

THE DRAGON

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The Shining New Exploration Classes

By Kira Hofelmann
Section Editor

You may think that "Adding Flora to the Fauna" sounds like a reference to characters from Disney's Sleeping Beauty, but like many of the newly added Intersession classes, there is more to this class than what meets the eye. "Adding Flora to the Fauna" was one of the ten newly added classes to this year's October Intersession. With classes ranging from the hands-on creation of a new outdoor space for the Design Realization Garage (DRG) to expanding your mind through the development of storytelling skills, there are more options for students than ever before.

In the newly included d.lab "DRG Design," led by DRG Coordinator Micheal Donhost and Prototyping Teacher Nick Barella, students were given the opportunity to transform a previously cluttered patio area outside the lower DRG into an area full of plant life, mobile benches and splashes of paint.



From day one, Donhost noticed the lack of student expression and involvement in the DRG. Instead of being the heart of the school for students to be creative and collaborate, the DRG had become another section of the school visible by those who walk past it without notice. The cause of this ranges from the rust brown paint color of walls to the misrepresentation the DRG has gotten in previous years.

Students cut out cardboard soles.

Photo by Kelley Hill

Students stated that in the past they've felt intimidated to enter, the ability to try new things or mess around were not options.

Donhost wanted to change these stereotypes that surround the DRG and this new d.lab was the first step. Students were given a space, one of many,

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SPECIAL SPOOKY
SECTION INSIDE**

which was transformed into a more comfortable and collaborative area by adding benches, colors and lots of plants. In transforming these areas, Donhost hoped that students would be drawn to come into the DRG, use the newly designed spaces and feel comfortable to express themselves.

These boots were made for walking, but sometimes that's not just what they'll do. They'll cross deserts, trek through jungles, or stomp through snowy hills. "In Their Shoes," a newly introduced d.lab, run by Photography Teacher & Instructional Assistant Quincy Stamper, challenged students to design shoes for children living in other parts of the world who face harsh conditions. In the secluded bubble we live in known as the Bay Area, shoes are often seen as a fashion statement rather than a mode of transportation. We buy Air Force 1s because they're "in," or rare Converse to stand out, and we often don't think about the support they provide us.

Intersession continues on page 3.

Where Are They Now?

By Alexis Huang
Section Editor



Teachers of d.tech past.
Illustration by Roxie Baggott

The beginning of a new school year has come and gone, bringing with it new teachers and assignments, not to mention competency-based learning. Amongst the chaos, however, have you ever found yourself reminiscing about Ms. Anderson's record player or Mr. Wall's famous tablecloth trick (with "My Heart Will Go On" playing in the background)? While these moments, and teachers, have since left us, what have they been up to since leaving d.tech?

Many students might remember Lessley Anderson as a wonderful English teacher, newspaper advisor, or Just Dance extraordinaire, but few might have known about her band, Baby

& Luvies. Since leaving d.tech, Anderson has been able to devote more time to her passion for music. This past summer, Anderson scored a gig at the Stern Grove Outdoor Concert in San Francisco, and some of her former students attended to cheer her on. As a bonus, she "got a bunch of money" from that gig. Anderson used the earnings from her concert to record another studio album, giving her an opportunity to have fun by singing back up harmonies and layering her voice to emulate an entire gospel choir.

In addition, she has returned to the role of a student through beginning to take jazz piano classes and has been training to run a marathon by traversing over lots and lots of hills.

Anderson has also "gotten really into embroidery." "I got obsessed with it when my son got

into the card game Magic: The Gathering," she laughed. While her son plays intense card battles with men more than twice his age (but perhaps only half of his prowess), she sits at a coffee shop two blocks away working on band patches or practicing new stitches.

Despite all that she's been able to accomplish, Anderson has realized how difficult it can be to learn new things. "If I were teaching again," she says, "I think that I would really focus on trying to encourage students to make small gains in their learning."

Even though she's no longer an official d.tech teacher, Anderson still hopes to keep in touch with her former students. "I hope that I will know them forever," she said.

Since leaving d.tech last December, d.tech's former PE and Health teacher, Christy Knott, has been doing "lots of things" — "but primarily spending a lot more time with my family, keeping my life less stressed, a little more under control and better for me," she said. In the first few months after she left d.tech, Knott focused on her health by managing her exercise and eating habits, as well as reorganizing her house. She then visited former d.tech administrator Rob Bolt and Class of 2018 alumnus Jose Obregon in Puerto Rico and was able to see the impact of El Pueblo Unido first hand. "It was cool to see ideas that were started at d.tech and how they're transforming the whole island of Puerto Rico and their education system," she said.

While at d.tech, Knott taught health class to students, and she continues this role in her new job: instructing student teachers how to teach health class themselves. Interestingly, Knott said that there are some differences between teaching students and adults in the sense that all of her adult students "are interested in being teachers, so they have motivation and interest in this subject and want to make sure that they are prepared to change how the classroom experience feels for everyone." This job is part-time, which leaves Knott with enough time to take

care of an adorable addition to her family -- a German Shepherd puppy.

Though she continues to be a teacher, Knott misses the relationships that she shared with students at d.tech, specifically "getting to be a part of their lives and watching them learn and grow and develop into the best versions of themselves. I miss that a lot but I'm excited to see what students accomplish."

While Knott remained in the career path of teaching, Christopher Wall has taken up a career that few students would have expected of the former physics teacher: he now works as a postal carrier for USPS in Belmont. "Originally, I was planning to take the job and keep doing interviews to look for something that requires more of my skill set. But I like being a mail carrier," he said. Some of Wall's favorite aspects of his job are that he gets to walk around basking in California sunshine, waving to neighbors and getting to know everyone. Better yet, he now has much more time to spend with his family.

Unlike with teaching, once Wall clocks out at four in the afternoon, he doesn't have to spend time worrying about grading papers, labs or his students' performance.

Wall is sad to report that he now only has four weeks of vacation a year, however, which means that his vacation time doesn't align with that of his kids' summer vacations anymore.

Along with summer break, Wall misses d.tech's students. "Young people have all these ideas and enthusiasm that is uplifting and gets you going," he said.

While we miss all of our past teachers dearly, we'll forever remember the impact that they've had on our d.tech experiences and hope that they're enjoying exploring their newfound passions and embarking on new career paths.

We won't forget you!

FACULTY

October 25, 2019

dtechdragon.com

Meet the New Staff!

By Dragon Staff

www.dtechdragon.com

This article originally appeared in The Dragon's online newspaper but has been updated for October's print edition.

Vicki Zetler



Photo by Kelly Hill

Vicki Zetler is a renaissance woman: she's done almost everything. Her career has ranged from being a chef to managing a dance team and now teaching. "Whatever seemed interesting to me, I tried," stated Zetler. She's lived in New York, Los Angeles, San Francisco, and now resides in Pacifica.

