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Monta Vista High School
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e|ESTOQUE



Where did we go
WRONG?

Why we misinterpret feminism and
how its meaning has changed

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Mission Statement

El Estoque is an open forum created for and by students of Monta Vista High School. Opinions expressed in this publication are those of the journalism staff and not of Monta Vista High School or the Fremont Union High School District. The staff seeks to recognize individuals, events, and ideas and bring news to the MVHS community in a manner that is professional, unbiased, and thorough in order to effectively serve our readers. We strive to report accurately, and we will correct any significant error. If you believe such an error has been made, please contact us. Letters of any length should be submitted via email or mail. They may be edited for length or accuracy. Letters cannot be returned and will be published at El Estoque's discretion. We also reserve the right to reject advertising due to space limitations or decision of the Editorial Board that content of the advertisement conflicts with the mission of the publication.

WHEN DID EQUALITY BECOME SO RADICAL?

When we were deciding the special report topic for this issue, we initially shied from away calling it feminism. Concerns were raised that the word would alienate a large part of the student body — but isn't that the problem?

If we can't talk about feminism without fear of negative connotations, isn't that the clearest indication that we still need it?

The feminist movement is what got women the right to vote, the right to wear pants and the right to have jobs outside the home. Yet, our September survey revealed that, to many students, feminism simply isn't relevant anymore. We forget the historical significance of the movement, perhaps simply because the disparity between men and women is

not as evident as it was 50 years ago. But that doesn't mean the disparity isn't there.

Women are still earning only 77 cents to a man's dollar, according to the Bureau of Labor Statistics. And if that seems like a negligent amount, consider that it adds up to approximately \$11,000 a year. Even more importantly, consider what it says about our attitudes towards women: that their work isn't worth equal pay. As Lilly Ledbetter, the woman whose lawsuit against the company Goodyear for equal pay has led efforts against pay bias, said at the Democratic National Convention earlier this month:

"When we lose 23 cents every hour, every day, every paycheck, every job, over our entire lives, what we lose can't just be measured in dollars."

We're still fighting to combat the view of men like Missouri representative Todd Akin, who said that women's bodies could prevent pregnancy in cases of "legitimate" rape. We're still struggling

to deal with a lack of women's representation in Washington, especially when issues like abortion and insurance coverage of birth control pills are up for debate. A roomful of old, white men trying to legislate women's reproductive rights with little to no say from actual women?

That's just one of the reasons why we still need feminism.

Perhaps just because of its name, feminism is often misunderstood as support of women and women only. It's lost support among both the female and male population at MVHS. But at its roots, feminism is really just about equality: boosting women and men, whenever either of them gets the short end of the stick.

It can be an intimidatingly complex issue, one that covers everything from rape culture —

blaming victims for their rapes — to slut-shaming to our continued acceptance of celebrities like Chris Brown, but that can't mean it's an issue to back away from.

If you believe that men and women are of equal intellectual capacity, you're a feminist. If you believe in dignity for men and women, you're a feminist. If you believe that being pro-women is not the same thing as being anti-men, then you're a feminist. And you have to fight against the unfounded backlash you'll receive for that.

As Ellen Page said, "You know you're working in a patriarchal society when the word feminism has a weird connotation."

Feminism isn't a women's issue, and that's a misconception that needs to be corrected. Equality is gender neutral. This is the 21st century, and it's time for men and women to finally stand on equal ground.



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LETTER FROM THE EDITORS

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MEET YOUR NEW
PRESIDENT.



PITCHING TO CALIFORNIA Senior Nikitas Kanellakopoulos speaks at the FBLA State Conference in April. Three months of extensive campaigning later, he would be elected FBLA National President.

Photo used with permission of MVFBLA

The seventeen-year-old splashed his Green Lantern toy around in the tub. The hotel's jacuzzi might have been full, but that wasn't going to stop him from relaxing. His friends climbed in their room's bathtub, Happy Meal toys in hand, and joined him in the childish games. **Meet your new national FBLA President.**

by **Rachel Beyda** and **Morahd Shawki**

After spending the previous night preparing for the worst, senior Nikitas Kanellakopoulos was elected Future Business Leaders of America's National President.

The campaign

Kanellakopoulos ran a tongue-in-cheek campaign, pointing out the clichés often used by candidates running for office. He quickly realized that people relate better to a sense of

humor than a formal figurehead.

His selling point was his realism. In his campaign speech, which was given to 12,000 people, Kanellakopoulos emphasized that he would not make any large promises that he couldn't keep, and would instead take small steps toward bettering FBLA. This emphasized the major theme of his campaign: "take the first step." But it was more than just a motto. His booth at the national conference

was at the top of a small flight of stairs that he set up. People had to walk up the steps to speak to him, intriguing voters and setting him apart.

"I was expecting these blinding lights that block most of the crowd from your sight, but there was none, so I could see everyone," Kanellakopoulos recounted. "I screwed up a lot, so I had to ad-lib a lot of the speech. I got comfortable and it became less of a speech

and more [like I was] just talking to them. People came up to me saying they liked that.”

Business teacher and MVFBLA advisor Carl Schmidt believes that one of Kanellakopoulos’ strongest assets is his humility. Instead of simply listing his strengths like most typical high school candidates, Kanellakopoulos spent his time listening to members.

“He learned how to differentiate himself early on,” Schmidt said. “Instead of saying ‘here I am,’ he said ‘there you are.’”

Around Kanellakopoulos’ vision was a strong network of supporters that helped him in ways ranging from manning his booth to getting him food. According to MVFBLA member senior Cathy Ang, one of Kanellakopoulos’ campaign managers, many were more interested in helping his campaign than preparing for their own events.

“We were at his campaign booth 24/7. Every day we’d look at our feet and there’d be blisters from the heels,” Ang said.

The election

In the end, the support paid off.

The final election took place on July 2 at the FBLA National Leadership Conference. Due to confusion in the delegate voting system, it was decided that all delegate ballots were to be counted by hand. As the rounds of voting began, Kanellakopoulos was only ahead by a handful of votes. Time went on and soon he gained a very wide lead. But when the final round began, he found himself neck and neck with other candidates.

“[As soon as that happened], I spent the whole day thinking, ‘I was okay if I was going to get dropped during that voting section because I had time to deal with it. But if I lose when they announce ‘And your next national president is...’ and it wasn’t me, I was going to be devastated. That’s what led to the whole jacuzzi meltdown,” Kanellakopoulos said.

Fortunately, it was Kanellakopoulos’ name that was announced to the crowd.

According to his mother, Georgia Kanellakopoulos, who watched the results though a live stream, Nikitas was modest and

told her not to expect good news. The family did not doubt his ability, but rather figured a win would be unlikely because the odds were stacked against him. Not only were there many other qualified candidates, but California had not produced a National President in 10 years.

“The moment we heard ‘Nikitas,’ we just started screaming,” Georgia said.

For Nikitas, the victory didn’t sink in immediately. It was the reactions from his friends and the people around him that made the moment special.

“It banded the chapter together,” said senior Barak Gila, MVFBLA President. “It was something that we could all share regardless of how we did in our individual events.”

After the election, when walking into a

nearby McDonald’s, Nikitas was recognized and the entire room erupted in applause.

“The happiness came from the people around me,” Nikitas said.

His background

Nikitas and his older brother, 2010 alumnus Panos Kanellakopoulos, joined FBLA simultaneously when Nikitas was a sixth grader at Kennedy Middle School and Panos was a freshman at MVHS. Inspired by the much larger scale projects being undertaken by his brother, Nikitas continued to pursue FBLA through middle and high school.

“Freshman year, he was kind of thinking out loud that [being National President] might be something he wanted to do,” Schmidt said. “I wasn’t sure if he was serious.”

After being a programming officer of MVFBLA his sophomore year, Nikitas followed in his brother’s footsteps once more and became a state officer as a junior. Along with his National President title, he currently holds the Executive Vice President position.

According to Gila, Nikitas’ passion for FBLA and charismatic personality made his hopes of holding a national position possible.

“Gradually, as he got more experience and networking, he began to realize his potential,” Gila said.

What it means for MVHS

Although Nikitas’ new responsibilities may give him less time for MVFBLA, his title is expected to help the chapter in other ways.

“It’s on more of a symbolic level,” Gila said. “It gives the chapter prestige and is a good selling point.”

According to Schmidt, the chapter will most likely become larger and more competitive because Nikitas’ success will appeal to people deciding between FBLA and other business organizations.

“It’s tremendous brag rights. There’s competition with DECA and other organizations here. People say, ‘Now gee, if he’s National President, maybe I could be too,’” Schmidt said.

Gila also expects that Nikitas has set a precedent for other chapter members who want to get involved on the regional, state or national level.

What's next for Nikitas

With Nikitas’ new position, he can’t afford to have senioritis. Aside from answering around 50 emails a day regarding assignments, questions and demands, he is also expected to attend many conferences and conventions that FBLA is affiliated with. In fact, he will be traveling for 20 days in October and November alone. In order to balance the duties of his presidency, his role as ASB Social Manager and his school work, Nikitas was careful to pick a manageable course load. However, most of his work as President hasn’t begun yet, so he has time to be working on his college applications.

“Right now I do not [feel like a president],” Nikitas said with a laugh. “Right now I feel like a guy who answers a lot of emails.”

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2006

Kanellakopoulos joins the FBLA chapter at Kennedy Middle School as a sixth grader.

2009

His freshman year, Kanellakopoulos joins MVFBLA. With his two teammates, he wins first in his event at the state level.

2011

After serving as an MVFBLA officer as a sophomore, Kanellakopoulos becomes the California FBLA Secretary-Treasurer.

2012

After months of campaigning, Kanellakopoulos is elected FBLA National president at the 2012 FBLA National Leadership Conference in San Antonio.



One giant leap for Snooki

How an Oompa-Loompa and a moonwalker taught me a valuable lesson

People die every day. People are also born every day. Some of these people may be iconic. Some may be Average Joes. However, on Aug. 26, we received quite an exchange for one of America's heroes.

As Neil Armstrong, the first man to walk on the moon, was preparing to leave Earth once again, one of the country's most infamous celebrities, Snooki, went into labor.

Armstrong did wonders for humanity. His small step told man that we had conquered the big rock floating in the night sky and his giant leap told mankind that anything is possible.

Not as much can be said about Snooki.

She rose to fame for partying, drinking and closely resembling an Oompa-Loompa.

Armstrong's crew took four days to reach the moon. Snooki probably takes four days to memorize a single line for her "reality" show.

Neil Armstrong went to the moon. It would take more than 16.5 million Snookis lined up head to toe to reach the moon. Though I don't see why anyone would want that many Snookis. Heck, I can't even handle one Snooki.

But now we've lost an Armstrong and gained a baby Snooki.

And it doesn't appear that everyone realizes the unfairness of this trade.

When news of Armstrong's death came out, some were sympathetic and remembered his achievements. However, some were quick to criticize him. Can you believe that there are people out there who still believe the moon landing was a conspiracy? Not only is the flag still there, but "MythBusters" have also proven the voyage's legitimacy.

As for Snooki, she is used to receiving hate from all sides. And when she gave birth, the jokes and Tweets rolled in. One of the most popular remarks was, "If you're ever having a bad day, just remember that there is someone with Snooki as his mom." There's a fine line between being funny and cruel, and a statement like that falls on the wrong side of that line.

However, they both take great pride in

their work. And that is because they know that the general public is inclined to criticize.

No matter how grand the task (like giving birth or stepping on the moon), no one is satisfied with the achievement. There are always people that have you in the crosshairs, trying to stop you. But that shouldn't matter. As long as you can motivate yourself, anything is possible.

Armstrong became famous for walking on the moon. Snooki became famous for excelling in her role as a villain. They both made a name for themselves, which is quite an accomplishment.

So as Neil Armstrong departed Earth one final time, and as Lorenzo LaValle took his first gasp of air with his proud mother, they did so with a reminder to always aim for the moon — even if you only end up in New Jersey.

