COMMUNITY

Teens question effectiveness of Juvenile Diversion Program

BY ELLAH FOSTER

Implemented at the Carmel Police Department in 2009, the Juvenile Diversion Program is a two-day class for minors who commit small offenses, such as disregarding traffic citations placed on first-year drivers, marijuana possession and curfew violation. The Carmel Sandpiper covered the benefits of the program a few years ago, focusing on how it aided troubled teens.

The draw for minors is that the charges are erased from their records once they complete the program, but recent attendees have questioned the validity and effectiveness of the two-day class.

Clementine Chamberlain, a 2019 Carmel High School graduate and former president of a school community service club, got pulled over for expired tags with another minor in her car without having had her license for a year.

“When [an officer] pulled me over, he told me I had two options,” Chamberlain explains. “He said that he could send the ticket to the court and that I could go in front of the judge, or I could just go to this class, do some community service, and we could rip this ticket up.”

Another incident that landed two teens in the Juvenile Diversion Program was ding-dong ditching. Three CHS students—two minors and one legal adult—were ringing doorbells and hiding out for the homeowners’ reactions, but when the police showed up, they ran. In legal terms, they evaded arrest. The minors, current CHS seniors, say they were able to attend the program to avoid charges. Chase McCrystal, however, was 18 and therefore a legal adult, leading him to consequently face a misdemeanor charge.

A 2019 CHS graduate, McCrystal explains that he paid $4,000 to hire a lawyer and was prepared to fight the charge in court, but a few weeks after the incident, the particular officer dropped the case and the 18-year-old never had to appear. The two minors, on the other hand, were still required to attend the program.

The class is alternately run by both retired and active officers including Carmel Police Officer Greg Johnson, Sgt. Jeff Watkins and retired Los Angeles Police Department Officer Frank DiPaola. The first class is dedicated to learning about choices and consequences, while the second covers the concept of being a leader versus a follower.

Chamberlain recalls spending a portion of the Juvenile Diversion Program talking about topics that didn’t pertain to what she had done wrong, but rather broader issues among teenagers.

“I think they wanted the class to be interactive so that they could teach us something,” the CHS grad says. “Nobody in my class was into drugs or partying crazily, but they just assumed we were.”

The program has a heavy focus on driving-related crimes, and the teenagers watched videos of people in car accidents, according to the first of the two minors required to attend the program.

“But there was nothing about how the class could help me or [my friend],” the student remarks.

Chamberlain and the two seniors all report that

POLICE PROGRAM

CONT. ON 4

See more on pages 7-15

HEALTH

As vaping epidemic rises, teens agree on one thing: a ban won’t help

BY ATHENA FOSLER-BRAZIL

Fiddling with his earbuds, one CHS senior admits that he began vaping his freshman year and quickly became addicted. After three years of the habit, he’s trying to quit for the fourth time. It’s hard, but he says he’s only vaping, inhaling nicotine- or THC-infused vapor from a battery-operated electronic device, once every day or two, a drastic reduction from his former daily nicotine consumption.

Stepping into the CHS girls’ bathroom or getting in the back of a friend’s car after school, it is common to detect the faint smell of menthol or mango lingering in the air, a sure sign that someone has been vaping. According to a recent government-funded survey, one in nine high school students reported vaping almost daily, a trend that can be easily observed by anyone paying attention to teenagers.

After the deaths of 15 young adults were linked to a vaping-related lung illness this summer, the Trump administration announced in early September their intention for a ban of flavored electronic cigarettes, leaving only tobacco and mint flavor, in an attempt to curb the rising “epidemic” that seems to be impacting primarily young adults.

According to the Center for Disease Control and Prevention, symptoms of the lung illness include shortness of breath, coughing, vomiting and chest pain. Cases can develop over a number of weeks or a number of days, and the illness is widely considered to be caused by an oil residue from vapor that accumulates in the lungs.

“Smoking and vaping are both equally dangerous in their own separate ways,” says Sheriff’s Deputy Kevin Gross, who identifies vaping as a widespread epidemic, one that specifically impacts teenagers and is prevalent at Carmel High School.

In late September, Gross gave a presentation to freshman Health classes about the dangers of vaping, but emphasizes that students won’t simply listen to what he has to say and that they have to come to conclusions on their own.

“It’s really cliché for me to tell you guys, ‘Hey, don’t vape, it’s dangerous,’ so I think it’s important for students to say, ‘I’m gonna make up my own mind,’” Gross explains.

The Trump administration is cracking down

VAPING BAN

CONT. ON 3

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THE SANDPIPER OCTOBER 2019
THE SANDPIPER
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The Sandpiper staff welcomes contributions from the student body in the form of letters to the editor to sandpiper@carmelunified.org. The Carmel Sandpiper staff reserves the right to edit all letters for clarity, length, libel and taste.

