

THE DRAGON

VOL 3, No 3 • Design Tech High School • dtechdragon.com • @dtech_dragon

March 13, 2019

Rowan Young: Eyes in the Sky

By Hezekiah Smithstein

Editor in Chief (Web)



Young leads an aviation activity.
Photo by Kelley Hill

While many teenagers around the world study for their drivers license, freshman Rowan Young is studying to drive a vehicle a little more complicated. This vehicle involves not only two, but three different set of axes: an airplane.

Young's interest in aviation started in 7th grade, when a middle school friend said "See that plane over there? That's a 737 [narrow bodied, twin jet commercial airliner]." Young responded with "See that plane over there? That plane is cooler than that plane." What started as a simple identification exercise grew to become a passion. "I am the type of person that if I start to enjoy something, I go all the way into it," Young says. He began to study how planes operated, what it took to fly them, and how all of the different systems inside a plane work.

Currently, Young is studying to get a Private Pilot License, which he does using a flight simulator on his computer. The flight simulator mirrors the genuine flying experience, which he uses to both for his enjoyment and to further his flying knowledge in preparation for the FAA (Federal Aviation Administration) exam. "If it's something that you enjoy and something that you love, it's not really studying for something, it's doing it for fun," Young says.

In the simulation there are a lot of things to keep track of. Before taking off Young has to power on the plane, turn on the GPU, initialize the aircraft with IRS or ADIRU switches to the nav position, enter in the route, altitude, and cost index, in addition to identifying the runway and communicating to air traffic control. Then, he is finally ready for takeoff.

Once in the air, "the plane will fly itself," Young explains, using autopilot. The main job of a pilot during this time is to monitor, "making sure the plane is doing what it is supposed to be doing." When training, you have to prepare for the plane failing to function, with things such as engine failures, stall procedures, and other emergency procedures that "hopefully you'll never need to know."

Arriving, however, is no easy task. Once you near your destination airport you must first fly an arrival, and then an approach. The arrival is to a waypoint close to the airport, where you can then begin the approach to the runway. The approach is a non-precision approach or an ILS category 1, 2, or 3, based on the weather, with a category 3 being an automated landing. Usually, however, the plane is taken off autopilot and

Rowan Young continues on page 5.



DEFINING D.TECH CULTURE

Almost everyday, students hear about how they should be embodying the d.tech culture, designing new solutions to world problems, and upholding d.tech's values. But what is the d.tech culture really? Is it empathy, self direction, and innovation... Or is it something else?

Read More • Pages 4-5

Transfer Students Thrive, Despite Fears

By Courtney Sullivan Wu

Contributor

Studying for finals, storing piles of textbooks in lockers, hearing the passing-period bell's shrill ring, and stumbling through the hallway chaos of two thousand students. Daily life at an average public high school is an experience few d.tech students have had the chance to endure. Students who've been at d.tech from the start know nothing other than the unique learning culture that has been developed there. How many other schools play music to tell students it's time for class or have you study in the hallways?

When students transfer, learning and adjusting to new faces, classes, schedules, and school norms is already difficult in a school structure that is familiar. For transfer students, getting used to an entirely different school that is still

developing can make the experience even harder. It's hard not to miss some of the comforts of their old school, even though their transitions lead them to discover new aspects of interest. d.tech's transfer students are no different.

Senior Jasmin Texidor originally attended Burlingame High School (BHS), and went to school there for a year. After hearing about all the interesting experiences her d.tech friends were having, she decided to shadow and see if d.tech was a better fit. "When I came it felt like everybody knew each other and wanted to talk to one another and I wanted to be apart of that," Texidor said. She said she realized how important feeling noticed and engaged was to her, and applied to the lottery for her sophomore year. Now that she is about to graduate, she says she feels she has blended well into the d.tech community, and d.tech's emphasis on trying out passions has helped her discover her interests in

film and writing.

Junior Geran Benson, another former BHS student, knew he wanted to attend d.tech all along. He was attracted to d.tech's encouragement and support of students. "I thought the message of the school, while being a bit corny, was a lot more interesting and towards what I wanted to do and who I wanted to be," he said. After learning about d.tech in 8th grade, he applied, but was waitlisted. Though he was surrounded by several familiar faces at BHS, the unique high school experience he desired was missing, so he applied to d.tech again for the beginning of sophomore year.

This time, Benson got into d.tech and decided to give the school a try, a decision that changed his high school experience. He loves d.tech's welcoming nature for trying new things and

Transfer Students continues on page 2.

STUDENT LIFE

March 13, 2019

dtechdragon.com

Transfer Students

taking student-initiative, especially in the DRG. According to Benson, BHS's version of the DRG was very exclusive. At d.tech, on the other hand, DRG staff allow and encourage students to plan projects and will help you create them. Since he transferred, Benson has been involved in several projects, exploring his interests through working in the DRG and during Intersession. These new opportunities have even led him to present at Oracle Open World this past fall.

Sophie Sakamoto, a current d.tech sophomore, transferred mid-freshman year. "Originally I wanted to come to d.tech because I just liked the concept that I got to do whatever I wanted to do and I had the freedom to do that," she said. Because she was waitlisted, she had to go to Carlmont High School as her fallback school. After only a semester of hours of homework that took from her passions and socializing, she decided to apply to d.tech again and transfer. Since she transferred at the time of the d.tech campus move, the transition was easier: every-

one felt as lost and confused as she did. "It was kind of nice having that chaos to relate to so I'm not the only one lost finding their own class," she said. d.tech has also given her the freedom to succeed in classes, invest time in passions in mechanical engineering and meet new people.

But transitioning is not always easy. For Texidor, she really liked the sports at BHS. She was on the BHS soccer team. "I really kind of miss the strictness of sports," Texidor said, recalling the rigorous daily practice and consistent games, that we are known not to have at d.tech. Benson liked BHS's administrative stability. "I felt like they had more of a logical approach to the way they operated, and I feel d.tech will change things unnecessarily just for the sake of changing things," he said, recalling when @d.tech was moved to mid-day last year. Sakamoto believes the aspects she is missing out on are a part of the "normal high school allure". Attending a school that has things like a football team, sports games to go to, and other big events to be engaged



Sophie Sakamoto sits by the piano.

Photo by Asa Bensaid

in is fun. Older traditional schools have very cemented foundations. Clubs are years old and continue on after the founders graduate, where at d.tech, several clubs have fizzled out of existence without a strong structure or consistently passionate members. Also, being able to relate to peers from different schools changes. d.tech students can't join in on "complaining about finals and things that a lot of other high school students can relate to" Sakamoto explained.

Loving the school you attend can be hard, as not everything it has is perfect. Though our

school lacks in some areas, our opportunities at d.tech are unique and accessible. To transfer students, having the DRG, Intersession, and the ability and encouragement of peers and staff members to create new projects, clubs, and events makes their high school experience one to admire. While these qualities contribute strongly to d.tech, our school still has room to grow. We have the opportunity to change high school norms for the better and create the sense of community, culture, creativity, and initiative that makes our school unique.