Following many adventures and an array of jobs, Zetler had twin boys of her own. After this, she realized she wanted to pursue teaching. She began working as a reading specialist at Sunset Ridge Elementary School in Pacifica before working as a teacher for three and a half years at Ingrid B. Lacy Middle School in Pacifica. Zetler heard about d.tech when it was first starting and thought it was a "new, refreshing way to teach kids." When she saw there was a position as a learning specialist, she felt it was meant to be and decided to apply. Zetler loves the culture of kindness and support at d.tech, and is excited to join the community!

Micheal Donhost



Photo by Kelly Hill

Recently moved to the Bay from Singapore, Micheal Donhost is the new Design Realization Garage Coordinator of the upper DRG. Donhost and his family travel extensively, his favorite travel destinations being Chile and Uganda. Other than travel, Donhost enjoys running, listening to music, and playing tennis and basketball.

Donhost's vision for the DRG is to make it a place to cultivate creativity: "no one should be intimidated about this space and the tools...we can do anything...we're going to explore our creativity and just figure it out."

Nick Barella



Photo by Kelly Hill

Nick Barella is the new Prototyping teacher for the Freshman class. Before coming to d.tech, Barella was a manager and lead shop technician at TheShop.Build, a Maker Space in San Francisco. A Bay Area native, Barella graduated from Tam High School in Mill Valley and then from the University of San Francisco with a major in Architecture and Community Design.

In high school, Barella gravitated towards woodshop, spending a significant amount of his time there, creating whatever his heart desired, "my teacher, he stuck around sometimes after school, I'd go in there during lunch and he'd just let me build. I'm planning on doing something similar."

Aside from creating, Barella loves the Sharknado movies, specifically Sharktapus, as well as Taco Bell, claiming it to be "the best fast food restaurant ever." Barella is looking forward to opening up the DRG and hopes to encourage more students to come in and build whatever they desire.

Kevin Groh



Photo by Kelly Hill

Who is Kevin "Sensei" Groh? Well, for one thing, he is the new happy-go-lucky eleventh grade English teacher. This is Groh's third full year teaching and his third career after working at an insurance company and enlisting in the military. His favorite part about teaching is witnessing all the creative and amazing things his students can do. He finds the "aha" moments that students experience to be very rewarding.

While Groh often lacks free time, he enjoys watching movies and writing when he gets the chance. In addition, he goes hiking with his dog, a husky and German Shepard mix named Luna. His go-to vacation is Kauai, Hawaii. Groh is currently engaged and plans on getting married soon.

Monica Garcia



Photo by Kelly Hill

Monica Garcia is d.tech's newest addition to the Spanish Department. Garcia was inspired to teach at the age of 21 and is constantly striving to engage her students. She works hard to ensure that her class is, "Vibrant and real." Outside of school, the majority of her time is spent with her family and two dogs.

When Garcia isn't spending quality time with her family, her hobbies include cooking and reading. Though she is now settled in California, Garcia is well acquainted with travel, and previously lived in Italy, Spain, and Ecuador. Now at d.tech, Garcia hopes for her students to "love learning Spanish instead of worrying about the grade."

Kam O'horro



Photo by Kelly Hill

A couple of years ago and just a few weeks after moving cross country, Kam O'Horo received an email from her husband. It contained an article about a new innovative school Oracle had funded. This was a moment that ironically stuck with her as O'Horo is now the new world history teacher here at d.tech. In 2017, O'Horo moved to Mountain View with her husband and two kids from Florida where she had taught Global Studies and French for many years.

After her move, she took a part-time position at the Carey Elementary School located in San Mateo as a French teacher, teaching third, fourth, and fifth-grade students until accepting a position at d.tech. O'Horo's love of french began with her passion for travel and seeing the world. She has been all over the globe and hopes to travel to French Polynesia next, but first, she hopes to get to know the d.tech community and all it has to offer.

Karissa LeCroy



Photo by Kelly Hill

Ms. LeCroy, or Melita Karissa LeCroy, grew up in rural Northeast Georgia, in a small and generally unknown area in Franklin County.

While LeCroy may be new to d.tech, this is her fourth year of teaching, a profession that she began for many reasons "I started teaching for a couple of reasons: one because I love English so I wanted to be able to impart that on others. People are able to communicate, [and] share really big ideas in ELA. I wanted to be able to impart a love of that or at least an appreciation of that."

Outside of school, Lecroy likes reading, some of her favorite books include *Ceremony* by Leslie Marmon Silko and *To Kill a Mockingbird* by Harper Lee. In the upcoming year, she said "I hope that at least one student feels like 10th-grade English was rewarding and that they got life skills out of it."

We all want to welcome the new staff members into the d.tech community, so if you see them in the hallway, give them a friendly wave or a "hello," to make them feel more at home. The extended new staff member bios and more fun staff articles can be found on the d.tech Dragon website (www.dtechdragon.com).



CULTURE

October 25, 2019

dtechdragon.com

Intersession continued

By Kira Hofelmann

Section Editor

During this d.lab, students focused on the creation of shoes ranging from their history to their material. Stamper told his students about his Jordan 1s, saying, "I own Jordan 1s and it's not because of Jordan, it's because they were the very first skateboarding shoes." He continued to talk about how skateboarders owned them because they were the first shoe which provided ankle support, not because of the name. Students then used that new information to create a shoe which satisfied certain criteria. Some were tasked with creating shoes for intense heat conditions, others focused on durability or comfort. Once their designs were finalized, students took to cardboard and created realistic versions of them.

By the end of these two weeks, Stamper wanted students to have gotten a sense of why they own the shoes they do. Whether it is due to comfort, trend or overall personal preference, he hoped that his students would step into the future with a better understanding of how shoes came to be.

Though Flora is the name of the red fairy from Sleeping Beauty, the word itself means plants of a particular region. Adding "Flora to the Fauna" can be translated to adding plants to the animals, and in this new d.lab, students focused on adding plants to us. Student Culture Coordinator Henry Lonnemann was the creator of this plant-iful d.lab, his inspiration being research that revealed the impact plants have on stress levels, anxiety and the overall feel of a space. In Lonnemann's d.lab, students were challenged to create plant oriented creations that would improve the feel of the school. Lonnemann said, "I want to see raised bed vegetable gardens outside, and I want to see a living wall somewhere

in the building."

Lonnemann hopes to get the whole community involved. He feels every student could pitch in when it comes to maintaining the plants. For example, "kids who are tardy or have behaviour issues can maintain the garden at some point, they weed or they water," said Lonnemann.

Lonnemann's end goal for this d.lab was to leave students feeling inspired about what they completed over the past two weeks. He also hopes that other students would see the results and feel compelled to continue transforming school spaces. Along with the rest of the d.tech staff, Lonnemann wants students to curate the building, be creative and feel ownership over the space. Adding "Flora to the Fauna" will hopefully continue to progress through these coming Intersessions, transforming the school into a greener version of what it is today.