**Remember
that someone
has Snooki as
his mom.**

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Separation techniques

New technological filters have been incorporated into FUHSD schools

by **Neesha Venkatesan** and **Angela Wang**

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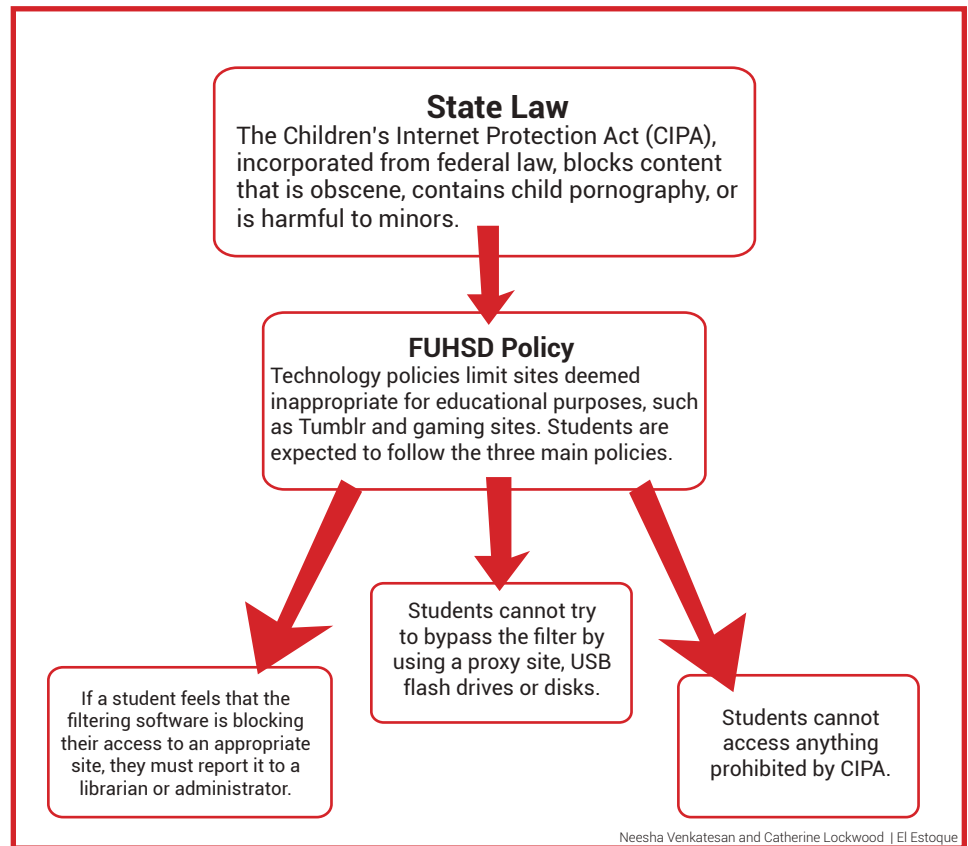
FUHSD has been changing their filters on their campus computers. The new school year has called for new ways to incorporate technology and Internet use on campus. The change was made possible partly because of the changes in district and statewide regulation of Internet use in education over the last year. According to Assistant Principal Brad Metheany, the district has allowed limited access to sites like YouTube since the beginning of the year, due to the teachers and administration trying to take advantage of their educational benefits. Along with these changes, the district has also allowed students more accessibility to sites on the Internet.

"I'm a big believer in the First Amendment ... anything to access information is [the students'] own choice to learn more," Metheany said.

The electronic filters on campus are determined on a district level, meaning that MVHS shares school filtering systems with the other FUHSD schools. Metheany believes changes are made with the consideration of students first. He asserts that the FUHSD manager of technology, Scott Harrington, aims to protect students through the filters.

Harrington is part of the district technology team that maintains the filter. The policy decisions are made by the FUHSD Cabinet, which includes the Superintendent, Assistant Superintendent, Associate Superintendents and principals of individual schools in the district. Additionally, a district Technology Advisory Committee — comprised of teachers, administrators, site technology and district technology staff — is responsible for providing input to the Cabinet. This committee receives input from teachers and students and strives to balance their interests at all the school sites.

Ultimately, however, the filtering policies are not completely set by the district. As part of the public education system, FUHSD receives funding from the state government and must abide by state and federal laws, such as the Children's Internet Protection Act, which requires filters on the Internet usage in their schools. FUHSD specifically uses iPrism as its filtering software to make changes in the



Neesha Venkatesan and Catherine Lockwood | El Estoque

schools' Internet use.

The constant changes in Internet access have left students like junior Lilian Ngeow unaware of and confused about the filters at school.

"I think we definitely need to have a filter to some degree, but I don't think [the administration] should filter every single thing because I know there's some educational websites that are filtered and shouldn't be," Ngeow said. "I feel that [the recent

YouTube filter] is kind of unnecessary because YouTube already takes out any videos that aren't particularly appropriate."

Harrington said that the district refines its filters based on the feedback they receive from each school's staff and administration. Changes are made in the context of individual circumstances, such as teachers' desire to stream videos in class to aid their teaching. In addition to abiding by CIPA, the district has its own technology policies to filter out websites that have no educational value, such

as gaming sites.

The district's experimentation with the Internet filtering system has not prevented others, like Assistant Principal Michael Hicks, from believing that Internet freedom has its place in education.

"Granted, [the students' access] is controlled access, which I think is okay too because part of teaching students how to manage their time is giving them some guidelines and restrictions to work under," Hicks said.

Hicks acknowledges the problems that might arise from granting students freedom to access more websites, such as viewing non-educational content or wasting time.

"There's always going to be concerns, there's always going to be issues. We just have to deal with them as they arrive and hope students use some sort of common sense when they're viewing things," Hicks said. "But I think the positives far outweigh the negatives, and you don't want to shut off access just because it's easier."

I'm a big believer in the First Amendment... anything to access information is [the students'] own choice to learn more.

Assistant Principal Brad Metheany

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Taking it to a new

DIMENSION

Junior Nishant Jain advances in NPR's 'What's Your Big Idea?' contest for an application that merges medicine and computer science

by **Athira Penghat** and **Yashashree Pisolkar**

Junior Nishant Jain was dissecting a human cadaver. He brushed and tapped the glossy surface of the dissection table, maneuvering his way around the organs, muscles and bones. He sliced the first layer of skin with his stylus. No blood, no sweat. Jain successfully dissected the human cadaver — virtually, that is. From that moment onward, he knew that this model — a 7-foot by 2.5-foot tablet located in the Division of Clinical Anatomy at Stanford University— had the potential to be condensed into a version that could be shared with the entire world.

Through an application he designed for tablets, Jain delves into the idea of augmented reality — a new type of technology that incorporates computer images into the real world. He developed this application while interning at Stanford University this summer, and in August, his mentors at Stanford encouraged him to submit his project in NPR's "What's Your Big Idea?" science and technology contest. On Aug. 27, NPR Science Correspondent Joe Palca informed Jain that he had qualified for the final round.

Turning an idea into reality

During the process of brainstorming ideas for the project, Jain's mentors at Stanford offered him many suggestions, but he was given much freedom to think through and recombine these concepts in his own way. Considering the fact that Jain's lab had not yet touched upon the technology used to create the application, this opportunity was,

according to Jain, truly once-in-a-lifetime.

"They literally said, 'We've got a few high school interns coming in, and we've got some new components coming in, so let's just give them to the interns and see what they do with it,'" Jain said. "They just threw everything on the table and said, 'What do you think we can do with this? How can we innovate?'"

Over the span of two to three weeks, Jain programmed the application with guidance from one of his mentors at Stanford, production manager Matthew Hasel.

"This is the first year that we worked with a computer programmer," Hasel said. "Usually we get our program work done by outside parties, but [Jain] gave us the opportunity to experiment."

Although Jain primarily coded the application himself, the magnitude of the project required the assistance of many other individuals from various fields of studies.

For instance, the first step in creating the application required the managing team to obtain CT scans from anonymous patient data through research clinics. Through software technology, programmers, such as Jain, then used that information to produce rough 3D models. Next, biomechanical illustrators touched up the models and added aesthetic corrections, and in the final stages, doctors

and physiologists examined the models for any minor anatomical errors.

"There is no 'I' in science," Jain said. "Everybody contributes."

How it works

Using a compiler — a program that allows computer languages and codes to be compatible with multiple platforms — Jain is able to access his application on tablets such as the Apple iPad.

Among the 16,542 medical applications available through the Apple App store, Jain's augmented reality application will be the first to introduce three dimensional models of human anatomy into real

"They just threw everything on the table and said, 'What do you think we can do with this? How can we innovate?'"

junior Nishant Jain

space when it is ready to be sold to the public.

To use the application, image markers, which resemble QR codes, are placed on an image of a human body part. The tablet's camera then tracks and recognizes image frame cells, triggering the application to project a 3D model of the image on the tablet's screen.

Another feature that sets Jain's augmented reality model apart from pre-existing applications is its ability to allow the user to switch between settings that display versatile

views of the human specimen. Much like an online map that shows satellite, traffic and weather views, Jain's application can impose skeletal, muscular, nervous and arterial structures onto the 3D model.

"[This] will highlight places of anatomy where it isn't very visible to the average student," Hasel said, "and increase learning in more visual and interactive ways."

Discovering connections

What interested Jain most about his research at Stanford was the fact that he was able to combine his interests in the fields of computer science and medicine into one entity by working in an interdisciplinary lab.

"Honestly, this application of computer science into medicine is something I've always dreamed of," Jain said. "But I never really understood how it could come into reality until now."

Since his father is a software engineer, Jain's interest in computer science began at an early age — seventh grade, to be exact. Although Jain started off programming

simple codes such as those for calculators and online games, he gained experience in multiple programming languages. Now, he is tackling technology that could potentially be used in the educational and medical realms.

"These [types of endeavors] are what science and even society, for that matter, are moving toward," Jain said.

One of Jain's advisers at school, biology teacher Renee Fallon, similarly notes the mutual relationship between science and technology, seeing as she supports further integration of the two fields.

"It's impossible to have science without technology," Fallon said. "In general, students view each subject as its own [being], but that's not the case at all."

Moving forward

In the future, Jain hopes that his application will revolutionize the way human anatomy is taught by incorporating it into fundamental physiology lessons in high schools and middle

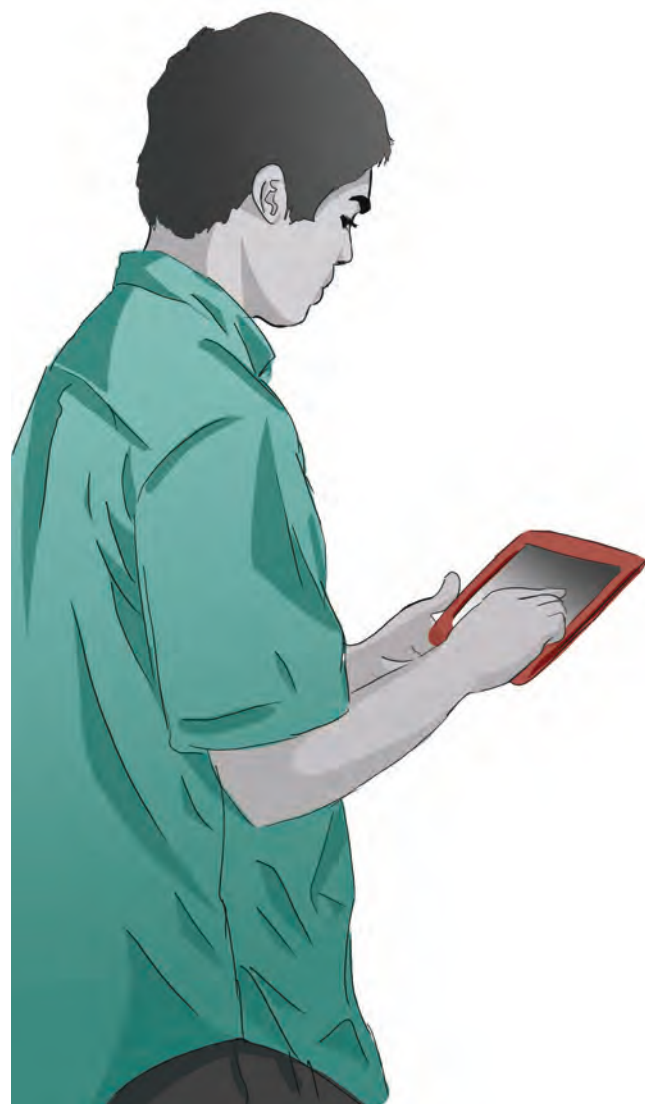
schools with the access to such technology. According to Hasel, once the application is more developed, medical students could even use it to simulate surgical procedures.

"There would be image markers on both the dissection table and human cadaver," Hasel said, "and the students would use their iPads to see under the skin without making any cuts."

Though the school year has started, Jain is continuing his work at Stanford. Ultimately, Jain wants to further pursue the convergence of computer science and medicine. He finds it intriguing that until this point, the field has, for the most part, remained unexplored.