Geran Benson proudly stands in front of d.tech.
Photo by Asa Bensaid

Dragon Staff

Maria Young
Editor in Chief (Print)

Hezekiah Smithstein
Editor in Chief (Website)

Asa Bensaid
Art Director

Jessica Baggott
Section Editor

Andrew Nourie
Section Editor

Ally Shirman
Section Editor

Ethan Yu
Section Editor

Matthew Silverman
Photography Director

Vlad Morozov
Broadcast Director

Jaya Reddy
Social Media Director

Daphne Palmeter
Copy Editor

Vani Suresh
Staff Writer

Alexis Huang
Staff Writer

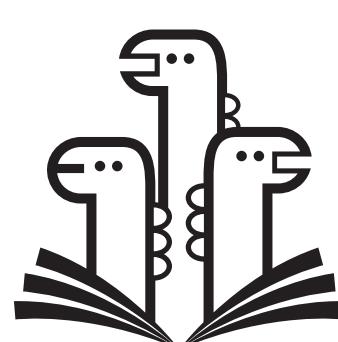
Syed "Kazi" Hussaini
Staff Writer

Sofia Almeida
Contributor

Courtney Sullivan Wu
Contributor

Lessley Anderson
Advisor

Address Letters to the Editor
275 Oracle pkwy.
Redwood City, CA 94065
ATTN: Lessley Anderson
OR
dtechdragon@gmail.com



By Alexis Huang
Staff Writer



Maya Richter's parrot Kiwi.
Photo Courtesy Maya Richter

t's been a long day of school, and you've been looking forward to going to bed—but the ominous sound of hissing keeps you from falling asleep. Hiss, hiss, the scaly creature demands a meal of diced apples and draws your attention to the glass aquarium tank sitting by your desk, home to four Madagascar hissing cockroaches.

This is a daily reality for freshman Maya Richter, proud owner of a cat, parrot, and the four cockroaches. "I've always liked animals from a young age," she says. "My first word was actually 'squirrel' in Polish." She has a Google document of profiles of her numerous pets, and is looking to build a collection of arthropods.

Richter is one of many d.tech students who owns extraordinary pets, beyond the dogs and cats that are commonplace in American families. While animals such as parrots, chickens, ducks, and insects might not be right for everyone, these students have found joy in opening their homes to feathery, scaly, and gnarly pets of all species.

Of the pets that Richter owns, perhaps her favorite is her feathery friend, a green-cheeked

conure parrot named Kiwi. While she loves her parrot, Richter says that she wouldn't recommend a parrot to just anyone—Kiwi is a full time job and might live thirty years. "Parrots can be good pets for the right person, but they're definitely not animals that you should go out and just get all of a sudden," says Richter.

Fellow parrot owner Katie Stamper's family is home to not just one but three birds. "They're like potato chips—you can't just have one, so now we have three," Stamper says. Her dad is a "bird nerd" who "takes the birds everywhere," says the junior. "They're like his second children... his first children," she amends with a laugh. Parrots are known to be very loyal to their chosen "person," meaning they can be defensive and aggressively fight off those who they perceive to be as a threat, such as Stamper. "I kind of don't like [the birds] because they're protective of [my dad]. They'll hop off and bite someone because we're too close to him." She continues to explain the personality of those who would love having parrots as pets: "You have to be desperate for affection to turn to birds."

For those who would prefer a different exotic pet that requires less care, Richter recommends Madagascar Hissing Cockroaches. "They're gentle and they'll sit on your finger," she says, presumably without nibbling on them like parrots have a tendency to do. "You just give them some apples or vegetables and they're very docile."

However, if you're someone who highly values their sleep, then beware—hissing cockroaches are nocturnal, so they "hiss at night" when Richter tries to fall asleep. She was first introduced to these cockroaches from the Bug Science intercession exploration class, which is a great way to start learning about insects and decide whether or not they're right for you as a pet.

While these animals might not be the first to come to mind when you consider adopting a new pet, give all creatures a chance, because you never know if you'll end up becoming d.tech's next bird nerd.

STUDENT LIFE

March 13, 2019

dtechdragon.com

Mandela's Mind Tricks

By Ally Shirman

Section Editor

If you were asked to recall the famous Darth Vader quote from *Star Wars Episode V: The Empire Strike Back*, chances are you'd recite "Luke, I am your father." However, that line is grossly misquoted, with Anakin Skywalker actually saying, "No, I am your father."

Like junior Boris Malykin, who stood in awe and repeatedly said, "No, I don't agree with that," the iconic line's one-word switch comes as a surprise to many, and is often cited as an example of the Mandela Effect.

Coined by Fiona Broome, who has a career in paranormal research, the Mandela Effect is the explanation for phenomena where multiple people recall the same false memory of something from the past. In addition to Darth Vader's line, examples include the misspelling of the Berenstain Bears or the misconception that Curious George has a tail. On the official Mandela Effect website, mandelaeffect.com, Broome explains that the multitude of incorrect memories is the evidence of multiple realities, and that people have "been 'sliding' between them without realizing it."

The name of the effect itself was created after people reported false memories of South African leader Nelson Mandela dying during his 27 years in prison. (He, in fact, did not.) College of San Mateo Sociology professor Jane Williams explains in an interview that "while [Mandela] was in prison, his image was not allowed to appear anywhere and no one was allowed to quote him in public." Williams continues, "The people who were holding him were very successful in keeping him from having any contact whatsoever with the outside world for years. After a while [people] just assumed that he had died." Though Mandela did not die until 2013, the memories of his so-called "death" remained.

A survey of 231 d.tech students testing examples of the Mandela Effect revealed that the school is just as susceptible to the effect as other people. Out of 11 possible points, students averaged 5.46 facts correct. The most missed question was of the well known Forrest Gump quote, which is really "Life was like a box of chocolates." 177 of the 231 respondents confused "was" for the commonly known "is".

According to the Mandela Effect theory, these 177 students experienced a reality other than this one. There are, however, scientific explanations.

False memories are actually quite common. One way that a memory can be fabricated is through seeing two things at once, and combining the events into one memory, something called association. The belief about Mandela's death, for example, could have come from having Mandela's imprisonment in mind while seeing something related to someone's passing and connecting the two together.

Recalling a memory is also not a crystal clear process. When a person refers back to their memories, the events remembered can morph with time. Ulric Neisser, a cognitive psychologist and professor at Emory University, found that after two and a half years, students' accuracy rate of their memories of the Challenger explosion in 1986 were dismal. The average score was less than three out of seven, and a quarter of participants scored a zero.

External factors can also influence recollections; the power of suggestion plays a key role in generating what are thought to be real memories, no matter how vivid. 40 d.tech students were asked if they remembered a disco ball being displayed for a long period of time in the hangar of the Rollins Road campus, and 27 percent of students surveyed stated they recalled this. Unfortunately for them, there was no disco ball hanging out in the hangar for a long time.



Illustration by Roxie Baggott

Why so many confident recollections? For one, the students weren't asked "Was there a disco ball?" but instead "Do you remember a disco ball?" This phrasing, which infers that there is no doubt that there was a disco ball present, puts those d.tech students in a mindset of wondering if they remember—instead of questioning the "fact" itself. Sources of Mandela Effect examples can start with this type of phrasing as well, where more and more people start to believe that something happened when it really didn't—even if people spreading the information don't really remember it themselves.