In the new d.lab "My Truth My Story," students developed the skills needed to help find their voice through live autobiographical storytelling. Being a senior level d.lab, this was especially helpful for students struggling with college essays that constantly ask for personal experiences through their authentic voices. It can be difficult to share your story, express vulnerability, and be our true selves, but Intersession Teacher Kathryn Gentzke made sure her students felt safe in the classroom. Students began each day of their first week writing a brief mini story on a certain theme; coming out of their shells, taking risks and learning to trust. The last week of Intersession was spent choosing one theme they were most passionate about and expanding on that story. The end result was a live performance of their story and a finalized text.

Students were challenged to create stories

that connected with their audience, spoke to the human condition and allowed their audience to relate to that experience, all of which required a vast amount of empathy. "If there's nothing at stake then generally nobody cares," said Gentzke. With these skills in hand, students will now be prepared to set off and tell their stories.

Students jumped on this new d.lab ride led by Math Teacher Karen Atkinson, called "Theme Park Design," which as the name implies, challenged students to design their own theme parks. From the theme and layout to specific dark rides, students were given the freedom to embrace their creativity in constructing their own wonderland. Throughout the d.lab, students took interest in different areas of their theme parks. Some found creating a character to be the most important aspect of a theme park, while others focused on their menus and prices. Some groups began making their theme parks out of clay or cardboard, bringing their theme parks to life. Atkinson hopes that some students will be inspired to continue working on their theme parks in the future, utilizing the DRG to continue constructing their wonderlands.

Atkinson is also open to incorporating theme park design into her math classes. By creating theme parks with roller coasters and structures, it could be a fun and creative way of bringing math concepts off of the 2D page and into the 3D world. Theme park designing should continue into these following Intersession and hopefully we will see these new wonderlands come to life.

"We buy Air Force 1s because they're 'in,' or rare Converse to stand out, and we often don't think about the support they provide us."

Integrative Leadership

By Amritsha Maharaj

Staff Writer

"If you have that internal capacity developing, that stability and that resilience through something like meditation ... you can create something called integrative leadership."

-Laura Osborn

School can be many things; fun, scary and at times stressful. However, recently a new class was added to d.tech that may be able to lessen the latter two. Integrative Leadership, a class led by Laura Osborne and Noah Schechtman, aims to help awaken you as a person. Both teachers have been implementing leadership as well as social and emotional learning for the last twelve years in different schools and in different environments.

This class helps students connect with themselves, which results in internal leadership. Osborne described this as the "leader within you." When asked what Integrative Leadership really is, Osborne explained that "Integrative Leadership is a class that focuses on the personal development of every student in the class. The personal development includes identity and narrative, mapping our own growth plan, finding our voice, resolving conflict, learning to understand our perspectives and how that influences decision-making, collaboration and listening to each other and taking those skills to create a more positive change in our own life and the world around us." Although both teachers have worked in a variety of different schools, Osborne said her favorite part of the class is the students, saying "This school has been so warm and welcoming."

Schechtman spoke on the inspiration of this class. "One [inspiration] was the enthusiasm of the students who took our intersession classes on Transcendental Meditation last year... Another was our fascination with developing everyday leadership skills... the skills that help us be who we want to be as people, as friends, and as members of a team or community." Schechtman described the class as a place where students can understand themselves better, resulting in "unfolding more of your full potential." When asked about his experience at d.tech, Schechtman spoke about how this school is different from many others. "Our team has taught at three other schools already, but this subject feels less 'out of the box' at d.tech. It may be because this school prioritizes things like creativity and innovation that a class like ours feels more relevant here than it would at a more traditional high school." Schechtman hopes students will be positively impacted by the class. He also hopes that students will continue to use what is taught in this class as a "tool" that will help them as they enter adulthood.

New Music and Mixed Reviews

By Corwin Davidson & Nicholas Boyko

Staff Writer & Section Editor

We think music is pretty cool and think many high school students would agree. On account of this, we're proud to introduce The Dragon's first-ever music review column!

To kick off this feature, we invited two people who are interested in all sorts of music and asked them to review the latest and greatest of a few select genres.

The scale is simple:

10 is more or less perfect

5 means that only "half of the album has any value."

1 is totally without merit

Enjoy!

Pop/Soul "Cuz I Love You" - Lizzo

Possibly one of the most defining characteristics of flutist/singer Lizzo's debut big-label album, "Cuz I Love You," is its empowering nature as an anthem for body-positivity and self-worth. Her lyrics on songs like "Tempo" proclaim, "I am big-boned with nice curves... I know I look grnd." Her songs nimbly skirt between genres, the powerful waltzing ballad of "Jerome" preceding the 80s-recalling "Cry Baby," with its riff paying homage to artists like Prince. At times, though, the album can feel contrived; "Soulmate" has the cloyingly sweet feeling of many other cheery pop singles, and feels out of place in the otherwise stylistically diverse song list. This diversity makes for an engaging album, one that has certainly launched Lizzo into notoriety as a singer-songwriter to watch for in the coming years.

8/10

Pop "Lover" - Taylor Swift

In her seventh album, "Lover," Taylor Swift assures us that she's matured; the songs are no longer parables of rough breakups and hard times. Instead, her new approach focuses on confidence-building anthems like "ME!", which features modern heartthrob Brendon Urie of the band Panic At The Disco. In "ME!", Urie declares, "I promise that you'll never find another like me."

Swift is confident with her formula, following very closely to the frameworks set by both her previous albums and those of her peers; "I Think He Knows" closely echoes artists like Carly Rae Jepsen, and "Afterglow" has the ethereal reverberating feel of a song by Lorde or Grimes. Yes, sometimes the music misses the mark -- the addition of banjo and a string section on "Soon You'll Get Better" feels out of place in her new style, harkening more back to her country past. Overall, the album is exactly what fans of Taylor will know and love -- but not much more.

6.5/10

Rock "Fear Inoculum" - Tool

After 13 long years and a lot of hype, Tool's new album, "Fear Inoculum," is out.

The Question: Is it any good?

The Answer: It's definitely a Tool album, but it's debatable whether that's good or not.

Essentially, if you like Tool, you'll love this album, as it checks all the requisite boxes. The catchy "Pneuma" and the 15-minute epic "7empest" stand among Tool's best. Singer Maynard James Keenan still sounds as good as he did in the 90s. Danny Carey still blows your mind with drum patterns that don't seem anatomically possible.

The key word here is: "still." This album doesn't really go anywhere new. Not to mention that like some previous Tool albums, the massive runtime and similar song structures can make it a slog to get through. Nobody else sounds like Tool, but Tool has been sounding like Tool for so long that it's starting to grate a little.

7.5/10

Hip Hop/Rap "Hollywood is Bleeding" - Post Malone

Let me preface this by noting that opinions are subjective. That said, I don't know if "Hollywood is bleeding," but my ears sure are.

Basically, I didn't derive any enjoyment from most of this album. The lyrics made sense and occasionally showed considerable creativity, but they also tended to sound egotistical and did things like rhyming "forgive ya" with "my liver."