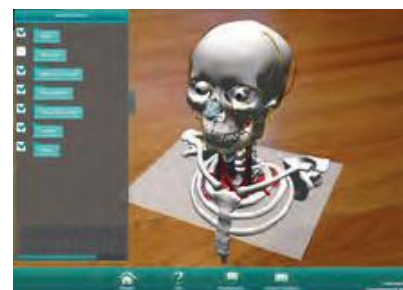
"There's so much potential for innovation in this area," Jain said. "It's like a coin, and I get to experience both sides, heads and tails, medical and technological."

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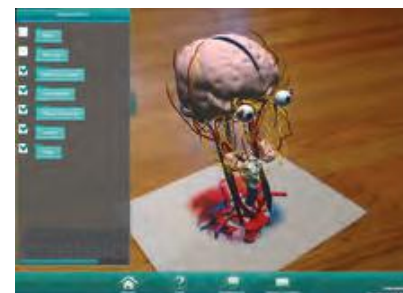


Alexandria Poh | El Estoque Photo Illustration

The tablet's camera tracks and recognizes markers on a 2D image. The application then creates a 3D model on the tablet's screen.



The user can switch between anatomical variations of the model, such as skeletal, muscular, nervous and arterial structures.



As the user navigates around the specimen with the camera aimed at the 2D image, the model on the interface follows, giving a 360-degree view.



Screenshot used with permission of Nishant Jain

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YouTube EDU



YouTube is great. Not only are there a lot of talented musicians and comedians on the website, there are a lot of great educational channels like the Khan Academy. Almost all universities have channels where they post speeches and lectures.

YouTube is starting to recognize this new batch of creators. Their new feature, YouTube EDU, aims to allow students to watch educational YouTube videos in the classroom at schools where access to the website had previously been blocked. This filter supposedly allows educational content — but not anything distracting — to get through to the students. And MVHS has jumped on board.

A video passes through the filter if it is placed in the “Education” category and YouTube’s monitors approve it. However, some unworthy material, like music videos and prank videos, are getting through to MVHS’ students, while legitimate educational material is being blocked.

One prominent example is Michael Stevens’ channel, “Vsauce”. Stevens has made numerous videos on subjects such as physics, astronomy and chemistry. However, he lists these videos as “Science and Technology”, keeping him out of the filter.

The simplest solution to counteract these flaws might be to withdraw from receiving YouTube EDU’s services and revert to relying on iPrism, which blocks all of YouTube’s content. Instead, the best solution is to do the exact opposite.

Rather than blocking all of YouTube, the best solution would be to make the entire website accessible to students.

The Internet is the Internet. YouTube isn’t the only diversion out there, and plenty of other

distracting websites, like Twitter, already make it through iPrism. It doesn’t matter which site students waste time on. The World Wide Web is too vast and uncontrollable. The school’s network doesn’t impose any threat by only seizing control of this one site.

Much of that credibility is lost because MVHS grants its students a lot of freedom, but not when it comes to the Internet. Students can go off-campus during lunch. Students can freak at school-funded dances. But students cannot access a video-sharing website through the school’s network. And the school can’t simply demand to have control over this one tiny aspect of its students’ lives.

It doesn’t make any sense. High school is the step before college and adulthood. Some MVHS students are already 18 years old and therefore considered adults by the United States legal system. Administration treats its students like adults when it comes to leaving campus and dancing, but cringes at the idea of letting them watch videos of cats playing the piano on the Internet.

It’s like allowing your child to sky dive, but still feeling the need to hold his hand while crossing the street.

High school students know what’s right and what’s wrong. They know there is corrupt content on the Internet. Yet they also know there is educational value online. MVHS just needs to trust its students’ judgment.

The school should be acting as a guide. While still able to assert their power, they should still give students the freedom to make their own choices. Because in high school, students are no longer children.

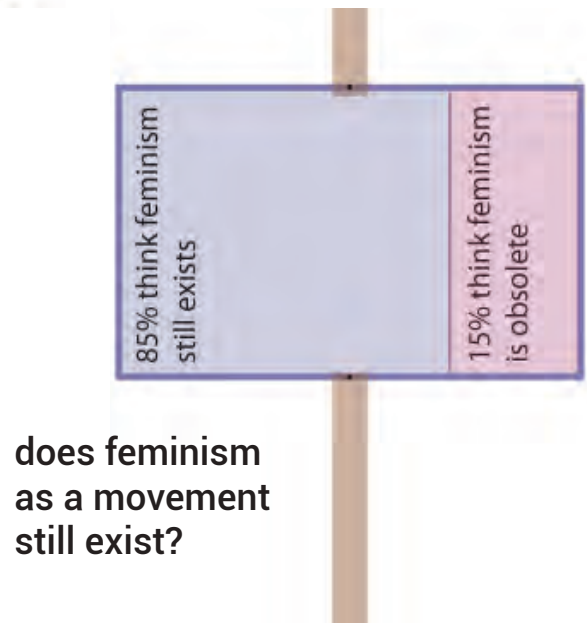
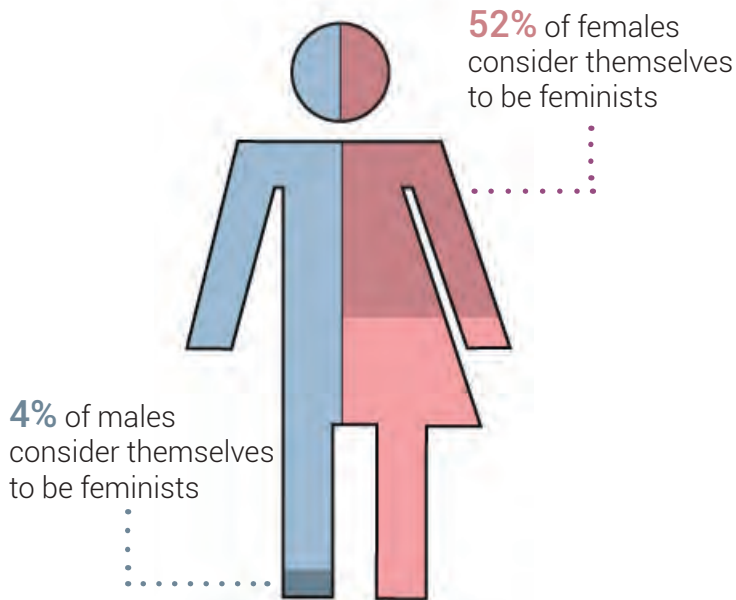
They are young adults.

STAFF EDITORIAL

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PULSE extends the conversation from El Estoque to you, the student body, concerning the current issues of the day..

Joyce Varma, Ruba Shaik | El Estoque Photo Illustration
*This data was collected from a survey of 816 respondents



does feminism
as a movement
still exist?

in which ways do you think men and women are still on unequal footing?



the bottom line

Back to School Night presents opportunity to talk to parents
by **Eva Spitz**

Although most students don't care about Back to School Night, students don't realize that Back to School Night is an opportunity to foster communication between themselves and their parents.

The fact is, the small glimpse of teachers and classes that parents get at Back to School Night is enough context to hold a real conversation. The obligatory "How was your day, honey?" which ordinarily elicits a one-word "fine" could easily be forgone in

exchange of legitimate dialogue.

Students don't realize that their parents are invaluable resources, seeing as they've probably gone through the same experiences. Although a great number of parents are immigrants, they've gone to school, they've taken the same classes, and they've learned the same material. A great majority have a college education, hence enabling them to help with their child's academic pursuits. Despite language differences, math and science are

universal dialects, and hard work and study leading to academic success works no matter what country it's learned in.

It's a shame that most students don't take the opportunity to discuss their academic lives with their parents when the latter are so full of advice concerning the topic.

Back to School Night is the ideal pathway to this kind of communication-rich relationship between students and parents.



to what extent do you agree with the association of the term “feminazi” with feminism?

very 8%
a little 11%
not really 9%
not at all 14%
indifferent 58%

what issue do you associate most with the feminist movement?

rape culture 18%

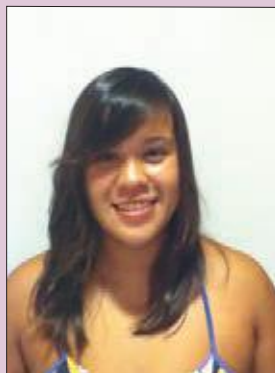
womens' suffrage 20%

sexual harassment 19%

the income gap 29%

abortion debate 15%

in other words



Maggie Maser

senior

Do you think the feminist movement has been effective in the past?

"It's been effective in terms of getting basic rights, but women usually take it too far, by holding men to chivalry and...[other double standards]. You have to be on par with them, you can't be above" them."

Michael Lin

freshman

Is feminism still a relevant issue today?

"Yes, well in some cases, women are treated unequally. Sometimes a woman has the same job as a man, but is paid less. There is also less attention for women's sports, and that sort of thing."



Janie Hsiao

sophomore

Do you think the feminist movement has been effective in the past?

"Yeah, because women can vote now, work, and wear pants. So I think it's been pretty effective or else we wouldn't have any of these rights."

A closer look at the real problem when it comes to dirty dancing

by **Ankita Tejwani**

Freaking is acceptable — but only if you do it the right way.

Freaking has always been controversial at MVHS, but in the battle between students and administration, a major group is discounted— the teachers.

Let's be honest: students aren't going to stop freaking any time soon. But that is not the problem. AVID and Biology teacher Pooya Hajjarian has a different take.

"If a student sees me at the grocery store

or the movies, I wouldn't think they would view me differently. The same way, I wouldn't view my own students differently," Hajjarian said. However, the situation changes with the awkwardness teachers experience at dances. "When I am in the middle of the dance floor and the students stop out of respect, I understand. But the problem occurs when they make eye contact with me and do not stop."

If respect is the essential problem that is making teachers uncomfortable on the dance

floor, it is easy to fix. Showing respect doesn't mean we need to cut down on the fun, all we need to do is be mindful of it, and pause or move away when we see a teacher getting uncomfortable.

It's not ideal for either party when teachers are chaperoning a dance, but if we give some consideration, we can get along. After all, there is a time and a place for everything.

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All's fair in lit and war

Militant novel raises pressing questions about future of testosterone rushes



Margaret Lin | El Estoque

I was browsing for books at the Cupertino library when I came across “Starship Troopers” by Robert A. Heinlein. I’d heard that it was a pretty prominent work of science fiction and that it had also been made into a pretty bad movie: the perfect formula to make me seem more sophisticated.

The novel was basically about a war against space bugs, and, despite my high hopes, would not be getting me invited to cocktail parties anytime soon. However, the sections where I didn’t have to slog through slews of made-up words and military terms were fairly enjoyable. And it had space armor. Can’t forget the space armor.

But even so, its message completely contradicted my ideals. I’m anti-war, anti-capital punishment, anti-meat and just a better person than everyone else in general. On the other hand, “Starship Troopers” was the most pro-war piece of fiction that I had

ever read. Its main argument boiled down to: “There needs to be a military in case there’s a threat, and even if the whole world achieves peace, we still might get attacked by aliens.” I don’t know about you, but I’d be comfortable risking the possibility of alien invasion for world peace. In fact, I’d be comfortable risking the possibility of several alien invasions for world peace. Several several.

I was basking in my philosophical superiority when something hit me. Something scary. If war was eliminated — and call me naive, but I believe it’s possible — large-scale fictional conflict, and maybe fictional conflict itself, could lose relevance over time.

Violence is bad. *Fictional* violence is amazing. Because of this, I struggled with the possibility of imaginary fighting disappearing for hours. At the end, after many deep, profound thoughts on the power of conception and the evolution of the human psyche, I came

to a conclusion: It was possible. My mind was torn wrestling with the implications:

Peaceful Forest: Peace.

Violent Forest: B-b-but swords.

Peaceful Forest: Rationality.

Violent Forest: B-b-but training montages.

Peaceful Forest: Ideals.

Violent Forest: B-b-but Digimon.

Peaceful Forest: You’re an idiot.

Violent Forest: Aren’t you supposed to be pea-

Peaceful Forest: Shut up.

This wasn’t helping. I had to take action. So I took the next logical step and went next door to my brother’s room.

Me: Fight to the death with me.

My brother: Wait, what?

Me: Fight to the death with me. I want to see what it feels like.

My brother: Dude, what’s wrong with you? Go away.

Me: Please, I just want to see what it feels like. Come on. Just once.

My brother: Stop being dumb.

Me: Digimon isn’t dumb.

My brother: What? I never said anything about Digimon.

Me: Good.

My brother: ... Go away.

Me: No.