Psychologist Elizabeth Loftus, who works on ensuring accurate eyewitness testimonies, conducted an experiment to see the effects of misleading information. In a 1974 experiment, after participants watched a clip of a traffic accident, they were asked multiple questions a week later about what they observed. Loftus found that 32 percent of participants incorrectly recalled details due to the wordings of her questions.

Williams says, "If a person speaks with confidence, people will tend to believe the words." Loftus adds, "Just because somebody tells you something, and they say it with a lot of detail, it doesn't mean it really happened."

One example cited as the Mandela Effect is Rich Uncle Pennybags, or the Monopoly Man, and the fact that he doesn't have a monocle. After taking the survey, senior Jessica Baggott

was surprised by the fact. "I've played Monopoly a good amount so it's kinda disturbing I got this wrong," says Baggott. In her freshman year, she had a tutor who dressed up as Uncle Pennybags for Halloween. She explains, "He said 'I got a monocle [for the costume]' so I just assumed that he knew whether or not the guy had a monocle."

Baggott's incorrect memory of the monocle being present was reinforced when her math tutor had the item as part of his costume. Because she trusted him as a reputable source and he portrayed what she thought was correct, her incorrect memory of the Monopoly Man's attire was only strengthened.

Baggott, and many others who recall Uncle Pennybags with a monocle, are probably experiencing association as well. The Monopoly Man is depicted as a wealthy old man with a bowtie, top hat, and mustache. People may assume that he should have a monocle, since in history monocles were often used by men who fit the description of Rich Uncle Pennybags.

With this new knowledge about the secrets behind the Mandela Effect, consider whether your memory is tricking you, or if you feel like you have experienced an alternative reality. And who knows, maybe somewhere in another universe Darth Vader really says Luke's name in his famous line. But if not, you can still blow the minds of your friends and family by revealing the truth about the small misconceptions we don't notice.

Opinion

Buying Into d.tech Values

By Jessica Baggott & Sofia Almeida

Section Editor & Contributor

You're standing in a group of people, talking about the pizza that you just ate, the grade that you got on your science exam, and what strange things happened at school today. All of the sudden, somebody exclaims, "I hate d.tech."

Anytime anything goes wrong - Enriching Students goes down right before lab day, a patio chair breaks, or there's a horrible plane crash on the news - people will say: "That's so d.tech."

When further prompted to explain why they "hate d.tech", people often cite disorganization, a lack of rigor, but ultimately fail to give a straight answer instead saying, "Other schools are worse." However, what people don't realize as they're saying these things is that this very mindset that makes it impossible for d.tech to

get better. You see, without students valuing the school, no one will feel invested enough to change things for the better. But how to change this toxic negativity?

One need look no further than our Intersession partner, The Riekes Center. Many d.tech students have come in contact with this organization through Intersession programs such as Painting and Drawing, Film, and Rockband. Located in Menlo Park, the non-profit was started over 20 years ago, and now teaches everything from sports to arts. But the coolest thing about the center is the way that its students hold each other accountable and work towards the common goal of creating a unique and supportive community.

When first getting involved at the center, each new member is introduced to the participant responsibilities: self supervision, sensitivity to others, and honest communication. In classes,

instructors will walk through these values with their students and even ask them to sign a contract to uphold them. The values at Riekes are fixed, and never change from year to year.

d.tech, on the other hand, also has values, but they keep changing. Originally, the most highlighted value was empathy. At every community meeting, Dr. Montgomery showed videos about empathy and spent almost the entirety of the meeting talking about it.

Next, the student body was introduced to Trust Care and Commitment (TCC), which was rooted in the values of the Golden State Warriors. Then it changed to PRISE, then TCC had a revamp to "Trust, Community, Creativity."

Where community meetings were once a place that the school discussed our values and ingrained them in our students, they have now switched to more frequently being rallies. And

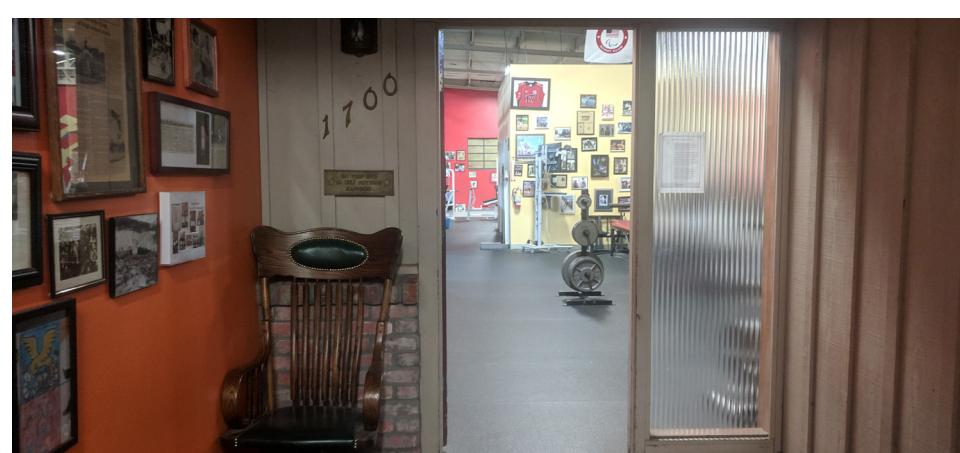
although some of the awards such as "Clean Machine" were obviously ploys into getting students to clean up the trash bin that was the hangar, other awards such as "Empathy Warrior" celebrated students who were embodying the school's values. When we were lower classmen, we respected the older students receiving the awards, and the awards then held meaning. This was only further amplified by the consistency of giving out the awards every week. Consistency and tradition are important.

But it's not just admin that need to create consistent values and traditions. Without the students, who play integral role in creating the community, change can't happen. Students who recognize that d.tech is not perfect but accept the school for what it is, need to embody the values that make the school unique.

So next time, instead of making a joke about how much of a mess d.tech can be, remember all of the amazing qualities that set d.tech apart and your own role in shaping the community.



Seniors Jessica Baggott (left) and Sofia Almeida (right) at the Riekes Center.
Photo by Phoebe Rak



Original door from founder Gary Riekes' house moved into current center.
Photo by Jessica Baggott

DEFINING D.TI

Freer than Most

By Dragon Staff



Illustration by Zoe Hong

You're sitting on the floor in the atrium, surrounded by other students, craning your neck up at the projected slideshow and listening to admin passionately talking into a microphone, projecting to the mass of students: "We trust you."

d.tech does its best to embody these words in its culture by trusting students to use the freedom that comes with personalized learning, FIT, Intersession, and lab days to shape their four years of high school into a meaningful experience that prepares them for the future.

When senior Liam Norr first joined the school, he heard that the freedom given at d.tech is to encourage students "to go out into the world and use our projects to make the world a better place," which closely resembles the overall mission of the school. Ken Montgomery, executive director, explains that, "One our student outcomes is self direction. If you're always telling people what to do, then they don't get a chance to practice self direction." With less strict guidance, the school hopes to achieve this.

Junior Geran Benson agrees: "They [d.tech founders] want us to be able to get new skills that we wouldn't if we were being monitored constantly." In an environment filled with trust, students and staff build relationships that are unique to d.tech. Junior Chloe Duong states, "As they're putting more trust in us than other schools, they are viewing us not as kids, but as coming adults who will be the next generation to shape the world."