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STUDENTS

Administration copes with increasing popularity of food delivery apps

BY KYLIE YEAETMAN

In a world dominated by constant Internet connection on campus, options in food delivery have seen a radical increase, as students can quickly order meals to school with the click of a few buttons. Apps like DoorDash and Uber Eats offer an expansive menu including major chains that can be delivered to any location, including schools.

No longer is it uncommon to see dozens of Subway and Chipotle bags ready to be picked up by students on a small table directly outside the main office. This table, formerly inside the office, has been shifted both to accommodate attendance secretary Ann Berry, who was previously forced to deal with these deliveries, and to make it more convenient for deliverers to drop off orders.

“Food is left outside on the table this year, so the green belts are having a field day,” explains Berry.

Berry frequently had to deal with deliverers coming inside the office in the past, something the faculty has tried to dissuade.

“It is not my responsibility or anyone else’s to maintain and watch the table,” Berry asserts. “Delivery people don’t have enough information when they make deliverers, and sometimes with only the student’s first name on the delivery, the item gets picked up by someone else.”

As these apps have only gained popularity, little exists in the way of school policy or even classroom policy regarding whether students should be allowed to order food for campus delivery. Some teachers note observing students using the apps during class.

“I am not at all right with students leaving class to go get their food,” science teacher Joe Mello says. “I would love to treat students as adults who work at this job that we call school. Their job is to go to meetings and learn things, and while there might be times that students can leave class with minimal impact to that learning, that time is probably not when their app tells them to leave.”

Many teachers agree with the notion that students should time these orders during lunch as not to disrupt class time.

“I think it’s a very resourceful idea, but kids shouldn’t be placing orders during class,” explains French teacher Suzanne Marden, who says she has seen some students claim they’re going to the bathroom, only to return with bags of food.

Though timing for the lunch period might be ideal, it would still require students to place orders during class to ensure arrival during lunch, as expedient delivery times can hardly be guaranteed during a 35-minute lunch period.

But the convenience factor of ordering deliveries is seen as a net positive to students who enjoy using the apps.

“You can deliver food to school that’s actually really good,” remarks senior Jenna Balint, who says some students might pool their money to place orders for their classmates as well.

Junior Jaden Sissem adds that the use of delivery gives students a greater proportion of options, compared to only being able to get food from the cafeteria.

“It’s a great way to increase your options without having to eat the same cafeteria food every day or bring your own,” Sissem explains.

Administrators regulating the use of food delivery say they have few concerns regarding the use of delivery apps, so long as their use is timed appropriately and the food is delivered to the correct place.

“The way that we set it up is that [the delivery] can bring food in during break and lunch, and students are only allowed to pick up food during those times, so they can’t leave class for it,” explains assistant principal Debbi Puente.

When it comes to responsibility, administrators concur that the onus is on the students to keep track of their own food.

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Psychology teacher Nora Ward, however, notes that it may be inappropriate to eat delivered meals during class time.

“There are some students who simply can’t afford to have food like that delivered to class,” Ward says. “So I think there’s a way to go about it tactfully without making people in class feel bad that they can’t get food for themselves.”

Ward says that differing class dynamics might come into play—for example, during extended block periods where lunch starts later in the day, ordering delivery during class might be more reasonable, compared to a regular class day.

Balint says she sometimes orders food for more than just herself.

“I used to order big feasts during my block period classes and share that,” the senior recalls.

Letter to the Editor

I wanted to commend the students who took it upon themselves to research and write the article regarding speeding in the community.

I care about all of the kids of our community. My small children who play and ride bikes as well as the teens at the high school who are new to driving.

I know when you’re young with a new driver’s license it feels like you’re invincible. I lost a friend in high school to an accident and lived next to a neighbor growing up who had hit and killed a young child in our neighborhood. I have seen the effects that has on someone’s life. I am glad you all wanted to share the message, and you did a great job with it.

Lindsay Peelman
Vaping ban
CONT. FROM 1

on e-cigarettes like Juul and Suorin, two of the most popular brands used by teens to vape nicotine, but the lung illness has also been linked to vape pens used to intake THC. According to WebMD, investigation conducted by the state of New York has found that the lung disease could be linked to a Vitamin E acetate found in black market THC cartridges.

For many teens who vape routinely, it is a matter of curbing a nicotine addiction, a process that some students have described as “super hard” and “not going well.”