After my brother drove me out, I was a lost man. I walked down empty roads, visited strangers in strange lands and contemplated the stars. Eventually I realized something: Fictional conflict was only one type of possible meaning. There would be those that would never witness or imagine it, but still be happy. As long as future generations found meaning in something positive, they’d be fine; even if it wasn’t something as flashy as fantastical fighting.

So, I guess if war ceased to exist, and life was still meaningful, and people were happier, and aliens didn’t invade, and everyone conformed to my way of thinking, and public bathrooms were cleaner, I would be fine with having milder fiction.

Maybe.

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a different Olympian

Used with permission of Holly Cornelison.

MVHS drama department leads alumna behind the scenes at London Olympics

by **Gisella Joma**, **Shannon Lin** and **Ruba Shaik**

A person doesn't have to be athletically gifted to participate in the Olympics. Class of 2010 alumna Andrea Donigan had the opportunity to manage events during the the 2012 London games.

Life in high school

Drama wasn't always on Donigan's radar. In fact, it wasn't until her freshman year that she joined beginning drama. She immediately immersed herself with backstage technology.

According to drama teacher Holly Cornelison, Donigan was a shy yet determined student. She willingly put in extra time and hours, especially in the making of two major productions in her senior year: "The Servant of Two Masters" and "The Odyssey."

"Her biggest responsibility was stage management, and that is basically what she ended up pursuing," Cornelison said.

Donigan wasn't alone throughout her journey in MVHS drama; her long time friend 2010 alumna Shieva Khalily was one of the main influences that caused Donigan to choose drama.

"At [MVHS] I did Stage and Production Management. I helped Ms. Cornelison with the paperwork and organization of shows," she said. "Once I got into my sophomore, junior, and senior years, I was [more] focused on stage and production management."

During Donigan's sophomore year, the

tech-savvy class of 2008 had left the drama department with a void that she decided to fill. Donigan involved herself in backstage technology and she was awarded for her efforts with the position of head stage manager. At the time she didn't know that it would be this very position that prepared her for the future.

2012 Olympics

Donigan is currently in her third year at Guildhall School of Music and Drama in London, receiving a degree in Theatre Arts-Theatre Technology and Production Management. When she applied to college in 2010, she heard about the opportunity of helping out in the 2012 Olympic Games.

As the game season drew near, officials began to travel to drama and tech schools around the nation interviewing students who would be interested. There were 800 ceremony volunteer positions available across all the departments including lighting, sound, stage management and operations. Donigan

acted as an Operations Assistant at the Olympic Stadium. The Operations department is in charge of tasks such as directing traffic. Donigan also was involved in the Safety aspect of the Olympics such as putting up many signs.

"If it were not for Ms. Cornelison and the drama program at MVHS, I would not be here."

alumna Andrea Donigan worked in the Operations department at the Olympics.

"I also did things such as data entry and other not so glamorous things such as flushing toilets in the compounds where the animal keepers stayed," Donigan said. "I was there to help with anything basically."

During the ceremony, Donigan directed audience members and stage props to assure the pace of the ceremony. For example, she would make sure audiences weren't wondering during the firework ceremony as a safety hazard.

"[Some of the major] highlights for me included hanging with Team USA and I also got to see celebrities like The Spice Girls, Jessie J, Tinie Tempah, Taio Cruz and Kate Moss," Donigan said.

Plans for the future

"I love theatre, [but] I would like to pursue [a career] in the events industry and I would love to go to Rio in four years and get a job with the ceremonies there," said Donigan.

For Donigan, being a part of the Olympics marks the very beginning of a whole new set of opportunities. She's currently the production manager of three operas due in November and after college hopes to expand her skill sets.

"I would have to say that if it were not for Ms. Cornelison and the drama program at MVHS, I would not be here," Donigan said. "I wouldn't have found out that I love doing theatre and events [and] I wouldn't be the same person either."

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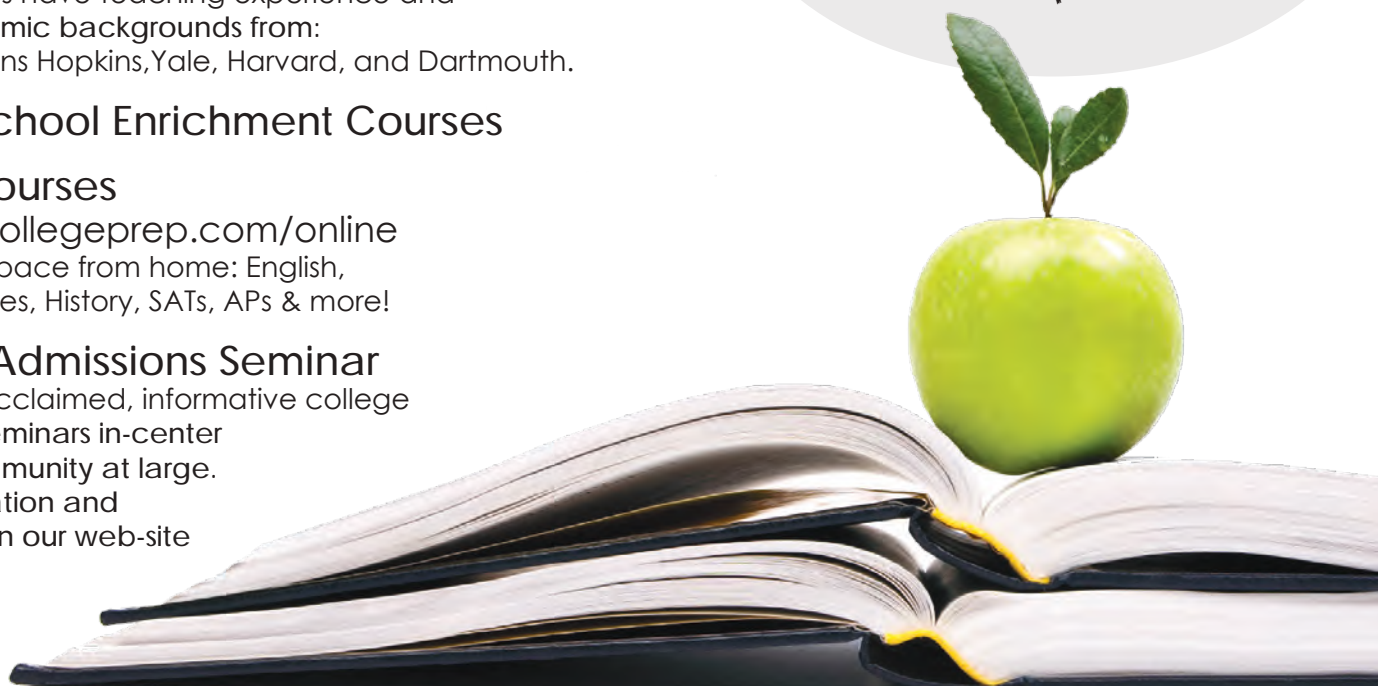
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17, going on 71

Who says senior citizens can't have any fun?

by Soumya Kurnool

I'll 'fess up. I lied.

Last year, I fooled you all with my column "No Country for Old Women." I told you all I was a grandma, that I was notoriously old-fashioned and was totally out of the loop of teenage experiences (which I would argue is still true). I then proceeded to write about my antics — about how I was bluntly introduced to Facebook stalking, how I repented for my sins of unspirited-ness with scratches from cutting chicken wire at quad decs, how I was quite literally slapped in the face by Abercrombian depravity (You have no idea how hard I cheered when I heard 150 of their stores would be closing by 2015; I almost cried tears of joy), how I was insulted by the grandma-unfriendliness of even the most prehistoric models of the iPod Touch, how I suffered from auditory annihilation at rallies, how I was scarred by a twenty story tall poster of David Beckham in nothing but his briefs in the most homely and senior-friendly little town of New York City, how I lamented the loss of purity in the world after seeing everyone freak at Sadies, and how I found myself in the middle of a half-naked fountain hopping mob at Stanford. And you — students, teachers, and my most avid fans (my friends' parents who admired my strict adherence to morals) — laughed and believed me without a second thought.

But the real truth is that I wasn't officially a grandma then. I didn't become a full-fledged grandma until August 20, 2012, as the clock struck 8:30 (I love my free

first!) and that obnoxious bell made me jump in my seat in Madame Finck's AP French class.

"I am now a senior

citizen," I squealed. Inside my head, of course, because not only would that extremely idiosyncratic statement fetch me the stares of the 41 other students in the classroom, but it would also fetch me two more glaring eyes for speaking English in class. (Excusez-moi, Madame!)

And so as I walked out the door, I realized, as any reasonable senior citizen should, that Ponce de León was an idiot. Instead of

For all I know, down the road, I might end up crying myself to sleep every night

running around to find a fountain of youth or a time machine to take me back to freshman year, I intend to go out with a bang. And no, I'm not talking about my agenda to score 5s on every single AP test I take next year, or my illustrious campaign to get accepted into HYPSCM (Harvard Yale Princeton Stanford MIT Caltech).

Talking to a dear friend of mine who has transcended the mortal

life of high school to go to Berkeley (and who you might know from last year's "TwoCast" vlog as having eighteen

cats) has proved to me that regrets about missing out on things during senior year are real. In her case, it was her not getting a senior portrait, not going to Challenge Day, and not going to Sadies. I was about to offer my humble opinion on the Sadies part of the deal but decided not to.

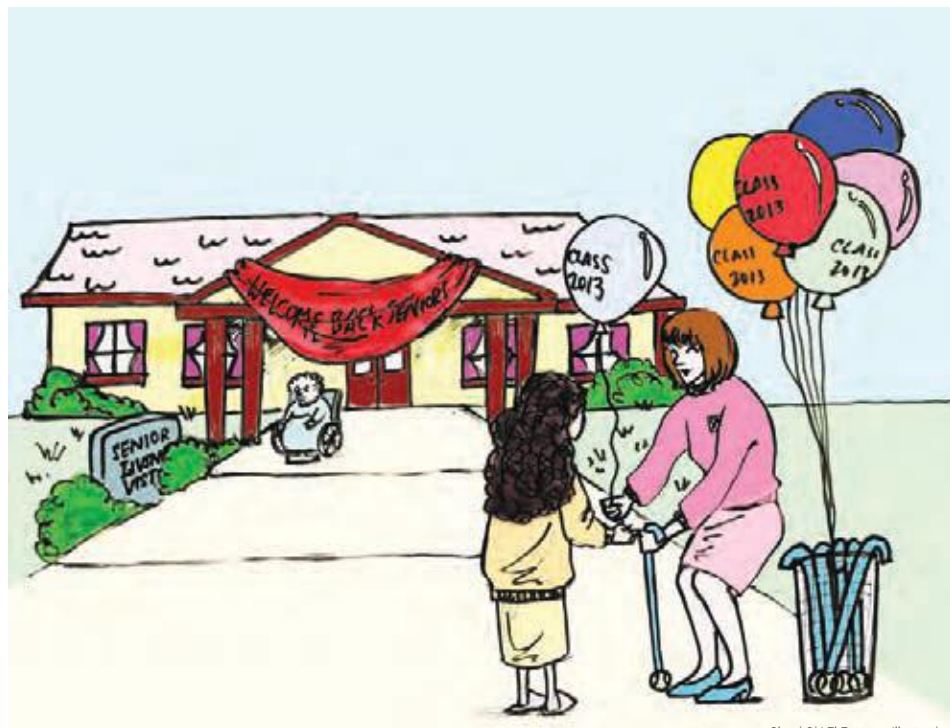
As much as I detest the notion of wearing fancy shmancy gowns and dresses, for all I know, down the road, I might end up crying

myself to sleep each night because I studied for a Calculus test in Mr. DeRuiter's class rather than going to Junior Prom. Highly unlikely, but you never know.

That is why this year, I have a bucket list. It's filled with things that are deemed socially mandatory for senior citizens and high school denizens in general. While I can't promise you that I'm going to ditch on Senior Ditch Day, I intend to put myself out there, whether it be in a dress or in a cheerleading outfit (although I would positively loathe that).

This grandma shall have no regrets.

Have something in mind that yours truly absolutely, positively needs to do before her days as a senior citizen come to a close? Post your bucket list suggestions on El Estoque's Facebook page, tweet them to @elestoque on Twitter, or send them to me at s.kurnool@elestoque.org. And if all these hi-tech, social media thingamabobs are too much for you, drop by A111 to convey them to me by word of mouth.