Classes are one of the main places that d.tech places trust and gives more freedom to students. "You have the option to talk with your teachers and figure out what you want out of your education," says sophomore Kieran Elrod. Many teachers at d.tech are willing to listen to students, and modify assignments according to the students' desires, such as choosing an equivalent book to read in an English class or doing a video project instead of a presentation.

Montgomery explains how in Wade Wilgus' U.S. History class, "Some students there like to be teacher-directed with lectures," and others have the option to "come into the breakout space [Wilgus' classroom] and do the curriculum totally online in a Columbia University history class at their own pace."

Nathan Pierce's English class is another example: "We have all the work for the next three months already," says

Norr. "If you want to you can be done with senior English right now," Montgomery says, "Students have full autonomy." Freshman Annie Phillips agrees that with choosing your own work schedule, "We can explore other interests outside of school, like sports or just any extracurricular."

Montgomery says lab days are the main way students can learn to direct themselves: "Unless a teacher needs to see you, you really have a choice of how you spend that day and create your own schedule." Many students find lab days useful. Elrod states, "they give students time to do revisions and stuff which is obviously pretty

core to the school curriculum." He continues, "They're pretty important culturally too, because it's the chance for you to follow your curiosities."

Though students believe lab days are beneficial, some think that changing their design could benefit students who don't know how to fill up the large amount of time. "It might work better if [the design] was based on grade [level]," says Benson. He believes that "lower grades have less work to do and are creating the building blocks for later classes while the juniors and seniors have generally a larger workload... If the upperclassmen were given two lab days and the lower grades were given only one, it might make everyone more productive."

As a freshman, Phillips agrees; "I often don't have much to do, but maybe as a junior or senior I'll need the extra time." Norr adds, "For the freshmen it kind of does give them the taste of freedom to see what they can do with their time." He states though that, "Some of them will use it responsibly, and some of them won't."

"By trusting students and giving them freedom, that allows them to make more mistakes and learn," says Benson, but it comes with the fact that some students need more guidance to succeed than others. "Some of [the classes] aren't structured enough," says senior Joshua Bennett. For those who are less motivated to work on their own, this can be a problem.

Elrod states "If you're less academically focused you can get away with more because of the really trusting attitude the school has." Sophomore Savannah Flock worries that "People take advantage of [the freedom] and get lazy with it."

Montgomery has a better outlook on the situation: "It doesn't work for everyone, but everybody can learn how to make it work for them." He continues, "If you succeed in our system where you've learned self direction, it's a better outcome than succeeding in a system where you've just learned to do what you're told."

Students who have been at d.tech long enough have noticed a cultural shift with the move from the Rollins Road campus to the permanent home on Oracle Parkway.

Benson believes that "the school is gradually becoming more structured. We can't build like a battle bot or we can't just build furniture and put it inside the building like we used to at Rollins." Duong agrees: "I feel like we had more ability to do things that we wanted when we were at the hanger because no one really cared, and now everything's uptight here."

Montgomery acknowledges this change. "It's an inevitable fact of managing more people," he says. "You have to change the way the system operates a little bit from 120 kids to 550."

An analogy he uses to explain this is to imagine driving south down 101 North. If there are no cars on the freeway, there's no problem. But in reality, driving the wrong direction causes problems when everyone else is going north. With the increased size of the d.tech population, he says there needs to be more regulations to make sure no one goes the wrong way on the road.

He also says that the two spaces need different mindsets. At Rollins, "We knew that

we weren't going to be there forever," which is why students were approved to do more things. "We didn't have to think about the impact of the decisions made like we do here." The academic freedom still stands though, where students are encouraged to personalize

their experiences as much as possible.

The admin of the school want students to be able to succeed in life, more than just knowing study skills. Students are thrown into an environment where they have to learn to manage their time and seek help when needed - both of which are useful skills beyond the schooling world. Elrod states, "d.tech is what you make of it."

"They are viewing us not as kids, but as coming adults."



Why d.tech?

By Dragon Staff



Illustration by Zoe Hong

Everyone at Design Tech High School has a reason for being here. Because it is a public charter school, prospective students must specifically put in an application and decide to attend before they become a student. This is unlike many public high schools that students go to because it is their prescribed district school, making high school a default option for many students. d.tech students have many unique reasons for coming here, which is what makes the community so vibrant and unique.

One of these reasons is that a traditional school system was not appealing for a student. d.tech,

boasting a brand new approach to education, was a good option for these students. Senior Ian Moore says, "My other alternative was Carlmont and at the time I didn't feel like that was the most ideal school for me so I was like, 'Hey might as well try this.'" One of the aspects he appreciated about d.tech versus a traditional high school was the smaller size.

Similarly, junior Jane Wang did not want to be anywhere near her middle school environment. "I was kind of miserable at my middle school... eighth grade was kind of rough for me. I wanted to just kind of leave the people that I spent so much time with." Design Tech's reputation for being entirely unlike a traditional high school encouraged these people to come.

Another big aspect of d.tech's draw is its personalization and self-direction. Freshman Amaryllis Gao came here because "My brother went here and my parents didn't want me to go to another school." But beyond that, she was incredibly excited about how "Instead of taking AP and honors classes, you could start taking college courses through concurrent enrollment" and that "It's a very unique environment."

Self-direction is highly valued by current students, with 33% of students who responded to a student culture survey calling it the most important d.tech value. The flexibility of concurrent enrollment options and personalized learning ideally helps students grow to become self-directed, which students like Gao found exciting.

ECH'S CULTURE



Photo by Vlad Morozov

d.tech is also known for its special community with open-minded students. Wang expresses this expectation, saying, "I'd heard about how diverse it was here [at d.tech] and how accepting people generally were and that really appealed to me." Empathy is one of the core values preached by staff members at community meetings as well, and over 15 percent of current students think it is the most important aspect of d.tech.

Sometimes misconceptions about d.tech influence prospective applicants as well. "I was told by a friend who went to d.tech that there was no homework," Moore says. No homework at d.tech is one of the biggest misconceptions incoming students have about d.tech. According to a student survey, over 55 percent of students surveyed said they had heard there was no homework at d.tech before enrolling. Of course, any reasonable eighth-grade student would love to go to a high school with no homework – especially if they'd heard about students in traditional schools staying up past 3am studying. This expectation is largely unfulfilled, but some think d.tech provides a basis for no homework. Sophomore Leo Harano says, "In essence, d.tech doesn't have homework because you can just do the homework in class."

There are other harsh realities that surprise incoming students at d.tech. Wang felt at home at the d.tech community at first, saying "I've met some really incredible people here, really accepting people who aren't very judgemental... there isn't much stigma around being weird or just not fitting in with the norm."

However, while she still acknowledges that we are much better than her middle school experi-

ence, she has detected a shift in the community recently. "I feel like sometimes, especially in the past two years, we've been losing a little bit of that aspect of just non-judgment. there has been more judgment and less freedom to be yourself in the school," Wang says. At the same time, values like empathy have become buzz words and punchlines for d.tech jokes. "Empathy is more of a joke now, you hear it so much it's like 'man, what's up with that,'" says Moore.

Other students have had their expectations surpassed. Gao had somewhat subdued hopes for the school: "I was told it was still developing, so I didn't expect a perfect school." As such, she was pleasantly surprised by the intricacies of d.tech. "We already had an established school with all the curriculum set up, so it overstepped my expectations." However, Gao acknowledges that there is still a lot of room for improvement at d.tech.

