market in a real-life, interactive activity, Anzalone said.

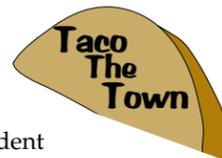
"The stock market has every single aspect of all the economic principles that we talk about in class," said Anzalone. "And

that's how it comes together in a real exciting—sometimes predictable, sometimes unpredictable way."

At the end of the semester, students with the top one-third gains will receive an A on the assignment, while the middle third will earn a B and the last third a C. Anzalone believes that the grading scale will reflect the consequences of making educated risks. With grades at stake, competition has spiked and students have accused others of cheating. "Everyone in my class hates me," said Lin, who was accused of investing more than 10 percent of his money in Apple. "But greed is good."

Investopedia has given Lin a good idea of the risks and rewards of investing. He attributes his success to investment in different areas, from electronic companies like Apple to retail stores like Walmart, and research on current professional analysis of the stock market.

"The competition is getting really intense," said Lin. "It feels good to be number one, but it's also kind of scary." ♦



topten

WAYS TO ASK A GIRL TO HOMECOMING

- | | |
|--|--|
| <p>10 Take her out to lunch and then pop the question.</p> <p>9 Ask her in front of her friends. Nothing like peer pressure.</p> <p>8 Chocolates and roses. Not like it's cliché or anything.</p> <p>7 Play a board game with her. Winner takes the loser to homecoming. Guess those aren't just for rainy days.</p> <p>6 Ask her again... and again ...and again. She is bound to say yes.</p> | <p>5 Serenade her a song during class. Now where's my ukelele?</p> <p>4 Make an announcement over the P.A.</p> <p>3 Facebook her an invite to Homecoming. I guess the freshman haven't grown up from middle school yet.</p> <p>2 Write on her windshield. Aww.. look graffiti on my car.</p> <p>1 Dress up as a character from your board game. Oh look how cute he looks in his lollipop outfit!</p> |
|--|--|

>> Grishma Athavale