The instrumental portions were sparse and repetitive. The featured artists were occasionally interesting, but more often they were boredom icing on a drudgery cake.

And yet, there's potential here. The title track was quite good.

The lyrics were intelligent. The melody was well-done. The singing was emotional. If only the rest had been like that.

The same reasons I didn't like this album, however, are the same reasons others might. If you're into hip-hop, "Hollywood's Bleeding" will likely come across as a stellar example of the genre, and you should go have a listen.

5/10

Sophomore Zoe Robertson claimed that Integrative Leadership helps to "calm her nerves." Robertson feels this class has resulted in her becoming more in tune with herself. Another student who felt like this class was beneficial to his day to day life is Sophomore Ryan Quiesol. Quiesol described the class as a safe space, saying, "it helps me keep calm and manage my emotions." Students are excited about Integrative Leadership, and we welcome the class to the d.tech community!

SPOOKY

Got Spooky Plans?

By Leo Belman

Section Editor

As teens grow up, they place different levels of importance on Halloween and their feelings towards the holiday change. d.tech students being no exception, will make all sorts of plans for how to spend their Halloween.

For some students, such as Senior Emelie Soy, Halloween is the time to 'trick or treat' with friends. Soy said that Halloween is "an important tradition," and "a way of beautifying people." She did note that trick-or-treating isn't a priority, and if other things get in the way, then they will come first.

Other students enjoy the holiday because it is a chance to dress up. Senior Nico Higashi said he likes dressing up. "It's like a stupid fun thing to do."

Though he hasn't gone trick or treating recently, like Soy, he will this year. "I haven't trick or treated in the last four years...I wasn't motivated to, but now I have friends asking me to do it," Higashi said.

Other students have decided to partake in Halloween activities other than trick-or-treating. Freshman Dominic Carducci said "In past years, my dad has set up what's called a spooky garage." Carducci added, "It's like a mini haunted house."

Freshman Zack Nachlis said, "I'll probably go on a bike ride in Redwood City. It's a Halloween theme."

Sophomore Qais Danish might go trick-or-treating, if his little cousin is in town. Otherwise, he will not.

Freshman Spencer Gradek will be going to the Halloween Haunt with his friends, which is an aptly named Halloween-themed event at Great America. He doesn't place that much importance on Halloween. "I feel like I don't really need to do it as much because I focus on more important things like academics and sports," he said.

While some love it, many students don't feel like trick-or-treating anymore.

There are a few reasons for this. Nachlis wondered if there's a "societal obligation to not trick-or-treat [as you get older]." Often, older trick-or-treaters, dressed in costumes, are met with the unhappy faces of parents who opened the door expecting eight-year-olds. This can be uncomfortable for teens and make them less likely to dress up.

Other students like the social aspect of Halloween. For example, Senior Matthew Morley doesn't care that much about dressing up. "I want to make a costume, but I don't have enough time. I'm definitely going to hang out

with friends," he said.

Senior Carson Carini hasn't trick or treated in the last seven years, however, he is going to start doing it again this year with his friends. "I mark importance on this night as just being there with friends."

Sophomore Miriam Brody's birthday happens to fall on the same day as Halloween. Because of this, she places quite a bit of importance on Halloween. "I'm probably going to spend Halloween with my family because it's my birthday, and I'm probably going to hang out with my friends [...] and yeah, I'm dressing up."

No matter how people spend their Halloween, many have the same goal: they just want to have a good time.

"I'm pretty stoked for it," said Carini.

While d.tech students debate how they will spend their Halloween, trick-or-treating is not an option for teens in other areas. Bathurst, a town in Canada, actually banned kids older than 14 from trick-or treating. After, there was some backlash that forced Bathurst to relax the restriction to 16 years or older.

Some towns in America are following suit, such as the Virginia towns of Chesapeake, Norfolk, Portsmouth, and Suffolk, where the age limit for trick-or-treating is 12. In addition, a few towns in South Carolina have restrictions as well.

The general rationale for this is to make younger kids feel more comfortable and to prevent rowdy vandalism, supposedly caused by teens. Both of these reasons, however, are debatable.

Regardless of any restrictions, some teens simply that teens lose interest in Halloween. "I just ran out of ideas on what to dress up as," Gradek said.

Carducci concurred, "It gets kind of boring."

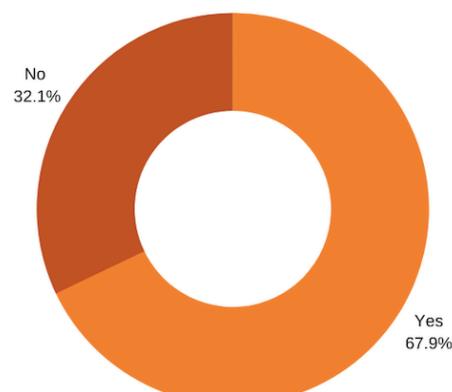
Nachlis added, "[Halloween] gets kind of repetitive."



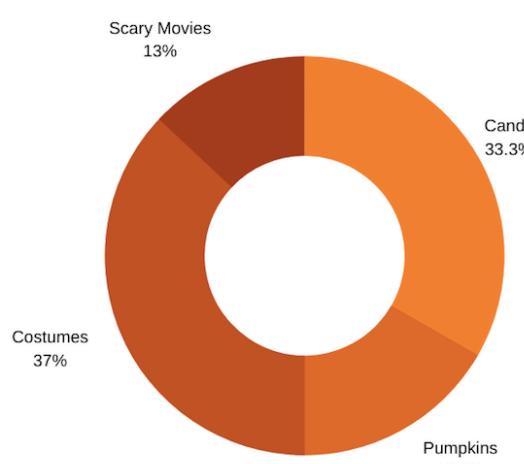
Miriam Brody.
Photo by Kelley Hill

Spooky Statistics!

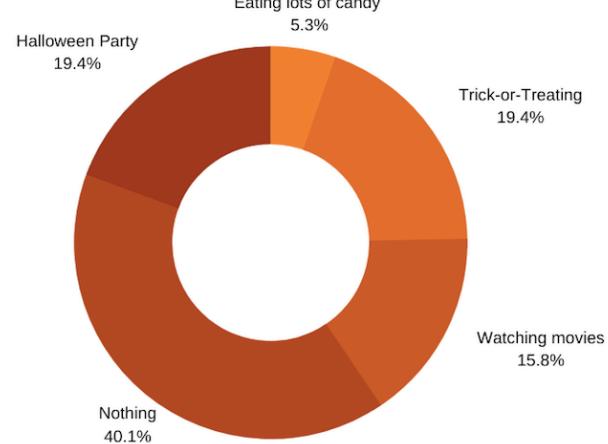
Are students dressing up?



What are student's favorite parts of Halloween?



What are students doing on Halloween Night?



SEASON

d.tech Conspiracies?