“All of my friends have nicotine so there’s literally no way to get away from it,” says the senior boy about the most difficult part of trying to quit. The 17-year-old says that he simply doesn’t like the feeling of vaping anymore, admitting that the recent illnesses in the news have not been his primary concern.

Though investigation into the cause of the illness is still being conducted, health officials are warning young adults not to buy any nicotine or THC products off the streets, refill or tamper with used or empty THC cartridges or nicotine pods.

A 2018 survey by the National Institute on Drug Abuse reported that 26.7 percent of 12th graders reported vaping within the past month, and 37 percent within the past year. The Trump administration hopes to cut down on teen vaping with a wide-spread ban on flavored e-cigarettes, but whether it will have the intended effect is yet to be seen.

Some high school students aren’t worried at all about health risks and vape due to access and popularity.

“I vape pretty much every day even though I don’t have one, just because all my friends have them and it’s always around,” says another CHS senior boy who describes himself as having a dependency on nicotine rather than an addiction. “It just feels good, and everyone’s doing it. I guess [I vape] kind of to fit in.”

According to health officials, vape products bought on the street pose some of the highest risks, but most teens who vape at CHS get the products from smoke shops and gas stations that sell pods. With the proposed ban on flavored vapes, some students worry that the products will simply be driven out of stores and onto the streets, where there’s a higher risk of counterfeit products and contamination.

“It’s gonna make it really risky,” says a senior girl at Carmel High who has been vaping since freshman year. “It could just make it more dangerous.”

According to this senior, students who look older or have fake IDs buy products for their friends, who pay them before or after. She reports sometimes spending up to $30 every two to three weeks on Juul pods.

One junior girl reports buying her Juul pods on eBay. When her parents found them in the mail, she simply began getting them from her friends with fake IDs.

Purchasing THC products is a different issue, and students who buy cartridges from local dealers often don’t know the origins of the product. If buyers don’t know that the cartridges came directly from a dispensary, there is an increased risk of product contamination.

“It definitely know people have dealers who just drop off weed, and they’re like, ‘Oh yeah I think he grew this, I don’t really know,’” says another senior girl who quit vaping sophomore year. In her experience, purchasing cartridges can often be similar to purchasing marijuana, and students frequently don’t know where things came from.

For some teenagers, the recent sharp rise in lung illnesses linked to vaping is enough to convince them to quit, even as further research into the issue is still being conducted.

“I stopped when I saw the news about people dying from it,” says one senior girl who recently quit Juuling cold-turkey. “I care about my health and I knew that quitting now would be better than later.” For her, it was simply a matter of self-restraint among her friends, a factor which many students report as being one of the most challenging aspects of refraining from vaping. The widespread nature of the fate makes it nearly impossible to avoid in social settings.

“There are people dying because of it,” says the same student. “I’ve never seen a picture of my lungs, but it’s scary to think about.” The 16-year-old has been vaping since eighth grade, and she and her friends have been struggling to quit.

For those with sensitive lungs, vaping only serves to exacerbate the problem.

“I have always had mild respiratory problems, so it’s definitely not helping, but I haven’t really been thinking about it,” says a senior who has no immediate plans of quitting.

President Trump’s ban on flavored e-cigarettes is directly targeting minors, as many believe that the enticing flavors of Juul pods and vape liquids are the primary cause of the rise in teen users. But many teenagers have come to the same conclusion.

“I don’t think it will stop anything because if you’re a teenager addicted to nicotine and they take away your favorite flavor—that’s not going to stop you,” the junior explains. “You’ll learn to like mint [flavor] and move on.”

“IT’S GONNA MAKE IT REALLY RISKY,” SAYS A SENIOR GIRL AT CARMEL HIGH WHO HAS BEEN VAPING SINCE FRESHMAN YEAR. “IT COULD JUST MAKE IT MORE DANGEROUS.”

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‘Adventure Awaits’ on Oct. 26 at annual Homecoming dance

BY ALICIA KRUGER

By the time Oct. 26 rolls around, the CHS Leadership class will have spent months preparing for a picture-perfect Homecoming. Decor will line the walls of the gym all in conjunction with this year’s “Adventure Awaits” theme, and school spirit will flood the hallways as students are encouraged to embrace the tradition.

Homecoming week at CHS is different as it is a battle of the grades. Each grade level earns points through their participation and enthusiasm as well as the quality of their floats. Dress-up days, lunch-time activities, float building and rally activities, as well as the parade, football game and dance attendance are all ways for classes to earn points.

“It is an opportunity to unite with your class,” says Leadership teacher and Homecoming coordinator Audrey Powers. “You get to see the talent and personalities of students who you might have’m not been able to connect with in the past. By working on a common project, like float building, you’re able to do that connecting.”