Clearly, students at d.tech had varying expectations about the school before coming. All of these students also had different experiences with d.tech meeting those expectations. Some expected too much of the school, while other students may expect too little. However, d.tech encourages students to enact change in their environments, and what better place to start than d.tech itself?

If d.tech has not lived up to your expectations, it is up to you as a student to try and change it to fulfill your dream. One day we just might live up to Dr. Montgomery's expectation to make d.tech the "best school in the world," but only if students help the school get there.

Forced to Go

By Dragon Staff



Illustration by Zoe Hong

In eighth grade, current junior Alexis Lane-Crouch couldn't wait to start school at Menlo-Atherton High School with all her friends. A month into her sophomore year at M-A, Lane-Crouch was surprised when her mom made a strange turn onto the freeway near her house one day. Surprised, Lane-Crouch asked where they were going. "We're going to your new school. It's called d.tech and it's either this or a military school in New Mexico. Have fun!" was her mother's response.

Though many students likely had more conversations and debate over where to go for high school, in a survey of 111 d.tech students, 32 students responded that d.tech was originally not their first choice, and their parents "forced them to come," as sophomore Dahlia Levy says.

Although the decision to attend d.tech was not absolutely their own, for most students there was more discussion around the subject. Many were given a trial period at d.tech, after which they could transfer out if they felt like they really couldn't stay at the school.

The main reason these students did not want to come to d.tech was their social lives. Junior Lara Thornley admits that she was "really against it," adding "I wanted to stay with my friends [from middle school] and go to the same high school as them." Sophomore Madison Shem has similar feelings: "I wanted to experience high school with all my friends." Though Shem's parents did not force her, she did feel pressured to come here, saying "if I didn't come, [my parents] would have been pretty disappointed and would have held that against me for a while."

Enrollment Coordinator Julie Abraham, who is responsible for presenting the school to new families, says that one of the biggest blocks of getting people to enroll at d.tech was the hesitation of "launching out into an ambiguous situation where you don't know people and where you're leaving your friends behind." She explains that as students are transitioning from middle to high school, they are separating from their parents and trying to find where they belong in society.

As a result, students want to hang on to the people that they already know. "It's like throwing yourself off a bridge, bungee jumping and not quite knowing if the rope is intact," says Abraham.

Because of this roadblock, many times students' parents step in to help them take the first jump. Junior Benjamin Chang says his parents wanted him to come to d.tech because they thought he would not do "as goodly" at another school. As he acknowledges, Chang feels like he is "a very slow worker and [does] not process things very well." His parents thought d.tech's personalization policies and the lower workload would be a good match for him. Additionally, he says, "at d.tech, you are like an adult with responsibility and self-direction," something his parents want him to learn to help him adapt to the workplace after high school.

Junior Aaron Tung explains that his parents are intrigued by the school because it is some-

thing different. After experiencing Carlmont's traditional education system with Tung's older brother, his parents pushed Tung towards d.tech. Although Tung wanted to stay with his friends at Carlmont, his parents had already signed him up for d.tech, so "whoopsie daisy," as Tung puts it.

Freshman year, Tung began to get worried that he was not learning enough, as he could see his friends at Carlmont always stressing out and "feeling like they can't do anything because they have too much homework," he says. As a result, Tung tried to transfer out of d.tech sophomore year. However, after taking a placement test, and receiving higher than average results, Tung realized that d.tech education system works and therefore didn't feel the need to switch schools.

Another example is Dahlia Levy, the sophomore. After attending several different schools throughout her education, Levy says her mom thought it would be best to attend a smaller school like d.tech. Levy admits that she doesn't "do so well in the big groups because focusing is really hard for me sometimes." d.tech's smaller size and the emphasis on personalization has led to more individualized attention and help managing her time and school work.

Lane-Crouch's mother, Katherine Lane explains why she chose the school for her daughter, saying she liked d.tech's emphasis on design thinking and the smaller class sizes. She continues, "I wish I had the opportunity to go to such a school with the freedom, encouragement, and guidance to create whatever you want!"

However, though these students all originally wanted to stay in their comfort zone of simply going to their neighborhood high school, each has found that their parents made the right decision. Like most students at d.tech, they are grateful for the opportunities that only come through d.tech and its various programs. "It's a phenomenal school," Levy says, because "I'm really able to learn things in depth instead of skimming over information and then feeding it back to teachers on tests." Thornley agrees, saying "We can ask for help because the teachers are here to help us, not just get us out." She says that this type of approach has stopped her from "copying and stuff" like she did at her middle school. Shem adds that d.tech has taught her a lot "in regards to design thinking, solving issues and actually making an impact."

Another major reason why these students' opinions of the school changed so quickly once they arrived was the community supporting both the students themselves and extra time to focus on passion projects. "I have been able to focus on other passions of mine that I would not have been able to do at a normal high school," says Chang, allowing him to diversify his portfolio for college. Lane-Crouch adds that she was able to

**"It's like throwing
yourself off a bridge
bungee jumping and
not quite knowing if
the rope is intact."**

find "really good friends here and Mr. Groat is [my] advisor, which makes it really fun." Junior Lian Bensaadon said that though she didn't want to come to d.tech at first, a week of coming here in freshman year "completely changed my mind. I loved the size, the

sense of community, and the quirkiness."

There is something about the school that keeps drawing parents and students to it. Abraham guesses that it's a combination of lower stress levels as a result of the lack of AP classes, free tuition, and a design thinking program that seeks to "prepare our students for an economy that is changing in a revolutionary fashion."

Whatever it is, these d.tech parents have always had their child's best interest at heart. When asked how she would respond to her parents encouraging her to try d.tech, Shem responded with "I would thank them." As Levy said, "My mom thought it was the best thing for me, and I am so glad she did!"

SPORTS

March 13, 2019

Skaters Are People Too

By Jasmin Texidor

Contributor

Every so often, certain cultures and hobbies gather unwarranted misconceptions. A reputation's legitimacy rarely matters, as titles often stick. Unfortunately, skater boys and girls have become victims of these misconstrued assumptions, falling into the stereotype of being unapproachable agitators with a can of spray paint in hand. Society may paint these shredders as a nuisance, or even a menace to society, but every skater has their own reasons.

Junior Aidan Coady says that for him, street skating is a way to "let go" and "get away from stuff". Similarly, skating gives senior Tyler McMahon time to "be alone with [his] thoughts."

Besides the opportunity for contemplation, there's also a social aspect involved with street skating. While observers may feel like skaters are, as Coady puts it, "against authority," or always "smoking, drinking, [and] swearing", McMahon was adamant that this misconception is "totally the wrong judgment. They're just really nice people who found something they love to do."

Before McMahon was able to see through misrepresentations, he'd bought into the label with which skaters have been branded. When purchasing his first skateboard, he remembers heavy feelings of intimidation walking into the store as a beginner. As soon as he entered, he "saw everyone looked like they had their own place, like they belonged together," so unfortunately "it felt like all eyes were on me because I didn't look like how they dressed, or like I knew my stuff." Luckily, McMahon gathered the courage and ventured onward despite initial discomfort, revealing true skater nature.