By Sonal Maharaj

Staff Writer

Conspiracy theories, are loved by many these days, and, real or not, they're fun to hear. Sometimes we even find out that they're true. Whether the theory is about admin, the building, or events, conspiracy theories run rampant throughout d.tech. To kick off the spooky season, here are a couple of d.tech's very own conspiracy theories.

Since the move into the new building, both the physics room and Groat's math room (room 229 and 227 respectively) have gained a reputation for their weird seemingly haunted experiences. This has led many students to conclude that it is the work of a ghost. Senior Aya O'Malley has become acquainted with the weird experiences. During class, she'll sometimes hear a "weird humming sound coming from the walls" that she and many others attribute to a ghost. Sophomore Maxwell Kwan chalks up the common experiences to the fact that both classrooms shared a collapsible wall, and thus also share the ghost as well. They're not the only ones though. Senior Julia Green, a regular in Groats room, observes that she often hears "whale-like noises in between the walls." Seeing that this was once Marine World, it might lead some to believe the spirit of an Orca has remained to haunt the occupants of 275. So, the question is, what may be the cause of the noise if not a ghost? Green jokes that it wouldn't come as a surprise to her "if

it was [Dr.] Montgomery in between the walls."

Since the reveal of one of the secret bathroom crawl spaces that d.tech holds, many have started to speculate where other hidden spaces could be. One such theory created by Junior Griffin Conley and friends is that d.tech may have a secret room below its building, a dungeon of sorts. Conley explained, "We think that [the roof access staircase] leads you to a room which brings you to a staircase that goes below d.tech." Conley continued, "This room is probably where they hide all of the confiscated Juuls." When Conley and his friends tried to confirm this theory with a staff member, Conley said, "they hesitated before saying no, and then they immediately changed the topic." When asked about his thoughts, Sophomore Ryan Quisol shared, "I've always wondered about other secret rooms." Quisol bets that a student would be most likely to find a hidden room "in one of the bathrooms again or the DRG." When asked about Conley's theory he stated, "it wouldn't come as a shock [to me if] d.tech has a hidden underground room. I mean it's so random and so d.tech." The question looms as to what the true floorplan of the school actually is.

Finally, there is the often discussed connection between IT Specialist Paul Cerra, GoGaurdian and the NSA. You've probably already put a sticker over your Chromebook's camera, and if not, you've definitely sat next to peer with some reservations about leaving it uncovered. The

thought is that the school could be remotely spying on its students while they are out and about. Think about all that is going on in the bedroom sanctuary of a student that shouldn't be in the purview of the d.tech staff. Although Senior Leo Belman doesn't cover his camera, he is still pretty certain that GoGaurdian is just a front for the National Security Agency, but he doesn't care if anyone activates his camera. "If Paul Cerra really wants to see my amazing face, whatever." But even if you don't believe Paul Cerra to be a complacent cog in the wheel of Big Brother's always watching eye, many still are not comfortable leaving the camera uncovered. Freshman Brendan Chan doesn't cover his camera, but he thinks that people are smart for doing it. "Someone could be watching you, like the government." It remains up for debate whether it is safe not to protect yourself.

Class ghosts, hidden rooms and computer surveillance, these are just a few of d.tech's student-produced conspiracies. Obviously, they're all just conspiracy theories, except for the ghost one; that one is definitely true; but they get you thinking. None of these theories, if proven true, are going to change d.tech significantly, but they do shine a light on the school's imagination, or paranoia, depending on how you look at it.



Senior Geran Benson prepares to enter hidden room. Photo courtesy of Geran Benson

Make Muffin Madness

How to bake a Halloween holiday treat at home

By Olivia Moody

Staff Writer

Pumpkin Muffins

Ingredients:

- 2 cups all-purpose flour
- $\frac{1}{2}$ teaspoon salt
- 1 teaspoon baking soda
- $\frac{1}{2}$ teaspoon baking powder
- 1 teaspoon ground cloves
- 1 teaspoon ground cinnamon
- 1 teaspoon ground nutmeg
- 1 $\frac{1}{2}$ sticks ($\frac{3}{4}$ cup) unsalted butter, softened
- 2 cups sugar
- 2 large eggs
- 1 15-oz can of pure pumpkin
- 1 $\frac{1}{2}$ cup of chocolate chips (optional)

Instructions

Preheat oven to 325°F

1. In a medium bowl, mix flour, salt, baking soda, baking powder, cloves, cinnamon and nutmeg. Whisk until well combined; set aside.
2. Using an electric mixer, beat butter and sugar on medium speed until blended. Add eggs one at a time, beating well after each addition. Continue beating
3. Beat in the pumpkin.
4. Add the flour mixture and mix on low speed until combined.
5. Once the flour is evenly combined, mix in the chocolate chips on low speed.
6. Fill muffin pans with cupcake liners, and fill each liner with about $\frac{1}{4}$ cup of batter and bake for 25 to 30 minutes or until a cake tester inserted in a muffin comes out clean.
7. Recipe makes about 24 muffins.



Pumpkin Muffins.
Illustrated by Alexis Huang

until mixture is light and fluffy.



Illustrated by Olivia Moody



Illustrated by Alexis Huang

SPORTS

October 25, 2019

dtechdragon.com

Volleyball

By Isabella Gamez

Staff Writer



Number 13 leaps to spike the ball.

Photo by Isabella Gamez

On October 10th, the d.tech girl's volleyball team, dressed in orange and black uniform, saunter onto the court at the Foundry in Redwood City led by team co-team captains Sophomore Lauren Wu and Junior Rikako Ono. Their words of encouragement inspired the entire team, although this time not ending in victory. The d.tech team in peak shape radiated confidence. At every game, the team's energy and drive have been the constant theme throughout this season.

This season, the volleyball team has seen many fresh faces. The team has bonded well and is composed of all lower classmen, with over half of the players being freshmen, with the exception of co-captain Ono, who is a junior. Rather than viewing the young team as a disadvantage, Ono's other half Wu said, "It drives and motivates the girls to work hard and really put in the effort resulting in this year's team to be more determined to win than ever before." This appar-

ent strength of will has not gone unnoticed, especially by supportive parent Adam Rak who attends most games and describes this year's team as "a young team that has really come together quickly and worked hard to get where they are now."

Improvements can not only be seen when it comes to players but the head coach as well. This season, coach Torika Baleilekutu has taken charge, bringing her skills and love of the game to d.tech. The girls praise her teaching style. Sophomore Julia Hom said, "She is the right fit for us and our collective dynamic. Her adaptive mindset and persistent attitude pushes the team to their limits. She's really applied herself this season...whenever she sees a mistake, she doesn't hesitate to correct it. She is also very disciplined and we all respect her. She has taken all our personal mindsets into consideration," said Hom.

Words often brought up when discussing the

team are the energy and spirit of each member of the team. Both on and off the court, the girls of the d.tech volleyball team express dedication to the game. "This year's team is extremely bonded!" Hom exclaimed. Throughout this year's season, in addition to the recurrent practices and games, they also participate in a number of team-bonding exercises and experiences. A few weeks ago, the team went on a four-mile run together in the rain early one Saturday morning. The team also congregates during school hours. On each game day, they meet in the upper DRG to eat lunch together, preparing and discussing strategies for the game ahead.