Each class hosts individual “class meetings” where they discuss their float plan based on their individual class theme. This year, the freshman theme is Minecraft, the sophomore theme is Disney’s “Moana,” the junior theme is Disney’s “Pirates of the Caribbean,” and the senior theme is Pixar’s “Up.” After that, they get two days before the dance to build their float on top of a trailer. All that hard work is then shown off in the annual parade in downtown Carmel that Friday.

The following day, Homecoming returns at 2 p.m. to its classic and rightful place: the Carmel High football field. At halftime, the Homecoming royalty and its court are introduced and the day is followed by a semi-formal evening.

“There really is a nostalgic feeling around Homecoming week,” says junior Olivia Randazzo, a student leader on the Homecoming planning committee. “Sometimes it can feel a little cheesy, but the more you put yourself...
Police program
CONT. FROM 1

God and religion were frequently talked about in the Juvenile Diversion Program.

The first senior involved says that the attendees were told to find God and that he would help throughout their lives, pointing out that the retired officer cited how it had helped him personally do good. Similarly, the second CHS student explains that the leader of the program told him to take a long walk on the beach with God.

In conversation with the Sandpiper, Sgt. Watkins is adamant that the program doesn’t push any certain religion on the students.

“The teachers have religious backgrounds, but we are not preaching a specific religion,” Watkins says. “Fundamentals like integrity, honesty and respect all play a part in religion. Your faith is your moral compass, so we try to incorporate the origins. We are not pushing religion on anybody.”

Yet retired officer Frank DiPaola presents himself as a strong Catholic and explains that his faith is one of the reasons he teaches the Juvenile Diversion Program.

“I bring God into it because I’ve worked with thousands of kids, and it’s led to many epiphanies,” DiPaola says. “Kids that had no desire in God started going to church. I’m not proselytizing for the Catholic faith, but I think you need to get God in your life. You can go to any church you want.”

Chamberlain recalls a teacher retelling the story of Saint Maria Goretti as a sort of cautionary tale. According to MariaGoretti.com, the girl was just 11 when an older boy Alessandro Serenelli threatened to kill her if she didn’t have sex with him. She refused, shouting, “God does not allow it!” and “It is a sin!” while he stabbed her. Though she died the next day, her last words were that she forgave Serenelli. The murderer reports that he never penetrated her, thus meaning Goretti died a virgin. She was sainted 48 years later in 1950.

This was just one part of multiple conversations in the program about abstinence and having sex before marriage, according to Chamberlain.

Additionally, DiPaola explains how he brings up real life and often personal examples to teach the students about decision-making.

“I always go over the example of, say, you’re a guy and you want to have sex with this girl or something else you shouldn’t do,” DiPaola says. “Analytically think about it and realize that it is wrong. A lot of people choose based on emotion.”

Chamberlain recalls feeling uneasy and awkward during these conversations.

“Not only is that not anyone’s business, but it doesn’t have to do with the law either,” the CHS graduate explains. “It made me uncomfortable to have this man I didn’t know telling all these teenagers what they can and can’t do based on his religion.”

The curriculum of the class emphasizes how a small infraction or wrongdoing can turn into a much bigger issue with the snowball effect.

“The overall message is the same, no matter what the minor does,” Officer Johnson explains. “Take marijuana, which can be the gateway to something harder. You start a small criminal record with marijuana possession. [The class] is to recognize that you’ve done something wrong, no matter whether it is marijuana, speeding or skateboarding, and it has the propensity to lead to bigger crimes.”
10 easy ways to reduce your carbon footprint

BY ALICIA KRUEGER

Students hear phrases like “Amazon rainforest destruction” or “ocean acidification” or “melting glaciers” almost every day. Their generation is tasked with solving these seemingly impossible-to-solve problems. Facing these big problems, students are stuck asking themselves, “How will my actions alone solve world-wide issues?” or “Where do I even begin?” Many fail to realize that there are simple ways to contribute to healing the environment right at home.

1) Use your voice! Students are right: they cannot solve this issue by themselves. They need the help of entire populations and, more specifically, the help of government officials. Protestings, teaching and spreading awareness starts movements and gets others on board to make change. Whether it’s engaging in Strikes for Climate or educating your peers, you are impacting and inspiring others.

2) Eat organic, local produce! Salinas is known as the “Salad Bowl of America,” and it’s likely only 30 minutes from your door. When you eat food from out of the country or out of state, it requires an immense amount of fossil fuels because of aviation, car combustion and navigation. Checking the label on your packaging is easy, fast and can make a big difference. The Monterey Peninsula also hosts 15 farmer’s markets where you can get guaranteed fresh and local produce.