Similar to McMahon's experience, senior Malakhi Martinez understands false first impressions all too well. As someone who's been skating since



Senior Tyler McMahon with his skateboard.

Photo by Kelley Hill

dtechdragon.com

the ripe age of seven, he's found that confronting a misconception head on is the only way to learn. Getting accustomed to skatepark culture taught him that "80-90 percent of the time [the skaters] are super friendly."

Another unfortunate hallmark of stereotypical skater culture is vandalism. Although skaters admire the art of graffiti and many find themselves participating, their intentions are far from malicious. "I know friends who do graffiti, and they don't do it to vandalize. A lot of them are doing actual art pieces," Coady says. "There's a lot of people who just tag their name, I guess there's no need for it," he admits, "But then there are some who do murals, which is really cool." As with any group reputation, one or two bad apples can spoil the whole barrel, but for many, graffiti is an act of passion.

Sometimes skaters' bad reps can get in the way of daily life. McMahon once found himself speeding down a hill too fast, and in an effort to move out of a car's way, shifted into the bike lane. Instead of passing, the car pushed him closer to the parked cars, cornering him and causing him to fall and hit the car. Immediately apologetic, he waited for the old couple to get out of the car so he could say his sorries. Instead of reciprocating, they told him to "go slower", a cold and unjustified slap to the face. "Riding off, I was thinking I shouldn't have said sorry 'cause they were the ones who squashed me!"

With street skating specifically, McMahon said it can feel like "you're not welcome on the sidewalk or on the road." When the public assigns you a role and treats you as such, it's no wonder why skaters tend to feel like a group of outcasts. If the very act of skating itself sparks controversy, skaters are fighting a losing battle. With nowhere to go but skate parks, the only home skaters have is within their own community.

However, though misrepresentation may give them the right to be a little standoffish at first, a skater's tough exterior is mainly to keep them skating when their passion labels them as a "problem".

Sailing Towards Promising Horizons

By Ethan Yu

Section Editor

Boats are circling the warm up area of the race waiting for it to start. The race course is filled with nervous chatter from crews discussing the layout of the course and race strategies. Right before the race starts, the boats slowly make their way towards the starting line. With about ten seconds to the start, the boats start accelerating toward the line, and when the horn is sounded to signal the start of the race, the boats cross the line at full speed. The nervous chattering turns into chaotic yelling as crews try to avoid collisions and the waters churn as the 25 boats vie to complete the course first.

The sailing team was formed by d.tech alumni Jack Lugliani and Tanner Gee in d.tech's second year of existence, and consisted of only two other members, alumnus Katherine Chu and current junior Timmy Gee. Over the years, the sailing team has established a name for itself in the community, becoming one of the largest sports

teams on campus with more than 30 members. One of them is in eighth grade—eighth graders are allowed to participate on high school teams as long as they plan on attending the school.

Although the team is almost as old as d.tech itself, most of its members are fairly young, with 27 of their 32 members being either freshmen or sophomores. "Sailing is a big plus of coming to d.tech," said freshman Charlie Gates. "Being part of the team has allowed me to make a lot of friends that I otherwise probably would have never met before." In the midst of underclassmen, senior Uthman Alaoui Ismaili stands alone as the only senior on the team. Just like Gates, he has no regrets joining the team, but says "because I'm the only senior on the team, I don't have as many of my friends on the team."

Aside from the physical aspects of the sport, junior Jemma Schroder, the co-captain of the team, finds the mental aspects appealing as well. "There is a lot of strategy involved because wind is always changing and there can be pressure in different areas of the course," explains

Schroder. "At higher levels, it kind of becomes like chess because every move you make while on the water matters."

Sailing may sound extremely daunting and intense, but anyone can pick up the sport and find success, as long as dedication and time are



Griffin Conley (left) and Micheal McCulloch (right) sailing.

Photo Courtesy Timothy Gee

put into practices. Sophomore Zoe Flemate, who joined during her freshman year, was one of these students. "It was very confusing at first because the sport was just so new and there were a bunch of new terms that I had to learn," said Flemate, "But I was able to place first in one of my races during the past fall season." Gates reciprocates similar feelings saying, "I've been able to grow a lot as a sailor since the start because all the team members are very welcoming and humble."

The team currently sails and rents their boats from the Peninsula Youth Sailing Foundation (PYSF) and is coached by Molly Vandemoer and Udi Gal, two accomplished Olympic sailors. With the help of these two coaches, co-captains Schroder and Gee find it much easier to manage the large team. "We got a bunch of new freshman this year, so with the coaches taking care of most



d.tech sailing team posing on their boat.

Photo Courtesy Timothy Gee

High school sailing consists of two divisions, the Gold and Silver Fleet. The team is currently in the Silver Fleet, but are working towards moving into Gold. To do so, the team must finish in the top three of the majority of their upcoming spring season races. "The team as a whole has been improving a lot since the start of the school year, and with the work we have been putting in, we are definitely on our way to moving up," says Gee.

While Gee is focusing on results, newer members like Gates are focusing on improving their skills and knowledge of the sport. "I do want to win, but for now, I just want to become more proficient in the sport," Gates stated. With such a young and motivated group of sailors, the team is set for a great future.

PROFILES

March 13, 2019

dtechdragon.com

The Double Dance Life of Madison Shem

By Maria Young & Vani Suresh
Editor in Chief (Print) & Staff Writer

The stage is bright. Looking out through the bright lights at the audience, sophomore Madison Shem smiles widely and resists the urge to look at her dance team on either side of her. Breathing heavily, she barely hears the raucous cheers and the applause. Still hyped up on adrenaline, it's all she could do to maintain a regal composure while getting off the stage. She knows she's just delivered a winning performance.

Throughout her dance career, Shem has competed in many annual competitions, often winning first place. At Heiva I Reno in 2016, Shem competed as a soloist for the first time. A year later, she placed 3rd in the beginning category at Manahere I Ori Tahiti, her second competition as a soloist. Though solo dancing is relatively new to Shem, she loves the freedom of expression it brings, as she is able to choreograph her own pieces and make her own costumes.

Shem started Polynesian dance when she was only eight years old, saying "I watched Lilo and Stitch a lot when I was younger, [and] I guess it was just something I wanted to try." Shem also said she didn't want to try ballet because she "didn't like my hair in a bun," and according to her sister she "was not hip enough to do [hip hop]."

When dancing Polynesian styles, the main point of the dance is to tell a story. "We never do a dance just to combine moves - we're always telling a story," Shem emphasized. The stories range from "how the flowers group from the ground after the sun and water hit it," to "a fish swimming in the water, getting caught, and feeding a village." Learning about these culturally significant stories has taught her to be more open to different cultures. "There's always some

type of stigma surrounding a culture and so to learn more and be educated about different cultures is incredibly important," says Shem.

Even within hula, there are different styles represented. Hula Kahiko is the traditional form of the dance, originally used in Ancient Hawaii to train warriors. Throughout the years, the dance has transformed into a storytelling art form. In Hula Kahiko, dancers talk about "the old queens and kings and the goddesses," as Shem describes. In contrast, Hula 'Auana is "more modern," according to Shem. For example, Shem's dance group is currently dancing an 'Auana piece about a love affair. However, it still "incorporates a lot of natural aspects like talking about the wind," says Shem.