This year's season has had its fair share of ups and downs. The girls started out strong with only one loss against Castilleja in the non-conference series. More recently, they shifted gears into the league D5 conference games competing against schools such as The Nueva School, Summit Shasta, and University Prep. Despite being well-prepared, the team has suffered some tough losses, only winning one game when they defeated Pacific Bay Christian.

As the season comes to a close and despite some tough losses, the girls are proud of their progress and how far they've come. As far as improvements for next year Wu said: "Next season I hope we win more games, I am confident our hard work will pay off."

X-Country

By Isabella Gamez

Staff Writer

As the first half of the 2019 cross country season comes to a close, the team is up and running.

The commitment and dedication of every member this season is unprecedented in the history of d.tech cross country. This year's team, anchored by returning members and a number of new freshmen participants, demonstrates a new-found dedication to the school sport.

This work ethic has translated into a period of constant growth and improvement for the whole team this season.

"Much like the rest of the d.tech sports, cross country has been struggling with commitment," said d.tech Senior and Team Captain Ben Gao. "But this new wave of freshmen coming in has created a new standard."

The swarm of freshmen have planted a seed with the potential to bloom into something spectacular. At the Aragon invitational on October 9, cross country received the best times yet and snagged the number one spot in their league.

In addition to collective improvement, team members continue to crush personal bests at every meet. "When I first started out the season, I was finishing meets in 32 minutes," Sophomore Miriam Brody said. "Now, I'm able to finish the course in 26 minutes."

With this momentum, d.tech cross country is sure to finish the season triumphantly.

Did you know? Approximately 24% of students are involved in a sport at d.tech.

Culturally Integrated Sports

By Samantha Mah

Staff Writer



Junior Madison Shem dances at Heiva San Diego.

Photo courtesy of Madison Shem

Culture is something that resonates deeply within many individuals. It can be expressed in many different ways, one being through physical activities or sports. Immersion in a culture is an experience that can be both fulfilling and enlightening, even if said culture is not one's own.

Junior Madison Shem has been doing Tahitian dance and Hula for nine years. While some may struggle to commit to a sport for so long, Shem has done so with joy and passion. Traditional Tahitian dance comes from Polynesia and Hula originates in Hawaii. "[In Hula] we talk about really ancient things like the ancestors or land, natural stuff, and Tahitian also consists of that. We mainly tell stories with both dances,"

stated Shem. She likes that both types of dance keep her active and engage every part of her body, while also being fun. In addition, Shem has learned a lot about Polynesian culture and the importance of respect when talking about ancestors and other cultures. Along with learning about the history, competitions are also valuable experiences to Shem. Many of them occur during the summer, each one in a different place. Reno, Hawaii, San Jose, and San Diego to name a few. Shem's biggest accomplishment has been placing third in a Tahitian solo competition in 2017. "Competing as a soloist suddenly helped me strengthen my technique, but also gave me more exposure to different stories too." Her plans for the future are not yet set in stone,

however, Shem says it would be fun to perform professionally at luaus or other venues and share the Tahitian and Hawaiian cultures with the community.

A hidden attribute of chemistry teacher Greg Fenner is his participation in Capoeira: a Brazilian martial art that integrates dance and music. Capoeira originated in the 16th century by enslaved Africans in Brazil. Fenner started doing Capoeira three years ago and has already developed many valuable relationships with the people in his Capoeira group. He considers his Capoeira group as his family. Fenner stated, "It's nice to have a third space: home, work, and then this community of people." Though it was the dancing and music that initially drew Fenner to Capoeira, it is the community that has made him want to stay. In addition to regular training, Fenner frequently meets his Capoeira group for lunch, and sometimes they have the opportunity to travel together. Just last summer, Fenner attended a ceremony in Brazil to see his teacher receive his black cord. He is also going to Palm Springs this month and Chicago in April for other Capoeira related festivities.

Senior Jasper Bull is currently a black-brown belt, or Dahn Bo Nim, the traditional Korean martial art of Kuk Sool Won. Kuk Sool Won is a well rounded martial art that includes forms, techniques, acrobatics and weapons. Forms is a collection of different stances, strikes, and kicks that train your body as well as build up your muscles and stamina. Techniques are ways to escape grips and transition from defensive to offensive positions during attacks. Bull has been



Senior Jasper Bull.
Photo courtesy of Jasper Bull

participating in Kuk Sool Won since freshman year. "I like how it keeps me healthy and fit and it's a lot of fun to do as well," he said. Some of his goals include earning his black belt and touring other Kuk Sool Won schools to see how they differ in the way that they teach. Kuk Sool Won has taught him not only how to defend himself, but also a lot about etiquette and perseverance: "It is very... physically demanding, and before coming to high school I wasn't really motivated to do physical activity, but now I am because of it." While Bull applies both etiquette and perseverance in Kuk Sool Won, he does so in life as well.

OPINION

October 25, 2019

dtechdragon.com

How Might We: Integrate Rollins Culture into Oracle

By Phoebe Rak & Julia Green
Co-Editor in Chief & Contributor

Rollins is a place that most of d.tech's juniors, seniors, and staff think of with feelings of melancholy. Longing for the original hangar, for the loud sounds of laughter, the piano crashing down in the most comical moments, and the familiar smells of baking cookies and chocolates. While it was potentially a disruptive learning environment, that was such a part of the culture of the school. As d.tech has iterated and evolved, as we have moved spaces, and added classes, we have lost this family culture we had so strongly at Rollins.

The features of Rollins made the community of the school. The lack of bathrooms ignited friendships and bonding over our weird little school family. The things we lost physically, we also lost in culture. We lost the closeness throughout the grade levels. We used to be able to look around the school and feel that we knew every single student, maybe not personally, but we knew who they were. Now everyone is isolated. In the environment with the big hangar, there were fewer cliques, any student could go up to a lunch group and just sit with them. The makeshift walls, the impermanence of the structures and the DIY furniture contributed to a warm family environment.

Having In and Out and Panara along with the train station so close, gave students a place to congregate after school to do homework and socialize with people they wouldn't have talked to otherwise. Now, it seems like students race to leave school, no one hangs out together. Everyone is either running to catch the shuttle or rushing to their cars to get home. Grades are segregated into separate parts of the school, as opposed to the hangar when everyone

was mixed together which resulted in a more melded community. Student furniture used to be front and center and was the focal point of the school, it made students feel like they had the ability to make the school their own. Whether we miss the daily walks from the BART station with our friends, the trust and freedom of the school-wide camping trips or just the creative, messy, "make do with what we have" mentality of Rollins, there is undeniably something that we lost in the transition to the new campus. But the real questions are: What is it? What did we actually lose? How might we get it back?