3) Native plant restoration! Invasive species are occupying and covering our coastlines and inland areas. One organization called “Return of the Natives” hosts weekly educational and hands-on events on Tuesdays from 10:30 a.m. to 12:30 p.m. at CSU Monterey Bay as well as monthly community events on the weekends.

4) Support small businesses who are working to make a difference! It is really difficult and expensive to find ways to make businesses environmentally-friendly so when they do make an effort, businesses risk losing profit. Support these places and make a point of buying from them. Happy Girl Kitchen or Revival Ice Cream are just two which use both sustainable food and compostable packaging.

5) Participate in local beach cleanups and plastic-free campaigns! Foundations like “Save Our Shores” or “The Surfrider Foundation,” or even Carmel High’s own Environmental Club put on events like these. Participation is easy, often free, and it makes for a fun afternoon.

6) Use reusable containers! Not only do they save plastic, but buying them saves money. By investing once, you save the money that would’ve been spent on plastic goods. CHS Environmental Club co-president Quinn Nachbar encourages people to carry a reusable water bottle and bag with them anywhere they go, a reusable bag acts as a storage place for your water bottle, utensils, straws and other common reusables. Just pull them out and use the reusable ones instead!

7) Carpool! The U.S. Energy Information Administration says that 28 percent of fossil fuels used in 2018 in America alone came from transportation. Students all go to the same place in the mornings, ask your neighbors if you can ride together, doubling as a way to save gas!

8) Clean up! This one is easy, because trash cans are everywhere! Just pick it up. Because we live so close to the ocean, a gust of wind could easily take that small piece of garbage out to sea, and when the garbage is in the ocean, it won’t biodegrade for years. It is likely to end up inside a coastal animal or a part of the Great Pacific Garbage Patch.

9) Don’t eat meat, even if it’s for just one day a week! Cows produce methane and processing meat uses an enormous amount of fossil fuels, requiring 32.5 kWh to produce every pound of beef. Cutting it out of your diet also cuts out all the energy used to make it.

10) Don’t support fast fashion! This emits overwhelming amounts of greenhouse gas emissions. The World Resources Institute approximates that for every cotton t-shirt created through fast fashion, about 2,700 liters of water is use—and that’s just a T-shirt! Thrift instead or be mindful of how your clothing is produced.

Environmental action CONT. FROM 4

Campaigns across schools encourage students to donate, and community service hours rack up in the quadruple digits. Despite this, too often the majority of students allow awareness to supersede action. Nowadays, it’s easy to assume that spreading information in an engaging way will motivate change in your community. Before exploring how to create awareness, it’s crucial to learn how to take action. To begin with, students should do more research about what’s going on in Brazil before simply asking for prayers. Since last summer, the country faces an 84 percent increase in fires, according to the country’s space agency. This mass clearing of land is quickly declining, yet Brazil continues to go extremes to provide natural resources.

As a result of the global demand for sugar, soy and oils produced in Brazil, the consumerism culture—undoubtedly present in the U.S.—drives less prevalent countries to take drastic measures, especially Brazil. According to the Morningstar database for currency, the average yearly wage in Brazil equates to just over $5,000. The economy is quickly declining, yet Brazil continues to go to extremes to provide natural resources.

In a sense, the Brazilian president is putting in effort to expand the economy of his home country by doing what seems easiest, but deforestation shouldn’t be the final answer. If students want to take further action, they should seriously consider whether it’s worth engaging in consuming the products causing the desire for deforestation in the first place. Maybe that’s too much to do for the average student, but it doesn’t mean you’re at a dead end. Students can use their resources to show they care by donating to nonprofits on the frontlines. There’s a plethora of organizations building alliances between indigenous and environmental groups to protect the Amazon, all of which have extremely accessible systems to set up monthly and single donations.

If we’re willing to pay $10 every month to watch shows on a streaming service, we should be willing to give a donation of the same amount to make a difference in Brazil. Organizations like Amazon Watch, Rainforest Alliance or the World Wildlife Fund for Nature all deliver help in much more efficient ways than we can on the Monterey Peninsula. It’s too easy to make it sound like you’re raising awareness when all that’s being accomplished is a miniscule repost. Finding ways to provide direct support should be the first step rather than asking for thoughts and prayers. It’s time to do more for less prevalent countries that need our help, and it’s time to help effectively.

At the Strike for Climate 2019, Monterey County a large group of youth leave school early to make a statement for the protection of the climate and a request for the help of adults.

Founded in 1996, Amazon Watch focuses in on the rights of indigenous people in the Amazon Basin and on rainforest conservation.

With a focus on wilderness preservation, The World Wildlife Fund for Nature is the world’s largest conservation organization.