Tahitian dance has also historically been a way for Tahitian people to communicate with each other. Examples of this were challenging an opponent, praying to the gods, and more. In all of these different purposes, however, Tahitian dance told a story. The main difference between Tahitian and hula dancing, Shem says, is that Tahitian "usually consists of faster beats using pahu drums" and is "a little more modern."

One of the most sacred parts of both dances are the costumes and their role in telling the stories. In hula and Tahitian dancing, dancers make their own costumes out of fresh leaves and flowers. At Heiva I Reno in 2016, Shem started to learn how to make her costumes using Ti leaves, a plant with long green leaves that was thought to have divine power and bring good luck to Polynesians. To create a costume, dancers cut the leaves and ensure that the stems are taken out to avoid being poked while dancing. After that, the leaves are tied onto rafia, a rope-like material made out of plant fiber.

In the past year, Shem considered quitting dance, as she wanted to try other extracurriculars



Sophomore Madison Shem.
Photo by Asa Bensaid

and was already participating in a lot of school clubs. Additionally, Shem revealed that there had been a lot of drama regarding financial [decisions] and favoritism" from the administration. Though Shem recognizes that these things almost "always pop up when it comes to dance and performing arts, it was getting to the point where it made dance less fun."

After getting an opportunity to teach her own class next year and an unofficial invitation for an international competition in Macau, Shem realized how lucky she was to be a part of something so sacred. "I don't want to just give up because we spent so much time and money on this and it's become really important to me," says Shem.

Four years ago, Shem started helping teacher Morgan Ashley Chang in her dance classes, making costumes for the younger children and being a role model in class. Shem demonstrates

moves and works with the children on mastering difficult steps. She credits the children as one of the main reason why she is still dancing, recalling a time when she was helping the students stretch and one of the children reached over, grabbed her fingertips, and said, "I love you." "They're just so cute!" Shem gushes. Little moments like these are what "keeps me going and reminds me why I wanted to [be a] teacher's aid."

Shem is involved in a lot of different activities, but Polynesian dance helps her manage the workload. Balancing important roles in d.leadership, robotics, and the Fiji trip requires excellent time management. Shem attributes this to dance as "dance does take up a lot of time," Shem says. And though she is committed to all her extracurriculars, she depends on dance as an outlet for negative energy. "I go to dance just to dance and be happy," says Shem.

Rowan Young

landed manually.

The landings, Young says, are the most satisfying part of the simulation. "I don't know if it's just touching down, but it's the completion of being in the air—or your simulator being in the air—for 12 hours, and landing, and [the plane] being on the ground and that kind of completion, it makes you want to do it again," Rowan says. "And again, and again, and again."

Although he largely practices with passenger planes, flying a cargo plane is his ultimate goal. "When I'm flying huge planes in the sky someday, I'd be flying for Lufton's cargo in their triple 7F [large cargo plane]," Young says. Cargo is the desired choice because it's "like a mini vacation" where he can go to multiple different places and explore the world, instead of going back and forth between only two destinations.

The simulation, although a virtual exercise, has proven to be useful in Young's current day-to-day life as well. "It's helped me task manage a lot," Young explains. "[When landing] you have to make sure your plane isn't crashing into the ground, talking to Air Traffic Control while going through it. No Air Traffic Control means you have to tell unicomp, which is all the planes talking on a channel, telling people what you're doing, copy back clearance, copy back oceanic clearance, position clearance." This seems to be just the short list of communication tasks that must all be performed in a short amount of time, and be perfectly worded. "There's a lot of phraseology that you need to know," Young says.

At the start of this year, Young decided to take his vast knowledge and passion for flying and bring it to school, through the creation of the Flight and Aviation Club. In the club, members have begun by learning about "the six most important parts of the plane on the inside, and how they work" according to friend and club

member, Juan "JC" Zaragoza, who says "sooner or later we are going to learn how to fly a plane. He's got a lot of plans for the club." Zaragoza adds that when it comes to planes, Young is "obsessed. Like very, very obsessed. He always talks about planes. He's showing us plane jokes, that we never get." Young's hobby of identifying planes has continued into high school, and Zaragoza says that Young "Is always going to look at a plane, he's gonna tap you on the shoulder and say 'Hey, that's maybe an AE 21-45— I don't know plane names,'" Zaragoza says, "He knows a lot about planes, so if you are going to ask anything, you should go to him."

In addition to flying planes, Young has also shown interest in doing Air Traffic Control. When doing air traffic control, there is a lot going on at once as you have to make sure multiple planes are all landing correctly. Before each plane lands, you first have to say their call sign, and then yours. "I have noticed it has made me worry a little bit more," Young says. Despite this stress and the two-thirds drop out rate of virtual air traffic controllers, let alone the 90 percent drop out rate of real-life air traffic control school students, Young professes that this is still an area of interest.

Young's experience with the simulator has allowed him to quickly progress and accumulate a vast wealth of knowledge. Not too long ago, Young decided to take a mock Federal Aviation Administration exam, which he says he was able to pass, albeit "by the skin of [his] teeth". Despite losing points for minute details, Young seems to have a knack for the complexities of flying and is well on his way to a pilot's license.

When it comes to following his dreams, there seems to be no limit to what Rowan Young will be able to accomplish — not even the sky.

Enigma Tyler Campos

By Syed "Kazi" Hussaini

Staff Writer

t's a normal day at Design Tech High School: the birds are chirping, the freshmen are laughing, and students are stressing. All of a sudden, you hear a piercing screech "I need to urinate!" and the entire school knows who it is: Tyler Campos.

For the five of you who don't know who Campos is, he is a senior and co-founder of the Fish Club. His constant shrieking, cursing, and offensive statements lead many to believe that he's insane. He's not though—he's just a bit odd. He has even occasionally exhibited moments of rational thought, mostly when discussing the d.tech fish tank.

Senior Izabella Guerrero, Campos' girlfriend, met Campos at d.tech in her freshman English class and became best friends with him immediately because, as she said, "he was always making me laugh." After going to India in their junior year, the two started dating. Guerrero said that the weirdest thing Campos has done is the "Orphans in Peru" video, a nonsensical video of Campos running around the Rollins campus screaming the phrase, "Would you donate to



Campos draped over a stairwell.
Photo by Kelley Hill

orphans in Peru?" Guerrero said Campos is weird to "impress her."

Campos' best friend, junior Kyle Fujii, met Campos during math when he found out they had a common interest. "I was in Freedom's class and he was looking at coral on his Chromebook and I was like 'Oh shoot, this guy's looking at coral,'" Fujii said. As a coral collector himself, Fujii was elated to interact with someone else who shared this interest. They talked and became best friends immediately.

Fujii recalls a time when he and Campos were driving around, going to fish stores and looking at coral. He described the drives and adventures they experienced in the stores, reminiscing on a particular time that they were listening to Christmas songs on the radio. "I was singing along to the Christmas songs really poorly and Campos told me to shut up." Despite the harsh comments, Fujii considers Campos one of his closest friends.

Julia Green, a junior who journeyed to India with Campos during the spring intersession of 2018 said: "He's definitely hiding something, I've seen him be super real like three times." Apparently, Campos becomes very quiet and moody after dark, which may possibly lead to a rare deep conversation. "Past 8 P.M., he gets kinda upset," Green stated.