Most of us were excited to move out of Rollins and into our shiny new building. We wanted walls and doors! We didn't expect that with the physical change would also come with a culture shift throughout the school but it did; the building changed us. It's sad to look around and see a new culture and the aura of stress and anxiety in the air. We have to admit, the space we learn and congregate in affects our emotional and mental state as well. Having walls in between us at the new building has not only felt like a physical separation but has separated our community as a whole.

There was a school-wide narrative shift from referring to d.tech as "our little weird school" to "the weird school I go to." This small, seemingly insignificant wording change, is actually what we believe is the core fundamental change. At Rollins we had a common goal, we loved each other, we pushed each other, we had students writing books and doing amazing passion projects. Now we have students taking more and more classes away from d.tech and focusing on test scores and not what we were built on: changing the world. A new anecdote that Dr. Montgomery has been using at community meetings is that we are striving to be the "best school in the world" and



d.tech's former home at 1800 Rollins Road, Burlingame.
Photo by Kelley Hill

have been pulling up rankings and statistics to almost "prove" to us with these arbitrary numbers that we have almost made it. But it is hard to know what being the "best school" even means, and do we want to be the best school in the world? Or do we want to be the best school for the students right here, right now? When we first came to d.tech we were under the impression that it was built on trust, student involvement, and open communication. Ever since we came to this new building we have seen those core values diminish. We can't be complacent and accept how d.tech has changed. How can we create a school and culture we love and feel proud to be a part of?

Well, we know d.tech is constantly iterating and while we cannot go back to Rollins, we can take some of that Rollins spirit and bring it to our new home. While many of us hear people talking

about their dislike for d.tech, we still believe d.tech can be the school that we want it to be, the school we fell in love with. What we need to do is advocate and push for those aspects of the school. We need to make our voices heard and student involvement within all grade levels and all classes. We need traditions that bring us closer together as a community, and that lasts through the future d.tech students. But overall, these changes need to come from the students, they need to reflect what students are passionate about and what students loved about Rollins.

At Rollins, there was a schoolwide mentality that if something wasn't working, we were the ones to fix it. We have to take that mentality and push d.tech to the school we know it can be.

Maybe not the "best school in the world" but the best school for our students right here, right now.

Impeachment-Pro

By Daniel Pang
Contributor

Why impeachment is urgent, right and unavoidable
"You don't even have to be convicted of a crime to lose your job in this constitutional republic if this body [the Senate] determines that your conduct as a public official is clearly out of bounds in your role. Impeachment is not about punishment. Impeachment is about cleansing the office. Impeachment is about restoring honor and integrity to the office." — U.S. Senator Lindsey Graham (1999)

Impeachment, it needs to happen now. It has needed to happen for quite some time, but now, we have the momentum, the evidence and the public support to do so.

On September 24, 2019, Speaker of the House Nancy Pelosi announced that there would be a formal impeachment inquiry in the House of Representatives.

This occurred after the President of the United States asked the President of Ukraine, Volodymyr Zelensky, to open investigations into Hunter Biden, former Vice President Joe Biden's son. This was all done while withholding U.S. military aid allocated by Congress to the Ukraine.

This is not just illegal but immoral. It is an abuse of power, and yet another example of Donald Trump using his power to help himself while hurting other countries and our relationships abroad.

This is by no means the first time Trump has done something impeachable, but this is the time when the Democratic leadership in the House opened an impeachment inquiry. We work with what we have.

What we have is a formal whistleblower complaint detailing the call with the president

of Ukraine and POTUS. This violation of the law was so severe that the Whitehouse staffers surrounding Trump moved the call's transcript to a secure vault of classified information, which is not normally done with routine calls with foreign leaders..

This president shouldn't be in office. He never should have been, but he is. This is our chance to do something that might actually take the power from his hands.

Trump is clear in his behavior that he cares about one thing, himself. If we put a big "I" on his record, impeachment would mark him as a president who failed this country and wasn't up to the task of running his failing businesses, let alone a country.

We need to take this opportunity to remove the immoral, impulsive, racist and unqualified person away from any seat of power—let alone the most powerful in the world.

I am not disillusioned that we will be able to remove him from office. But that isn't the purpose of this impeachment. The point is to show the American people everything this president has done and everything that went unnoticed behind the everyday blunders and the misconduct of his office.

Removing him from office will occur in 2020. For now, the House should use the power given to it by the Constitution and impeach this president.

Not because it is good politically or because Democrats are on a partisan witch hunt, but because this President has disgraced the office, this country, and the American people over and over again.

This is our chance to express our feelings that this is not the person we want representing our country in the highest office. Because, no one is above the law.

Impeachment-Con

By Jemma Schroder
Section Editor

This article is not an endorsement nor denunciation of President Trump—with any politician, you will inevitably find yourself defending the undefendable: a counterproductive end. Instead, I present an alternative to the knee-jerk reaction of "Let's Impeach Trump" as promulgated by the mainstream media and Bay Area echo chamber.

The United States is an ideologically broken country, rife with hostility, tribalism, and hyper-partisanship. Many Democrats have not seen an election of a Republican president as legitimate since the '80s, and many Republicans see the liberal mainstream media as having degenerated society. Regardless of whether President Trump's actions are an impeachable offense or not, it is imperative that Democrats work with Republicans to solve the issues that truly matter: the obesity epidemic, skyrocketing college debt, and the failure of social security, to name a few. The question of politics is not who is correct, it is who influences these warring groups to live with each other in a productive society.

There is a faction of people in America who will stand by President Trump regardless of his un-presidential tweets and actions. Therefore, we must consider the pragmatic reality of the situation; to argue that some groups ought to be removed from the political scene is completely untenable. The social damage of such an act will most certainly plunge the United States into the dark epoch: consider the USSR, Nazi Germany, and other regimes bent on violently overcoding the social dynamic. I am not likening America to these historic states, I am merely restating the past. We simply cannot ignore the result of the engagement in such social warfare.

Some may say that ignoring the people's calls for impeachment is abdicating the role of a representative. However, America is a representative democracy for a reason. Governing based upon the demands of people swept away in groupthink and tribalism founded on partisan news devolves America into a pure democracy governed by rash demands.

Others may claim that I have magnified this issue into something more meaningful than it truly is. While I respect your opinion, I urge you to reflect on the American historical progression as objectively as possible. Nonetheless, there are pragmatic reasons why impeachment will result in chaos.

For Democrats looking to use impeachment to ensure their win in 2020, this will only give even more media coverage to President Trump. Instead, it is within the Democrats' best interest to promote viable contenders to Trump in 2020 in order to win over the silent majority, as well as focusing on giving the American people the policies and solutions that we desperately need.

Impeachment will only affirm the supremacy of the ideologue who places the utopian abstraction over the social reality we all have to live in—an ideologue no better than those who place market principles over the real lives of truck drivers. Impeachment will not help the truck driver who voted for President Trump in hopes that Trump will protect his job, and will only exacerbate, not solve, rising hyper-partisanship and tribalism. Instead, Democrats must extend an olive branch to Republicans, recognizing the pragmatic reality to solve the truly threatening problems facing our country.