Through work with the indigenous people of tropical South America, the Amazon Conservation Team is devoted to the conservation of biodiversity in the Amazon.
2020 Election: Meet the candidates

BY JORDI FAXON

With the primaries coming in November, it can feel a little disorienting to know who to vote for among the nineteen Democratic and four Republican participants. Here is a summary of the most prominent candidates running in the 2020 presidential primaries.

Donald Trump (R):
The current president is campaigning on the promise of preserving his plans to build a wall on the border of Mexico, continuing to strengthen ties with Russia, increasing immigration restrictions, decreasing welfare spending and continuing the trade war with China.

Joe Biden (D):
For the former vice president and two-time candidate for the Democratic Party, health care is a central issue. He wants to preserve Obamacare, the existing health care system where the government offers a health care marketplace that’s meant to show citizens the most affordable insurance plan for them. His campaign emphasizes stabilization and cooperation between the two parties.

Elizabeth Warren (D):
This Harvard law professor and current Mass. senator has welfare-driven economic policies, involving a dismantling of big tech companies, which would be funded by a wealth tax. She also wants to enact legislation that would mitigate the income discrepancies between the rich and poor, establish stricter gun laws, reform the electoral system and enable a single-payer health care system—also called “Medicare for All.”

Bernie Sanders (D):
The democratic socialist has been strongly pioneering vast economic reforms—$15 minimum wage, tuition-free public university, eliminating student debt and establishing Medicare for All—many of which he’s supported for the past several decades and has only brought into the public opinion through his then-radical presidential campaign in 2016.

Pete Buttigieg (D):
The former mayor of South Bend, Indiana—“Mayor Pete,” as he’s called—is running a progressive campaign, forwarding the importance of reforming the justice system, abolishing the electoral college and enacting Medicare for All. He also appeals to many as a candidate who would shake up the presidential status quo: He went straight from the mayor of South Bend to presidential candidate, and would be not only the first millennial president, but the first openly LGBT president.

Kamala Harris (D):
The California senator and former prosecutor campaigns as the antithesis of Donald Trump. The policies she’s most strongly pushing are targeted towards reforming the troubles of marginalized members of society, which, as a black woman, is an important central goal for her. This is most clearly presented in her promises of reform in gun violence, immigration and criminal justice.

Andrew Yang (D):
One of the few non-career politicians in the ring, the former tech executive’s most striking policy is the universal basic income, which he’s rebranded as the “Freedom Dividend,” a policy that would give everyone over the age of 18 $1,000 a month. Other policies include the legalization of marijuana, pardoning of marijuana offenders and an increase in federal education spending.

Beto O’Rourke (D):
The El Paso native represents himself as the voice of the immigrants. In the most recent debate, he took a very strong position on gun reform, saying that he would buy back all assault weapons to put an end to the growing number of shootings in the country.

Cory Booker (D):
Equality for women and racial minorities is a focus of the former college football player and current New Jersey senator, as is reform of the criminal justice system and the legalization of marijuana.

Marianne Williamson (D):
The former self-help author and spiritual lecturer hopes to bring the concept of love back into political conversation. As far as policies are concerned, she has proposed expansive slavery reparations, education investments and other welfare programs.

Mark Sanford (R):
The former governor of South Carolina is running a campaign that’s focusing first and foremost on the economic deficit and poor federal spending habits of the United States.

Joe Walsh (R):
A former conservative radio host, Walsh is centering his campaign on removing Trump from the White House, who he sees as a dangerous and incompetent president. This is a point all three of the competitors dwell on, but for Walsh, it serves as a particular strong point, which he enunciates with fervor.

Bill Weld (R):
The former governor of Massachusetts is competing with Trump with his strikingly libertarian values. He’s campaigning on the fiscally conservative policies of few government handouts or welfare programs and on the socially liberal stances like legalization of marijuana and abortion.

Register to vote online at registertovote.ca.gov
Female athlete scores position on football team

BY JULIA KURZ

High school sophomore Elle Bohlman now walks on to the Carmel High field, not only as a three-sport athlete playing lacrosse, basketball and golf, but now—

“Treat me the same. I don’t want dating anyone on the football team, but it’s pretty normal,” says boyfriend and teammate JT Byrne. “It’s different, obviously. I’ve never dated anybody on the football team, but it’s pretty normal. It just feels like she is a part of the team.”

While Bohlman brings a different dynamic to the primarily male-dominated sport.

“I think Anderson would put me in the position to fail or get hurt. He knows me. The team knows me.”