When asked why he is weird, Campos responded with, "Well, it once was read in the Bible that the Corinthians will kill you if you do something that they don't like – that is straight from the Bible. Now, I have spoken to the Corinthians and they like everything I do, so if I change, they'll come after me." When asked again, Campos responded with, "All dogs speak British, but not Spanish," followed by the profound thought: "Maybe there's a problem with society, not me." Then Campos screamed nonsensical statements and licked people in the vicinity.

THE DRAGON

March 13, 2019

dtechdragon.com

Date Spots: Get Ready To Go Steady

By Andrew Nourie

Romance expert, Funny Writer

Couples at our glorious school have been overcome with confusion and indecisiveness for far too long. Too many students have no idea where to take their sugar biscuits and snuggle bears. Fret no longer my lovely lovers, for I have brought my girlfriend, Taylor Abbey, on dates in countless different locations in a single day and rated them out of five stars.



Cafe Central is a cute little restaurant and coffee shop on Burlingame Avenue in Burlingame. There is a plethora of options for (overpriced) food and (also overpriced) coffee. It has a sleek, inviting, and white design to it that is not suited at all for a date. Taylor ordered a breakfast croissant and I ordered a very nice goat cheese and tomato quiche along with a nice drip coffee (of course she paid, I'm an equal rights advocate after all). There are a lot of people in this shop during breakfast time so you cannot smooch, but it isn't too loud to have a nice conversation about how good your rye toast with avocado is. This is an alright area to start your day off, but you shouldn't spend all your time here if you wish to (as the kids say) "get jiggy with it." I give it three stars for tasty food, but I must take away two for being a tad too overpriced, and having an off vibe.



The second stop on our journey of love and adventure was Heritage Park, also located in Burlingame. I wanted to take my wonderful girlfriend here because there is an exposed drainage system reachable through some very precarious steps made of fine oak. This is an especially exciting date spot when it is raining. There is a beautiful brown sludge mixture that pours from the drain, a combination of rainwater and all the muck that can be found on the streets of Burlingame. It is quite a sight to behold. This picture depicts Taylor, having the time of her life while looking out over the canal of love. I rate this location five stars, but only when it is raining.



The last stop on our quest to find the best location to bring your beautiful boy, girl, or other to is Malibu Castle Golf & Games in Redwood City. Malibu Castle Golf & Games, otherwise known as "Malibu" is an awesome location where you can play arcade games, minigolf, and even do some mini karting. There is a chain link fence and barbed wire surrounding the facility due to the fact that it was sold around half a decade ago. The cuts from the barbed wire spewing blood out and the policemen chasing you for going onto private property only add to the adventurous experience. I give Malibu three stars for the adventure and scars that are now permanently on my arms, giving me street cred. I must take away two due to the fact that I now have a criminal record.

Marvelous Ms. Marvel

By Matt Silverman

Photography Director

Marvel has spent 10 years establishing itself as the name in extravagant, big budget blockbuster superhero movies, and their latest hit does not stray far from this reputation. The movie takes place in 1995 as a prequel to the rest of the MCU (save the obvious exception of Captain America). Brie Larson stars as Vers, or Captain Marvel, the first woman in the MCU to get her own movie.

The movie starts on the planet Hala, which bears a strong resemblance to a crossover of Los Angeles in Ridley Scott's *Blade Runner* and Coruscant in the *Star Wars* prequel trilogy. Vers (Captain Marvel) is a member of the Kree, a race of warriors who serve the "Supreme Intelligence", an artificial intelligence that has no true form. Vers chases a group of shape shifting aliens known as the Skrull to Planet C-53 (better known as Earth) in search of a scientist and top secret futuristic tech. After crashing through the roof of a Blockbuster store, she meets a young Nick Fury (still with two eyes) and the duo go on adventures tracking the scientist and discovering details of Vers' life before Hala.

The obvious role of this movie is to introduce a new character slated to play a big part in the next series installment, *Avengers: Endgame*. To this end, the movie was a smashing success. The entire film fit almost seamlessly into the rest of the universe, and even tied up some long standing loose ends. (How did Nick Fury lose his eye?)

Unfortunately, the dialogue was rather lacking and formulaic with lots of witty banter that, at times, seemed rather forced. There were also definite moments where it seemed as if Marvel had plucked successful elements, or in some cases, almost exact scenes, from its past hits and mashed them together in a movie with a different villain. While this lack of creativity worked at



Matt Silverman at Captain Marvel.

Photo by Vani Suresh

times, it gave many critical scenes a familiar feel that left the viewer disengaged watching fights they had seen before unfold on screen again.

A secondary role this movie played was Marvel's comeback to DC's 2017 *Wonder Woman*, which made 103 million at the box office in its opening weekend alone, as well as becoming widely seen as a revolutionary film for women superheroes. Seeing a woman on the big screen defying gender stereotypes and kicking boys' butts has inspired young girls around the globe. There are a lot of parallels that can be drawn between these two films, but overall it fell short of reaching the very high bar set by Gal Gadot and director Patty Jenkins.

One of the main differences that set *Captain Marvel* back was its lack of opposition. A key attribute of *Wonder Woman*'s success was the image of a woman walking across a battlefield, dodging bullets like it's a normal Tuesday, and facing down a 20 foot tall god without flinching. There was no moment in *Captain Marvel* that rivaled the tension and strength that emanated from the conflict between Ares and Diana in the end of *Wonder Woman*.

Captain Marvel had its pitfalls, but the movie fit well into its place among the ranks of MCU movies. It will be interesting to see what Marvel does with the character in *Endgame* and future installments of the franchise.

Match the Teacher to the Shoes!

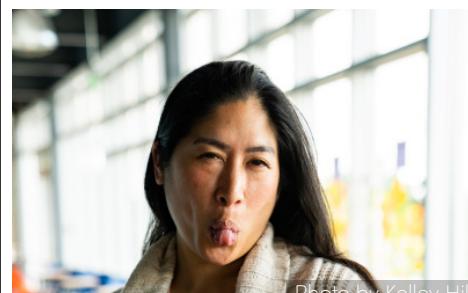


Photo by Kelley Hill



Photo by Kelley Hill



Photo by Kelley Hill



Photo by Kelley Hill

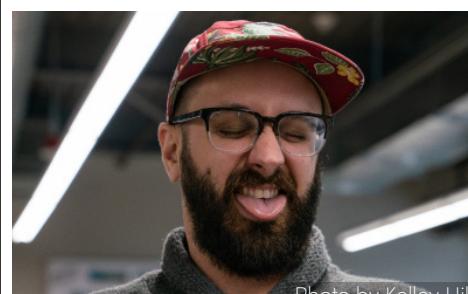


Photo by Kelley Hill



Photo by Kelley Hill



Photo by Kelley Hill

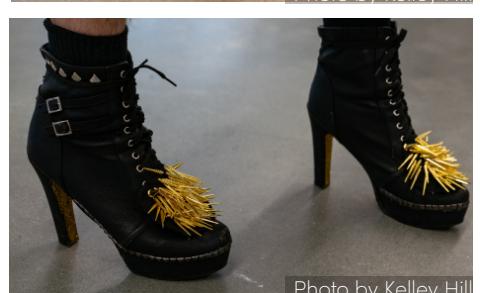


Photo by Kelley Hill