The Dragon's opinion page provides a platform for personal perspectives on issues relevant to the d.tech community. The pieces here are reflective of the opinions of their respective writers and do not necessarily represent the views of the Dragon Editorial Staff or the school. Given current events, The Dragon Staff believes the ongoing impeachment conversation in Washington D.C. is significant news and is relevant to all citizens, including those of the d.tech community. We solicited two different opinions on the subject of potential impeachment. News on this topic is evolving, and new information is emerging daily. We encourage our readers to check credible online sources for updates.

THE DRAGON

October 25, 2019

Overheard @d.tech

By Dragon Staff

Inspired by the popular Instagram pages "Overheard LA" and "Overheard Bay Area" Here are some of our favorite "Overheard @d.tech" quotes submitted by d.tech staff and students:

- "I hate packets. I am against packets. However, I printed a packet out and gave it to you."
- Mr. Pierce in English class
- "If you don't speak up, I'm going to sit on you and I smell."
-Mr. Klieman in Government class
- "The robotics team are our football jocks"
- outside the DRG during the freshman orientation tour
- "If you die, Can I have your Chromebook?"
- Overheard during FIT
- "Most of you will probably become farmers."
- Mr. Wilgus in US History Class
- Singing a perfect version of "What a Wonderful World" by Louis Armstrong in the same voice wearing DIY apple/banana headphones in the California Corridor
-Paul Cerra
- "We did nothing in class this week!" - Mr. Groat in statistics class

Dragon Staff

Lily Chambers
Co-Editor in Chief

Phoebe Rak
Co-Editor in Chief

Geran Benson
Print Director

Kelley Hill
Director of Photo/Art

Leo Belman
Section Editor

Nicholas Boyko
Section Editor

Alexis Huang
Section Editor

Kira Hofelmann
Section Editor

Jemma Schroder
Staff Writer

Corwin Davidson
Staff Writer

Isabella Gamez
Staff Writer/Photo

Amrisha Maharaj
Staff Writer

Sonal Maharaj
Staff Writer

Olivia Moody
Staff Writer

Samantha Mah
Staff Writer/Photo

Daniel Pang
Contributor

Julia Green
Contributor

Patrick Sullivan
Advisor

Address Letters to the Editor
275 Oracle Pkwy.

Redwood City, CA 94065

ATTN:Patrick Sullivan

OR

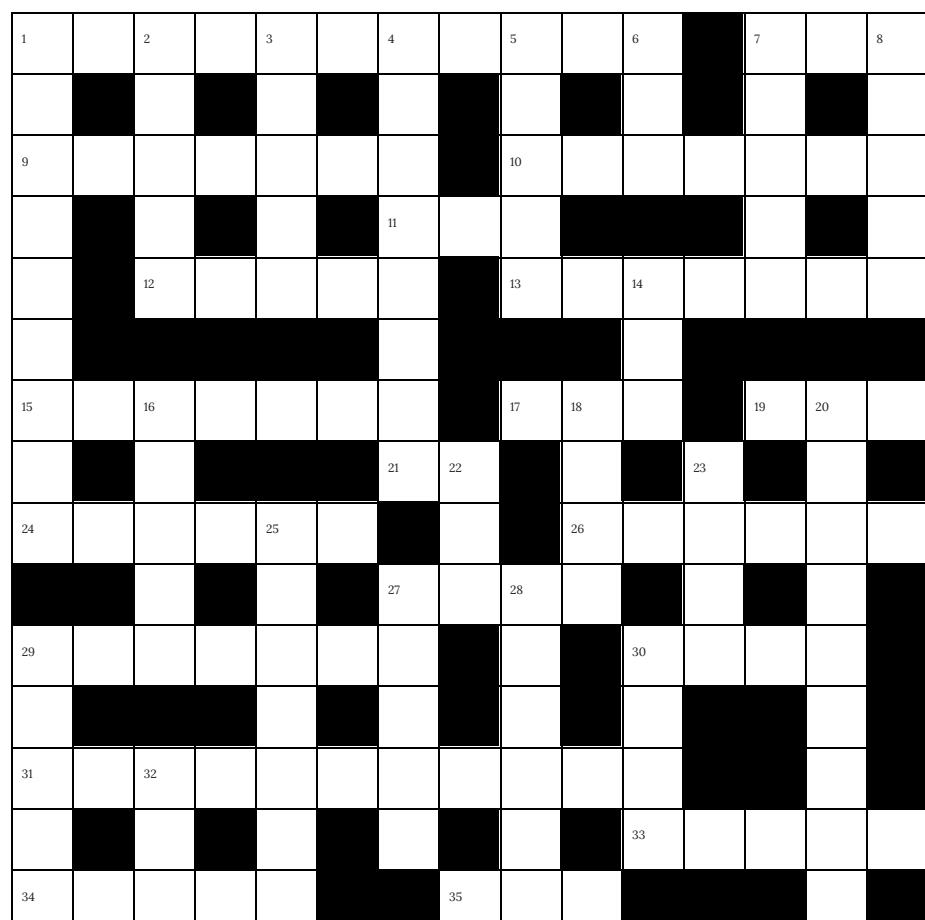
dtechdragon@gmail.com

Big thank you to Lana Guernsey!



dtechdragon.com

Two Words: Orange



ACROSS

- 1 - A little taken off the top?
- 7 - A black one brings bad omens
- 9 - Samurai ritual
- 10 - An annoyed king might _ you
- 11 - DNA's lesser-known relative
- 12 - Picture puzzle
- 13 - A plot catalyst for Dorothy
- 15 - Bram Stoker's Transylvanian
- 17 - Cleopatra's downfall
- 19 - Blood-chilling, to a d.tech student
- 21 - Famous rapper
- 24 - Often-Greek probiotic
- 26 - What d.tech might not be
- 27 - Noise made by 17 across
- 29 - Lunar or solar event
- 30 - Suggested price
- 31 - In vein
- 33 - This issue has a Halloween one
- 34 - Scary word that sounds like a great lake
- 35 - Ocular organ

DOWN

- 1 - Wicked and cruel, to cartoon characters, maybe
- 2 - Flower usually consumed pickled, or an escapade
- 3 - _ bob, measuring device
- 4 - The day of Halloween, 2019
- 5 - Trick's antipode
- 6 - German article
- 7 - Sesame Street mathematician
- 8 - Gender-neutral possessive pronoun
- 14 - Nuisance-inducing demon
- 16 - Seraph or cherub, for instance
- 18 - A comic skeleton, or a comic font
- 20 - A cousin of heresy
- 22 - Allergy lifesaver _-pen
- 23 - Part of 35 across, or a flower
- 25 - Switch out
- 27 - Cursed by a witch
- 28 - _ scary skeletons
- 29 - Banish
- 30 - A thin fog
- 32 - _ring and feathering, ancient punishment