Bohlman is a kicker for the football team, meaning that after the team scores a touchdown, she goes in to score a point—something called a PAT—by kicking the ball from a distance of about 20 yards, through the uprights. When the four-sport athlete isn’t kicking, she practices as a wide receiver, and when she’s not at practice, she goes to the field on weekends to practice kicking.

“When she sets her mind to something, she’ll get it done,” says Addie Crabbe, a close friend of the athlete.

“She works really hard outside of school putting in hours at her basketball court, playing catch with her little siblings or going to the high school every weekend to kick.”

But the female athlete still has to overcome the inherent stigma that comes with partaking in this typically male-dominated sport.

“My first day I was so nervous,” she says. “I mean, it’s scary being the only girl and trying this.”

While Bohlman brings a different dynamic to the team, “it’s pretty natural,” says boyfriend and teammate JT Byrne. “It’s different, obviously. I’ve never dated anybody on the football team, but it’s pretty normal. It just feels like she is a part of the team.”

When asked about the double standard, the Bohlman replies, “They treat me the same. I don’t want them to treat me softer or different. The coaches are hard on me too, and I like the intensity.”

Bohlman also acknowledges the risk of harm that comes with a contact sport.

“I’m pretty tough I think,” she says. “I also don’t think Anderson would put me in the position to fail or get hurt. He knows me. The team knows me.”

The four-sport athlete made an appearance in the annual Shoe Game where she was given instructions to run a route that she normally just runs in practice.

“That was not supposed to happen,” she says, “but I think Anderson would put me in the position to fail or get hurt. He knows me. The team knows me.”

Afterward, everyone had taken off their helmets, and Bohlman accompanied the team in the post-game ritual of shaking hands.

“They were all like, ‘What? That’s a girl?’ I could see it in their faces, which is one of my favorite parts.”

BY CASSIE GORMAN

On June 7, just hours after the end of the school year, Riley Speidel embarked on a journey that would change her life, a journey that required countless hours of training and anticipation. Departing from the Marina airport at noon, Speidel embarked on a 23-hour flight to Maine, broken up over the course of nine days.

What makes her journey so special? At that moment, this 14-year-old became the youngest person to fly solo across the United States. Followed by her father in another glider, she piloted a Sinus Glider, made by Pipstrel, completely solo.

“[Flying is] exciting because it’s just you,” remarks Speidel, sporting airplane earrings. “It’s up to you to get this plane from Point A to Point B. I wasn’t nervous because I’ve landed that plane over a hundred times.”

Aspiring to earn her pilot’s license, which she can earn when she is 17, she has been trained for the last two years by her father, a pilot for United Airlines and a certified flight instructor.

The training process, explains her father Jake, began with operating a non-motorized glider in gentle conditions and learning basic aircraft operations such as turns, stalls and safe takeoff and landing.

“I was nervous,” he remarks. “We did the first four days of her trip there and back, which were the highest risk days. She had all the skills.”

Riley was also required to keep a logbook of all her training flights, which had to be signed off by her father, take a written test, and obtain permission to embark on a solo flight.

To say aviation runs in the family would be an understatement. Her father, aunt, grandmother, grandfather and both of her great-grandfathers have all piloted, making Speidel a fourth-generation pilot.

At two of her stops—Ottawa, Kansas, and Batavia, Ohio—she talked to groups of aspiring pilots through the Explorers Program, run by the Boy Scouts of America. Speidel says the worldwide pilot shortage is due to the lack of young aspiring pilots entering the field.

“There’s hundreds of different career opportunities,” Speidel explains. “Most people don’t even know that you could drive down to Monterey and go to the flight school there and get a demo flight. Do your research, find out what your first steps will be, and if it’s an issue, there are tons of companies that need future pilots, so they are willing to give scholarships.”

Now a freshman, Riley Speidel is a great student and is active in the CHS community, a member of the Science Olympiads and the water polo team.

“She’s super dedicated, really smart, [and] very passionate about aeronautics,” Science Olympiads co-president Tessa Twomey notes.

Fly on, Riley!

“I wasn’t nervous because I’ve landed that plane over a hundred times.”
Football star touches down on senior year

BY EMMA BROWN

From football in the fall to soccer in the winter and baseball in the spring, senior Nico Staehle is a versatile athlete and avid videographer who aspires to play sports in college and will be participating in a baseball recruitment program later this year.

Staehle began playing tackle football his freshman year, but participated in flag football as a child. This year, he is a wide receiver on the CHS varsity football team and can be seen energizing students during rallies and his teammates on the field.

“Although there are no official team captains, the football star was put in a leadership role this year.”

“Football is unlike any other sport,” Staehle explains. “[Football is] really different in the fact that it’s more like a family. When you’re playing it’s a lot of camaraderie, and you’re really playing for your team.”