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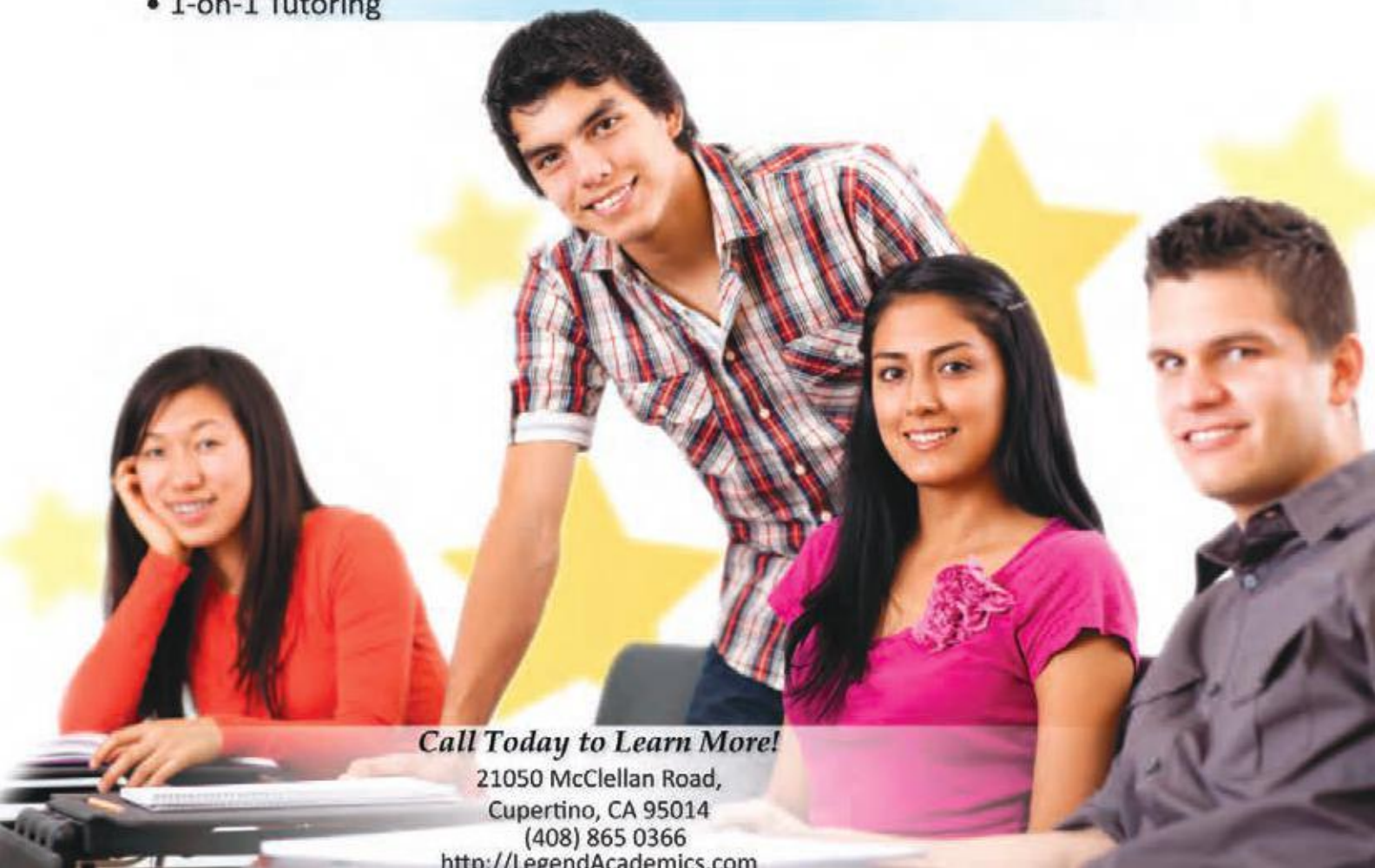
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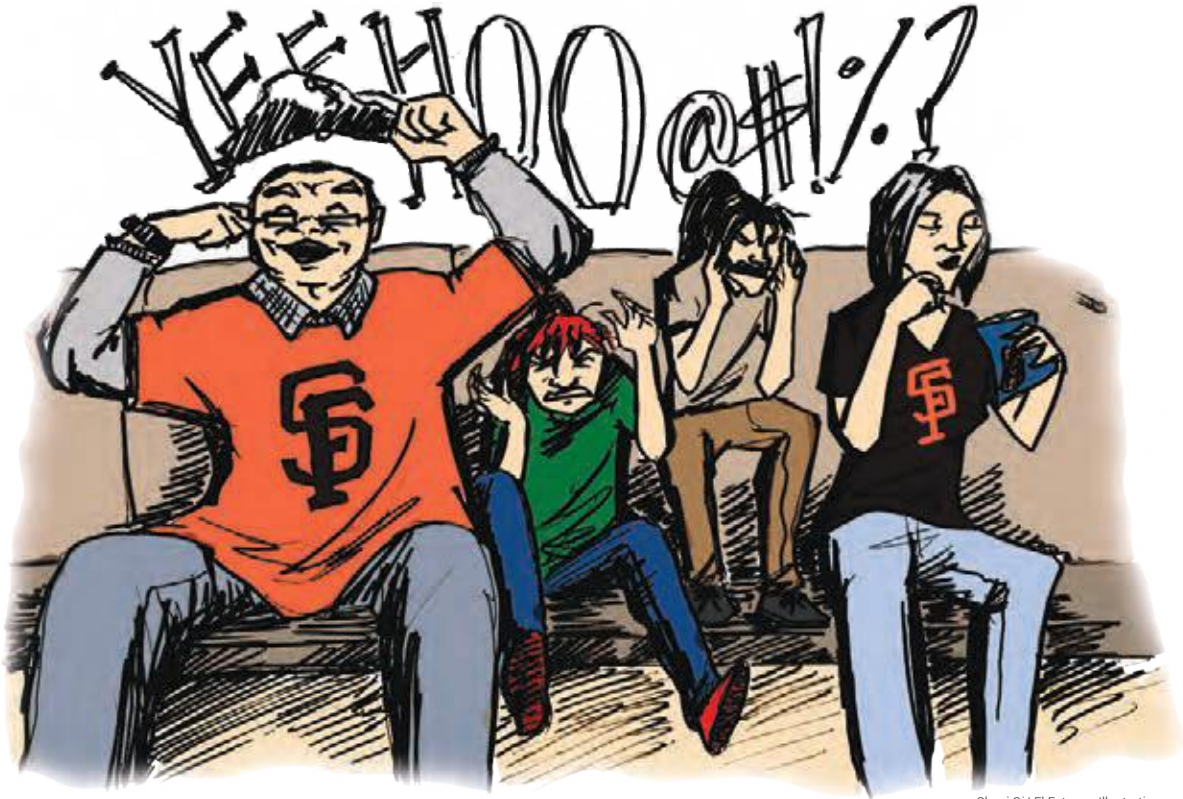
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Three strikes, they're out

In which my family makes a mess out of our first Major League Baseball game

The San Francisco Giants baseball team plays 162 games each year. And each year, my family turns on the radio or television to watch, on average, 162 of them.

So when I bought four tickets to bring my father, mother and younger sister to their first live Major League Baseball game, I didn't expect anything unusual. After years of watching televised games, we were all familiar with just about everything related to the sport.

I overlooked one thing, though. My family members are a lot like dogs in the sense that they can't be exposed to a large amount of environmental stimuli at once. And at AT&T Park, there was an awful lot of environmental stimuli. There were the sights: 42,000 people had dressed in the ridiculous color combination of black and orange. There were the sounds: I counted six new profanities my sister learned during our first five minutes at the stadium. There were the smells: The guy behind us smoked weed.

Naturally, they were overwhelmed. I remembered that commands keep my dog calm when she's distracted, so I gave my family simple rules to follow: Don't get lost. Don't throw up. Don't run onto the field. And when my sister had trouble obeying the last one, a YouTube video of a fan getting tasered on the field helped make up her mind. After herding them all to our bleacher seats and enduring my father's belting, off-key rendition of "The Star-Spangled Banner," which he'd memorized specifically for the occasion, I thought they'd settle down. They did — but they got a little too comfortable.

My father insisted on doing his signature victory dance, which consists of cap-throwing, stomach-slapping and high-pitched "yee-hoo!"s, every time the Giants pitcher threw a strike. Which was 118

times. "Sorry, he's drunk," I said apologetically to the people staring at us, even though he clearly wasn't. And when the Giants scored a run to break the tie, he took it a level further, bro-hugging three balding men with huge beer bellies. This is coming from a guy who: 1) lectures me daily on the dangers of drinking and 2) thinks the most interesting part of baseball is the rule book.

My mother, on the other hand, became fascinated with the idea that you can put trash on the floor and just leave it there — "You don't even have to pick it up!". The change must have been liberating; she produced a bag of salted peanuts from her purse and began to pop them into her mouth, spitting the shells on the ground with clear satisfaction. It actually took awhile for the guy next to her to notice all the stuff landing on his shoes. But eventually he did, sighed and ordered three more beers.

You might be waiting for me to tell you some profound revelation about accepting my family the way it is, but that's not what I learned. What I learned is this: My father has self-control issues, my mother salivates way too much and my sister picks up new words — especially dirty ones — really, really quickly. I also learned that the next time we go on a family outing, I need a bunch of those child leashes that parents use to drag their toddlers around the mall.

We won't go to another baseball game anytime soon, since the entire thing cost \$200 out of my wallet. But we will be watching from the comfortable (and private) confines of our home. Yes, we will be watching — and we will be singing, swearing and spitting.



Amelia Yang | El Estoque

Sweeter with someone at your side

Seniors Serena Chew and Thomas Barber enjoy a slice of life experience as they open their own bakery with made-to-order scones, macarons and cupcakes

by **Anushka Patil and Amelia Yang**

Senior Thomas Barber knows exactly where everything in senior Serena Chew's kitchen is — except, apparently, her trash can.

It's late on a Wednesday night when he pulls two blocks of cream cheese out of the Chews' fridge. He unwraps them, dumping the cheese in a bowl of powdered sugar, and the wrappers straight in the sink beside him.

Chew looks at him, and raises her eyebrows. He shrugs.

She puts the wrappers in the trash as Barber continues to mix the frosting for their red velvet cheesecake. It's a birthday cake for a friend's father; the first full cake order they have made as SugarMonster Bakery.

The bakery is a two-person collaboration operating out of the Chew family kitchen. The idea for the business came from Chew early in the summer of 2012. In the previous year, she and Barber had spent the majority of their time together baking, and for Chew, who was trying to determine her summer plans, the idea made perfect sense.

"She came to me and was like, 'Thomas, we should just start a business! That's what I can do,'" Barber said.

The two had joked about being on a "Teen Edition" of the TV show "Cupcake Wars," but hadn't considered baking for more than just fun. Chew drew inspiration from her older brother, class of 2008 alumnus Mark Chew, who had started a Korean sandwich catering business with friends when he was in high school.

"So I knew it was possible," Chew said. "I took his basic idea and he gave me a lot of pointers and that's just how we got started."

Chew and Barber researched their selling options, including flea markets, but because of the stringent legal requirements — being FDA approved, having a certified kitchen — decided to cater instead. Their first customers came from Chew's church after she began bringing

samples and order forms, and now, to keep the business small, they only accept orders from friends, friends of friends and acquaintances.

Over the summer, they hunted down, tested, and personalized their favorite dessert recipes, the first of which was macarons. They experimented with different flavors — including pistachio, green tea and coffee — but say their first attempt was an utter failure. They spent over five hours making four batches of about 30 cookies each, and ended up throwing them all away.

"It made me want to cry! They were the worst things I ever made in my life. The thing about macarons is [that] they're very temperamental," Chew said. "If you overmix, they'll get super flat and crack. If you undermix they're super puffy ... there are just so many factors."

Stacks of customized recipes and a few months later, the two narrowed down their specialties to cheesecakes and those fated macarons. They also spent time collaborating with family friend and class of 2011 alumnus Alex Chiu. A Communication Design student at Washington University in St. Louis, Chiu came up with the small green, pastry eating, monster with a cupcake hat that now serves as the face of the bakery. With business cards featuring the new logo, Chew and Barber finalized their financials with Chew's father, Glen Chew, who with Serena's mother, Karen Chew, had funded many of SugarMonster's early experiments, thinking that it was just a small summer project.

By August, the two were ready to debut the SugarMonster Bakery to their friends in the form of a tea party at Chew's house.

They produced four cheesecakes of two different flavors, nearly 200 macarons of various flavors, 80 pumpkin spice cupcakes, and 60 blueberry scones. They served up their finished products to about 35



Joy of pumpkin spice

RECIPE FOR SUCCESS

The ingredients for SugarMonster's creations are bought in large quantities so their orders are more cost efficient.



SUGAR MONSTERS

Seniors Thomas Barber and Serena Chew bake pumpkin spice cupcakes on Sept. 11. The two began baking together in the summer of 2012.

guests, who were each charged a small entrance fee to break even the costs of the raw ingredients. Barber and Chew say that guests were most surprised that they were able to mass-produce such a large amount of food, but were impressed enough with the results that the two received several orders.

One order of blueberry scones came from their mutual friend senior Trisha Mitra's mom, but at a time when Chew was out of town. Barber ended up completing the order, tall as it was, by himself in her kitchen. Seeing Barber in their kitchen at all hours of the day has now become routine for Chew's parents, who say he's almost a part of the family.

According to Karen Chew, Barber will frequently come over in the evenings with a bag of groceries — flour, eggs, special ingredients for their chosen recipe — and she'll leave them alone to go about their business.

"[Sometimes he'll be here until 2 a.m.] and they're baking and watching TV and talking. And I'll say to them, 'Mrs. Chew's going to bed! I'm tired! Clean up the dishes and good night!'" Karen said. "I think [the experience is] very cathartic for both of them ... and they work well together. They complement each other ... and they're open to each other's ideas and suggestions."

That is what both Serena and Barber agree is the best part of their working relationship: that there is one at all.

They are sitting at the table there now, after three hours of work on their red velvet cheesecake. Barber has finished the frosting — and managed not to litter the sink any further — and readying white chocolate chips as Chew frosts the cake.

Visit elestoque.org to learn more and watch a video.
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At first, dry and liquid ingredients are mixed in two separate bowls to be eventually put together. The mixture constitutes the cupcake batter.

SOLIDS AND LIQUIDS

After mixing all the ingredients together, Chew and Barber combine all the ingredients in one bowl to prepare to pour them into the cupcake pan.



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SPECIAL
REPORT

finding
FEMINISM

EVOLUTION OF THE **f**word

by Soumya Kurnool

A brief history of Feminism

as recounted by history teacher Bonnie Belshe and English teacher David Clarke

early 1700s: Native roots of Feminism

"The earliest feminists were Native Americans," Belshe said. "In part because they viewed marriage differently than the whites did. ... It was tradition for women to be involved in trade and so they were the ones who were trading with the colonists."



Todd Mecklem via Flickr | Creative Commons by-nd-sa

1880s : Entering the arena of politics

According to Belshe, in the 19th century, women moved into reform politics, where they worked for emancipation and freedom from starvation and poverty. Women eventually advocated for the temperance movement, when a larger backlash developed against feminism. Men thought that if people gave women the right to vote, they would vote against alcohol consumption. Big companies and banks felt threatened.

1700's

1800's

mid-1700s: Colonists, not sexists

Sexism was not an issue, Belshe said, even in colonial society. With the colonial family ethic, both men and women were constantly working, be it in the fields or at home with children. They were acknowledged for their physical strength.

mid-1800s: Opening doors

Over the years, with education, new doors opened for women to gain intellectual strength.

"As more women became educated, women said, 'I want to look outside of my home here.' **They extended the household from outside the door to make an impact in the community**," Belshe said.

1890s: Literature as an eye-opener

Clarke notes that Norwegian playwright Henrik Ibsen wrote some of the early works of **feminist literature**, such as "Hedda Gabler" and "A Doll's House," which **revealed the detrimental effects** of the rigidly defined roles women had in society.

Merriam-Webster's dictionary narrows the many perceived definitions of "feminism" into just two camps; feminism is "(1) the theory of the political, economic, and social equality of the sexes, (2) organized activity on behalf of women's rights and interests."

English teacher David Clarke and history teacher Bonnie Belshe acknowledge the second definition as what Clarke calls the "normal, pedestrian definition." But Clarke also believes in another.

"The other definition of feminism is feminist, in the sense of feminist literary criticism, feminist art, feminist literature, which would be art or criticism or other areas which tend to foreground concerns of women, conceptions of women, ideas of women, women's role in society," Clarke said.

Yet regardless of feminism's many successes today — women competitors from every participating country in the London 2012 Olympics and a higher

percentage of women than even men getting higher education — there is and always has been some backlash against feminism.

"It's been a war on women," Belshe said. "It's really been a reactionary response, trying to go back to some pre-women's rights legislation."

Belshe and Clarke believe that despite the continued backlash against feminism that the actual definition of the term has remained the same.

"Feminism has always been looking at equality in both treatment and opportunity," Belshe said. "How [feminism] is viewed today is as the

'new F word.' People are afraid to say that they're feminist because of that backlash that occurred in the 70s, 80s, and now. I think this is because people let reactions shape what the word means, as in 'Feminazis.' In fact, many men are feminists, and that's the whole point of equality and opportunity."

"People are afraid to say they are feminist because ... people let reactions shape what the word means."

history teacher Bonnie Belshe

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1914-1945: Feminism on the home front

With men off to war in WWI and WWII, women gained power in the workplace, taking on jobs traditionally held by men. Belshe also notes that more women gained power in the government, especially during FDR's presidential terms, enforcing reform policies for labor legislation during the Depression.



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1970-2012: Present-day backlash

Ever since the 1970s, there has been a continued backlash against women's movement, especially with regards to reproductive rights and healthcare rights, Belshe notes. This was seen even in August through Rep. Todd Akin's comment that "legitimate rape" does not lead to pregnancy.

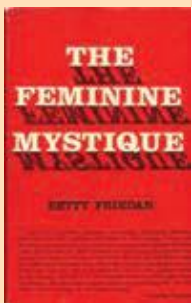
1900's

2000's

1950s: "Feminine Mystique"

According to Belshe, at the end of WWII and the birth of the Baby Boom generation, women were expected to stay home and deal with the domestic work, raising the kids and taking care of the coveted suburban home.

However, Betty Friedan, a well educated housewife, revealed the dissatisfaction among women in the 1950s through her nonfiction book "Feminine Mystique."



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1960-1970s: Advocacy through the written word

"In the 60s and 70s, we get an explosion of perspectival studies [regarding women]," Clarke said, "where we said, 'What if we look at literature, society, individual interactions, or psychology from the point of view of [women]?'"

According to Clarke, feminist literary criticism became prevalent in the 1970s, during the Women's Rights Movement, when women gained rights without which Belshe believes we would not recognize society.

Why people hesitate

Feminism is not what everyone is making it out to be. It's just about equality

by **Cynthia Mao** and **Catherine Lockwood**

In 1968, radical feminist Valerie Solanas attempted to murder Andy Warhol. Throughout history, women have fought for voting rights, education and basic working conditions under the premise of feminism, the belief that men and women deserve equal rights. But, at least at MVHS, the drive to continue the fight for female equality has diminished. Sixty percent of students in MVHS do not consider themselves feminists.

The disparity between men and women is fairly evident. The Pew Research Center released a study in 2009 titled “The Harried Life of the Working Mother” which showed that in 2009, women made up only 47 percent of the work force. In another Pew Report from 2008, “Men or Women: Who’s the Better Leader?” Americans rated women as superior to men in honesty, intelligence and compassion, among a few other traits, but only 6 percent of those surveyed said women would make better political leaders.

And let’s not forget the income gap: in December 2010, according to a presentation by the Joint Economic Committee, women only make 77 cents for every dollar a man makes. While there has been significant progress in things like the composition of the workforce — in 1950, less than 30 percent of the workforce was comprised of women — the income gap hasn’t shrunk down by much since 2001.

“[It’s] better than before, but not there yet,” said senior Wen Lee. “In business and jobs, the high-pay and high-level business jobs are usually dominated by men.”

Therefore, groups and organizations geared toward women, like the Women in STEM club at MVHS, often pop up. The club’s intention is to support women, but organizations like these are often misinterpreted as excluding men. Treasurer Joyce Tien points out the main purpose of the club has little to do with men at all: They just want to encourage girls to pursue careers in STEM fields.

But despite the numbers, MVHS students generally view feminism, which could potentially counteract those discrepancies, in an unfavorable light. While 44 percent of respondents said there was no particular connotation to feminism, 37 percent said there was a negative connotation, and only 19 percent said there was a positive one. That hesitancy seems to come from not wanting to fall under the same label that many bra-burning, not-shaving-my-legs feminists seem to fall under: one of militancy.

The definition of what feminism really means is often misconstrued as hatred of the opposite sex. Junior Tanya Rios sees feminists as women who either think they are “the same as men or ... above men.” So although many do support women’s rights, they group themselves

First reactions to feminism

by **Anjali Bhat** and **Simran Devidasani**

El Estoque asked over 150 students and staff members what word came to mind when they heard “feminism.” Each word is sized according to the number of times it was said. The gray words represent boy responses and the orange words represent girl responses.



Kitchen IDK Gender
 Bold Courage Cosmetics
 Rosie the Riveter Mary Wollstonecraft
 Women's movement Voting Feminism Movements
 Purse Girly Gloria Steinem The world split open
 The 70's Independent Against men Suffrage Rights
 Michelle Obama Successful Feminist Woman Ambitious
 Power

act and look.

"Media generally is against feminism," junior Marina Nguyen said. "You will be watching shows and there will be two females and the only thing they are talking about together is another male because of love triangles. There is something called the bechdel test

with non-feminists.

Tien is also reluctant to label herself for fear of connecting herself to the stereotype. According to her, she and the other officers of WiSTEM don't want to call themselves feminists because they don't want to be seen as resentful toward the other sex.

"I definitely stand up for my rights," she said. "But I don't see myself as a feminist, as if 'I hate men.'"

While it comes up less frequently than the idea of misogyny, misandry, the dislike or even hatred of men, is still a relevant issue. A book published in 2001, "Spreading Misandry," by Paul Nathanson and Katherine Young, two religious studies professors at McGill University in Montreal, Canada, looked at the widespread hatred toward men in everyday culture. The two published a sequel in 2003, "Legalizing Misandry," that looked at the same issue in laws in North America.

A large connection to the negative connotations is media. The propaganda shown to teenagers and adults shows the average way to

online where it is this test to show if there is any part in the show or movie where two females talk about something that is not a male, and generally most media doesn't pass it."

While news of feminism reaching Solanas-level extreme hasn't come up recently, there is still a general wariness, especially among male students, towards feminism. Of the 287 male respondents, 74 percent did not consider themselves feminists. Of the 385 females, on the other hand, a smaller, though still significant, 48 percent said they did not consider themselves feminists.

"There's a conception held by some that to be pro-female is to be anti-male," said English teacher Mark Carpenter. "I think that in the last 20 years or so ... that conception has kind of migrated to the periphery, but I think it still exists ... To acknowledge the history of advantages that men have had and to try to rectify that is thought of somehow as anti-man because you're taking something away from them."

Senior Sagaree Jain, who considers herself a feminist, also finds



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that when she brings up the subject with men, they often get defensive, interpreting it to mean supporting women at the expense of men.

"It's as if you're attacking them," she said. "People get confused and worried, so then you get words like 'femi-Nazi' floating around. All [feminists] are looking for is basic equality."

She thinks there's a much plainer definition of feminism that what most would assume.

Feminism is, at its roots, the advocacy of equal rights for men and women. It doesn't have to do with pro-female or anti-male sentiments.

A male survey respondent wrote, "As long you actively want men and women to be treated equally, you're a feminist." Another female respondent wrote, "A feminist is anyone who believes in male and female equality. Unless you tell yourself you can't say or do something purely because of your gender, you are a feminist."

Still, the reluctance to associate with feminism is pervasive even among women, 38 percent of whom surveyed said feminism had a negative connotation.

"Of course I feel that women should have equal opportunities as

men, but that doesn't make me a feminist. It just makes me a believer in the motto 'everyone is equal,'" wrote one female survey respondent. "I have no problem with cheerleading, which many consider to be a sport that's demeaning to women, and I certainly don't feel the need to spout 'women are

strong' chants everywhere I go."

But, maybe those so-called radical ways should be more accepted. What we now consider natural for women was once considered extreme.

"There have been times in American history where the notion of a woman having rights was a radical concept and that was a time that called for radical feminism," Carpenter said. "The idea of it being normal for a woman to have a job and a career and an education was a radical idea, and radical feminism was a necessity. At this point, what do I consider radical? What do I consider extreme, too far? I don't know. I think that it has to go far enough to ensure equality."

Perhaps the real problem is lack of awareness about what feminism really means. The reason why feminism has a bad rep isn't necessarily because of what it stands for, but what people wrongly assume.

A female survey respondent said, "I support feminist movements and female rights. I think there's a negative connotation that comes with admitting feminist inclinations, but at heart, I am a feminist and proud of it."

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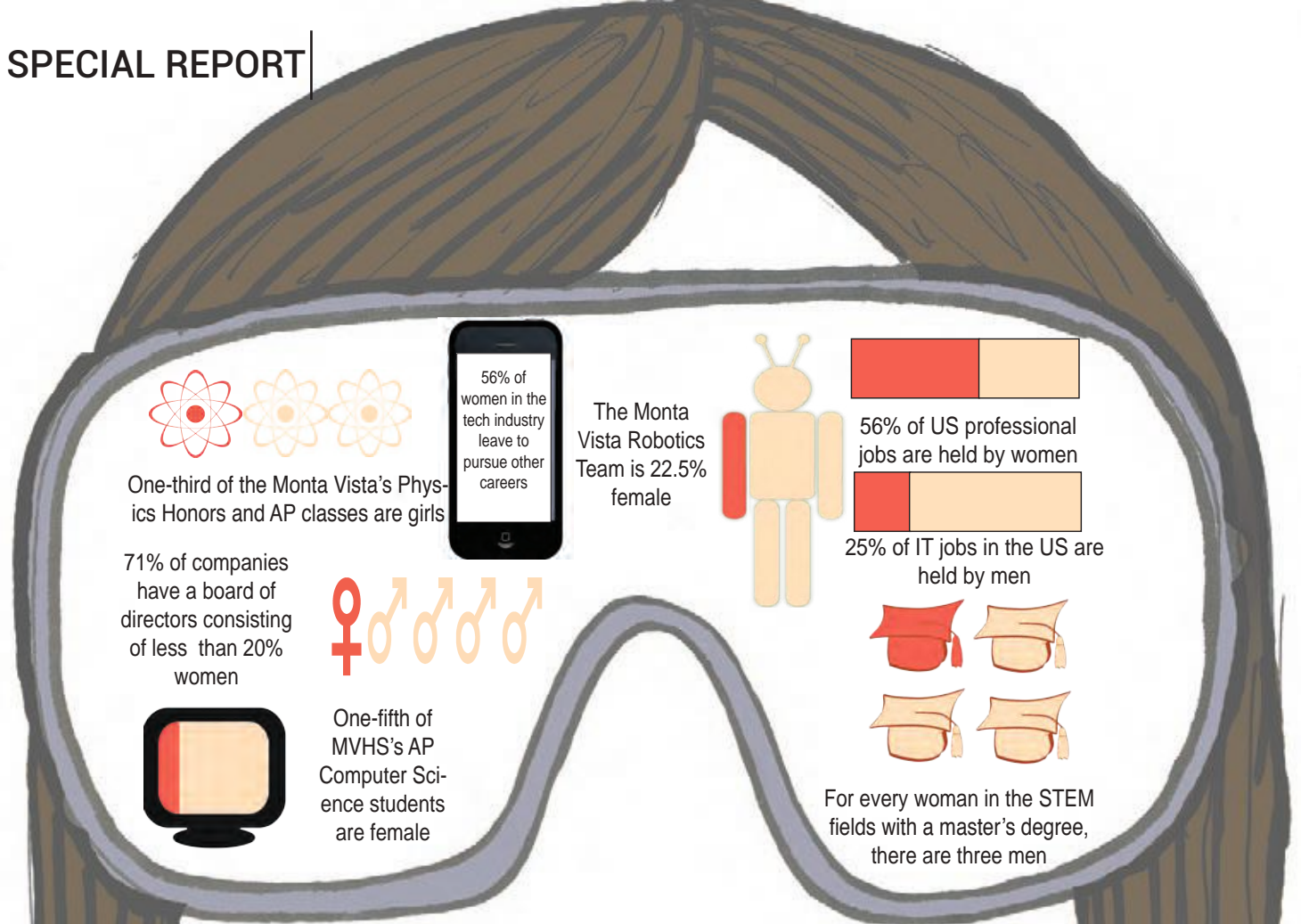
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STEM-ing of equality

Monta Vista WiSTEM offers more opportunities for girls interested in science

by **Mihir Joshi**

According to the American Society for Engineering Education, in 2008 men received more than 4 times the bachelor's degrees engineering than women did. The Women in Science Technology Engineering and Mathematics club that was founded this year attempts to aid in the process of counteracting figures like this one.

Programs like WiSTEM are an aspect to women making headway in holding the same ground as men in all fields.

The Economic and Statistics Administration revealed in 2009 that men hold 75 percent of the jobs in STEM fields. Because of this, hundreds of programs like WiSTEM, aimed at sparking interest in women to integrate them into these areas, were established across the nation.

Moreover, universities known for their STEM related programs such as MIT and Kansas State have changed their admissions systems to accommodate more women.

President of WiSTEM junior Molly Vora wants to add to this process at Monta Vista.

"Getting in [to the California Institute of Technology] is a lot easier for girls than guys just because they want to make the ratio of guys to girls similar," Vora said.

Science Teacher Lora Lerner, the advisor for WiSTEM at Monta Vista, voiced her belief that women are still underrepresented in the STEM fields.

"We live in a world that is still somewhat discouraging to women participating in [STEM] fields, that is still sort of giving them those messages over their lifetimes that, 'Maybe this isn't the field for you. That's what boys do,'" Lerner said.

The differences in between men and women in STEM fields are still evident. According to the 2009 survey by the Economics and Statistics Administration, women in STEM fields earn 84 cents for every dollar their male counterparts earn.

Despite this, there are others who believe that the time for women to be bolstered in academia is over. After searching for summer programs to apply for, junior Rahul Madanahalli faced frustration upon discovering the abundance of esteemed STEM programs that are exclusive to girls.

"I don't see the point of there being women in STEM. It's people in STEM," Madanahalli said, "I think that [academic programs] should all be merit based."

Lerner, however, believes that STEM isn't a zero-sum game and that enhancing the potential for women benefits everybody.

"By improving support and opportunities for women, we're not taking away support and opportunities for men," Lerner said. "We're providing a world that has more intelligence, more ideas and more things going on."

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THE PACK

Cross country pursues success not individually, but as a team

by **Carissa Chan** and **Christopher Song**

When running on cross country trails, there are no high-fives, no team cheers, no pats on the back. Competitors receive their own times, individual athletes qualify for invitational meets and for the most part, runners seem to run alone.

But ask the members of the MVHS cross country team and they'll disagree. They believe that even when no one else is in sight on a trail, a runner is never alone. And according to them, cross country isn't about the fastest runners, or the times, or which individuals on the team win.

But in reality, each individual has to help make up a score for the overall race.

senior Catalina Huang

"It's really a family thing," senior Catalina Huang said. "A lot of people think that cross country is an individual sport because you have to run by yourself. But in reality, each individual has to help make up a score for the

overall race ... you have to work together to get better."

In the past four years, the cross country team has had three different coaches — MVHS math teacher Jeff Payne, Jerry Noble and now Kirk Flatow. Members such as

Huang, who is currently in her fourth season of cross country, have undergone countless changes in strategy, atmosphere and results — but one thing that has not changed, they



Margaret Lin | El v

TEAM ENDURANCE The cross country team practices after school on Sept. 11 on the new track. This year, head coach Kirk Flatow plans to implement pack running into the team's overall strategy.

say, is the fact that they remain a team.

No longer alone

One of the strategies Flatow will emphasize this year is pack running, which he describes as training and running together during practice for better results in meets. According to Flatow, pack running is a widespread strategy among cross country teams. The approach proved to be effective for Carlmont High School, whose cross country team won CCS last season.

"If you've been running with your

teammates in practice, when your friend takes off, you're going to think, 'Hey, I can do this too,'" Flatow said. "That encouragement and motivation can make the difference."

According to junior Bridget Gottlieb, pushing limits during pack running to keep up with teammates — especially those with more talent or training — can be mentally tough. In her experience, however, the advantages of pack running have far exceeded the difficulties.

"Sometimes [pack running] is really stressful," Gottlieb said. "But it pushes [you]

a lot because you want to stick with all your other teammates ... it works pretty well because you continue to push each other to pass other [non-MVHS] people."

A rebuilding season

Because former cross country seniors such as phenom Kevin Bishop — who set multiple school records and was recruited to run for Stanford University — graduated in 2012, Flatow says that pulling together will be crucial for success this year, especially for the boys team which has yet to see a standout

**Senior Lena Chen**

"Once we almost finished three in a row."



"It's effective for the team as a whole."

Sophomore Miranda Chen**Sophomore Akshay Thontakudi**

"It helps you reach limits and bounds you didn't think you could reach before."

**Junior Myron Loke**

"It gives you energy to stay with [others]."



"[Pack running] motivates you to get faster, too."

Junior Wyatt Liao**Junior Salvador Torres**

"Whenever I try to run within a pack, I always leave them behind."

Christopher Song | El Estoque Illustration

Why pack run?

runner take Bishop's place. The idea behind the strategy is not to slow down to wait for others; rather, it's to motivate others to keep up with those who may run faster on a certain day, shaving seconds or even minutes off individual times and therefore boosting team scores. And according to Flatow, none of the cross country members seem to have reservations about pack running. Instead, Flatow believes that the strategy has actually

helped the MVHS team become more competitive compared to other schools.

Everyone cheers for each other and it really encourages everyone to run a lot harder.

junior Bridget Gottlieb

"With cross country, it's not just [about] how the first runner finishes," Flatow said. "The fifth runner can determine whether [the team] wins or loses ... it's about where the pack falls compared to everyone else."

Minor changes have also helped create a tight-knit group of all the runners, one which Flatow says is one of the best he has worked with. Members of the cross country team credit Flatow with investing time and



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money into ensuring that the runners have the best possible environment to train and compete in. Seminars with Olympic athletes and coaches, for example, give runners perspective on cross country as a professional sport.

Because success in cross country depends largely on runners' ability to mentally push past pain — event races are often several miles long — the members of the team emphasize that the support they receive from one another is crucial to the team's performance. While MVHS runners do in fact compete against one another for individual placement, they also see it as a team sport. The team members view each other not as competitors but as motivation for further improvement.

"If there's someone in front of [me], I'm not thinking anger," Flatow said. "I'm thinking, 'I need to beat them.' Even if I can't, it's made me try as hard as I could ... really, that person is a gift."

All the time spent together, supporting, encouraging, motivating, is evident as each runner crosses the finish line.

"At the end of a race, everyone cheers for each other and it really encourages everyone to run a lot harder," Gottlieb said. "[It's] like the entire team [is] pulling you along."

Flatow is still new to the coaching job, and although this is only Flatow's second



TRAINING TIME The cross country team runs along Fort Baker Rd. on their way to Linda Vista Park on Sept. 7. Training usually involves running off-campus to practice on different terrains.

year coaching the Matador runners, he sees bright futures not only for the individual runners but also for the entire cross country program at MVHS.

"They help and support each other ... it's

their team. They're building it," Flatow said. "We're evolving as a group and as a family."

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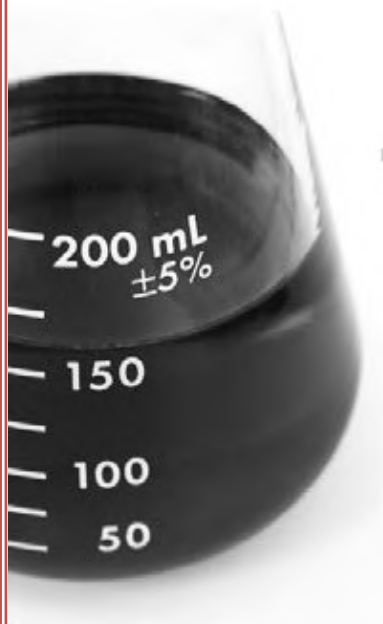
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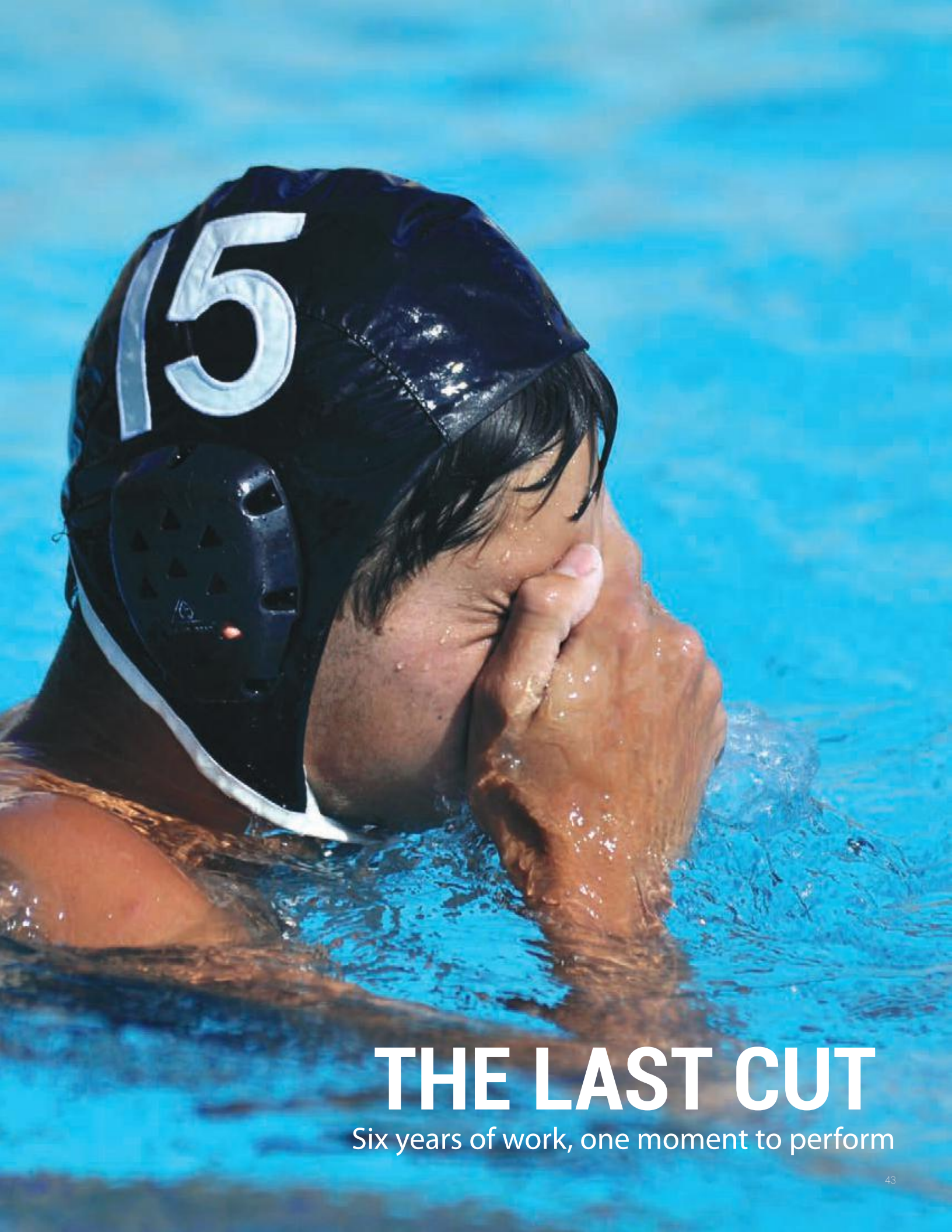


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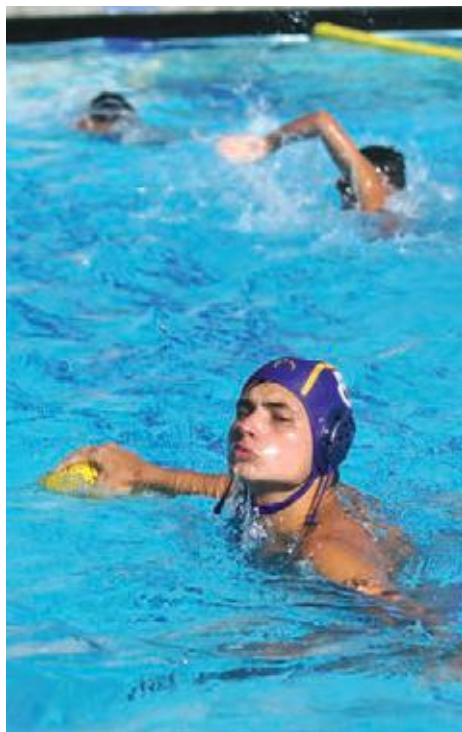
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THE LAST CUT

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THE TURNING

Practice after practice, senior Brendan Duffy strived

Written by **Alaina Lui** and **Patrick Xie**

ONE BAD DAY would spell the end of the road. Trying out for the national water polo team is unlike local water polo in many ways. The national water polo team consists the best of the nation. It involves the perfect mix of training, talent and luck to make it past the first cut. And senior Brendan Duffy decided to undergo this rigorous process in his pursuit for a spot to represent the US on the National Junior Water Polo Team.

Duffy was restless, sitting in the stands waiting for his name to be announced for the National Water Polo Team. He had already survived three cuts to make it onto the Pacific Zone team, but there was still one cut left — and all his years of practice amounted

to the 2011 National Tryouts.

Switching sports

After being a competitive swimmer for De Anza Cupertino Aquatics since the fifth grade, Duffy decided to make the switch when he was 12.

“He was swimming and he says, ‘Swimming is boring. What are they doing in the pool over there?’” Duffy’s father Tom Guntly said. “It was as simple as, ‘Let’s try out.’”

Duffy’s eventual passion for the game would come from his first coach and his own dedication to water polo. Though he started water polo at an older age than many others, he was determined to make up for lost time.

“He went to [his first coach], and [the coach] took the time to teach him all the skills,” his mother Angeles Duffy said.

They train so hard, I want them to compete,
I WANT THEM TO WIN.

mother
Angeles Duffy

Duffy, however, felt that DACA, where he began water polo, was more oriented toward swimmers. As he enjoyed water polo more, he decided to switch clubs. He thrived at his next water polo club teams and eventually landed a roster spot on the Stanford Water Polo Club, where he practiced in an environment dedicated to water polo.

“He was advancing and he really enjoyed the play,” Angeles Duffy said. “We started looking into different clubs. In our area, they practice twice a week. Stanford practices four to five times a week.”

Because he plays water polo all year round, the sport epitomizes Duffy’s life. When not playing for MVHS, he plays for his club team. Last year, however, he added national tryouts on top of club and school water polo.



OF THE TIDES

for a spot on the national junior water polo team

Photography by **Margaret Lin**

Duffy's accomplishments would have been much more difficult to achieve without the help of his parents, both emotionally and physically. Once they realized Duffy's passion towards the sport, they strived to help him in any way by driving and supporting him. Fortunately, most of his water polo tournaments were located in California, giving Duffy the opportunity to competitively excel in the sport he loves.

Duffy's parents constantly found it difficult to make sure their son understood that academics always came first.

"We have a contract," Guntly said. "[It's] kind of an unspoken contract that he commits to his academics and also to future water polo." Guntly wants Duffy to "divide and conquer his academics with water polo." This

is a lesson Duffy has taken to heart, knowing the consequences if he cannot balance athletics with academics.

Avoiding injury

Injuries are detrimental in all sports. But in water polo, even the most minor ones — like a paper cut — can be bothersome when immersed in the pool. Every part of the body plays some integral role in water polo, so when Duffy seriously injured his rotator cuff in the spring of his freshmen year, it took him the whole summer to recover.

"He lost a season. He missed the Junior Olympics," Angeles Duffy said. "As a parent, I feel for him. They train so hard, I want them to compete, I want them to win. Seeing the team [go] and he could not compete was difficult."

Duffy had to go through

rehabilitation after his injury to get reaccustomed to the team. After one entire summer out of the pool, he had to stay dedicated to make up for lost ground and eventually play water polo again. That same dedication for the game eventually brought him to the national team tryouts.

First tryout

According to Brendan Duffy, national tryouts were nothing like the club or school tryouts he had previously experienced. Instead, it was a gathering of players just like Duffy, players who had dedicated major portions of their life to the sport.

"When you get into the pool [with other competitors], it's like full competition the moment you are touching the water," Angeles Duffy said. "All the competitors are all good."

Ten days after CCS ended for the Matadors, Duffy had to return to the pool to start his tryouts for the national team. However, in that ten-day span before tryouts, Duffy rarely touched the water because he never found the time.

"We get in the water and I just remember feeling, 'Oh my goodness, I feel so out of shape, oh my goodness, this is horrible,'" Duffy said. "I remember feeling like I weighed a thousand pounds in the water."

The first tryout was at Valley Christian High School in San Jose, but places varied and were sometimes more than three hours away. Water polo coaches run a series of drills for six straight hours; an off day often leads to getting cut right on the spot. Coaches only had that one Saturday tryout to decide who they thought was best for the

team. From the moment Duffy got in the pool, he had to play his best for six straight hours.

"I just remember trying to make every little movement, like every little twitch of my hand and every little flutter kick, as perfect as possible," Duffy said.

The journey, however, didn't stop there for Duffy. He made it past the first cut.

The long haul

By no means was getting to national water polo practices easy. Since it was the Pacific Zone team, practices had to be held all around Northern California to accommodate the needs of all players trying out. Whole Saturdays were devoted to training with the Pacific Zone team in preparation for the last cut. Duffy considers this routine to be the most "grueling" experience in his water polo career. But no matter where the practices were held, the Duffy family always went to support him.

"Training itself was very different from club or from high school [water polo]," Angeles Duffy said. "They focus on certain things that everybody needed to do and everybody had to perform it that way."

After the first cut, Duffy would

It is like
**I'M ON
AMERICAN
IDOL** or
something.

senior
Brendan Duffy

later go on to other tryouts to keep moving up the ranks. After his many tryouts, he made it into the Pacific Zone Water Polo Team, which is a team comprised of the best players in the Northwest region of the United States. The remaining players underwent a series of practices, leading up to one final tournament in which the last cuts would be made. It was here that scouts and judges from the National Water Polo Team would determine who in the entire nation would be best for the team.

"There is literally a judging stand," Duffy said. "There are two benches and the referee clock area and there is a judging stand on the other side. It is like I'm on American Idol or something. There are just three judges sitting in a booth with a clipboard and they are just writing stuff down."

After months of practice and countless hours in the pool, all the work Duffy had gone through amounted to this moment. His

play during that tournament would decide whether he was on the national team or not. This time, however, Duffy couldn't make it through the cut. His journey towards the national team was over.

"You've got to fit this mold," Duffy said. "They have this image of a perfect player and you have to fit that. If you fit that, they will take you. It is not necessarily about talent or about how good you are. It is just about, 'Can you play how we want you to play?'"

His parents, though, see that their son going so far in his first year of such competitive water polo as an achievement already. Duffy has already made a mark as a strong player on the Stanford Water Polo Club team and the Pacific Zone team as well. The only team left on his radar is to make the national team, a pursuit that will begin again in next year's tryouts.

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SPORTSFLASH

by Shriya Bhindwale and Varsha Venkat



Margaret Lin | El Estoque

The volleyball team discusses their strategy against Wilcox High School on Sept. 5. The Matadors eventually won the game 3-0 to continue their winning streak after returning from Reno, Nev.

Junior Justin Cena and senior Peter Stern (right),.....>
football

Running back Cena has proven to be the star with 20 rushes on the season and 7.55 yards per carry. Stern, another key player on the team, plays running and defensive back and led the team in its first home game with an average of 4.5 tackles per game.



Margaret Lin | El Estoque

Top^{of} the Charts

<..... Junior Beverly Yu, volleyball



Yu was selected as part of the All-Tournament team after her performance in the High Sierra Tournament in Reno, Nev. MVHS volleyball placed second out of 60 teams in the tournament.



Photo used with permission of Beverly Yu




Girls Tennis>

Girls tennis continued their winning streak from last season, placing first in Fresno's California Classic tournament. The team won against Redwood High School 9-0 and Burlingame High School with a final score of 7-0, kicking off the season with a strong start.



Varsha Venkat | El Estoque

Athlete Question & Answer

| | Apple Inc.'s new name should be... | The one ice cream flavor I'd eat for the rest of my life would be... | I'd hold a Guinness World record for... | I'd like to impress someone with the dance move... |
|---|------------------------------------|--|---|--|
| Freshman Sophia Cao Girls Tennis  | Overpriced Identical Products | Neopolitan | Speed Rubik's Cube | The robot |
| Sophomore Alvin Cheong Cross Country  | Mango | Cookies n' Cream | Holding my breath | Gangnam style |
| Junior Kelsey Chong Girls Tennis  | Apple | Vanilla | Being short | The shuffle |

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Club Day: Time Lapse



First home football game: Video



Monte the mascot: an Introduction



Student voice in PTSA: Opinion

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