Outside of football practice, the tri-sport athlete goes to the gym almost every day and maintains a strict diet. He has practice every day for two hours and watches tapes of games twice a week at lunch.

“Nico works really hard, and he really cares,” football coach and athletic director Gold-en Anderson says.

Staehle is also a role model for younger players.

“Nico is inspiring and a good person to look up to,” adds freshman Kevin Zarazua, a corner-back and running back for the JV football team.

In addition to athletics, the varsity athlete is taking five Advanced Placement classes, while being a lover of art and an avid videographer.

“I joined the art club this year. I really enjoy art, but I also really enjoy filmmaking,” says Staehle. “Last year I made a capstone [project] that eventually won the film festival for the Audience Choice Award.”

Staehle’s film, entitled “Dudemania: One Hit Wonder,” is a mockumentary about a band that has faded into the background since the release of their debut. Loosely based on a music group Staehle started with his friends during his freshman year, the student-athlete directed the film and wrote the script with senior Hunter Heger. The project also features seniors Noah Marsh and Ava Ramlawi as well as various CHS students.

“The best part was definitely the filming,” Heger says. “It was a lot of fun, and we get to be ourselves and to be a character that we got to make.”

“Nico is very calm, he’s very collected, he’s very creative, he’s also very professional as well,” says Staehle’s video production teacher Brian Gromby.

Staehle hopes to keep a winning streak this football season and wrap up his time at CHS by doing as much as he can for his team and for the community.

Three-sport athlete excels on and off the court

BY ARIELLE CASTAGNA

The whistle blows and Carmel High junior Erin Trotter has just wrapped up yet another productive practice. After an extremely strenuous workout, the Carmel resident looks completely unboth- ered, the sensational student, ath- letic and musician well known for her athletic talent and outstanding attitude.

Trotter exemplifies sportsman- ship and character, and juggling roles as a three-sport varsity athlete and full-time student, she’s always on top of things, whether she’s on her next meet, match, game or class.

With endless swim meets, bas- ketball games, water polo matches and rigorous classes, it’s no doubt that Trotter has quite the schedule.

“Typically in a day I will get up and go to school, then go to practice right after school, then come home, eat and then try to finish all my homework before I go to bed,” the varsity athlete says. “Be- ing a student-athlete is all about time management.”

All of these events require focus and determination, which Trotter juggles while still managing to find the time to do things like family outings or read. With an extremely rigorous academic schedule and constantly being in a full-time varsity sport, Trotter rarely finds herself with free time, but when she does, she loves to go outside.

“I like to go to the beach to bodyboard and read when I can,” the three-sport athlete says about her free time.

Trotter is involved in water polo, basketball and swimming, also balancing involvement as a member of the CHS music program. She has played varsity in every sport as a underclassman, a noteworthy accomplishment.

Though being a freshman or sophomore on a varsity sports team in high school can be humbling and quite the challenge, Trotter has managed this many times, being a standout player on every team she’s competed on.

“Being on a team has taught me that people need to work together in order to accomplish anything noteworthy,” Trotter explains.

The athlete consistently displays sportsmanship and respect, never failing to show up for her teammates nor missing a practice.

“Erin always shows up,” says Addy Carly, a teammate of Trotter’s. “She is just someone you can always count on, no matter what.”

In addition to sports, Trotter also excels in her classes. The three-sport athlete takes multiple classes at the AP level and has an interest in the sciences.

“The classes that I take the most interest in are Physics, Calculus and AP Biology because I love science and I’m planning on either going into a pre-med program in college or a bio-engineering program,” Trotter explains.

With so many outstanding accomplishments piling up on Trotter’s résumé already, the athlete has a bright and exciting future.
Pole vaulter launches to new heights

BY LOGAN FALKEL

She stands on the runway and lifts the 12-foot pole to the sky. Anything could go wrong. She breathes once, twice, pushing these thoughts from her head. Then she starts running at full speed, lowering her pole like a lance. With a thrust, she sticks the pole into the ground and lunges. Her legs swing above her head so she is completely upside down. The pole bends until it's just shy of breaking, then springs straight again, launching her into the air. Her body twists as she soars over the bar. Twelve feet below her, the ground is little more than a blur.

Despite only being a junior, 17-year-old Sarah Graessley is the CHS girls’ pole vault record holder and ranked first in her league.

Her vaulting career started freshman year and quickly took her to new heights when she cleared 8 ½ feet her sophomore year, breaking the long-standing record.

“It was really rewarding because that was my one big goal for that year,” Graessley says.

Later that year, Graessley not only made it to the Central Coast Section, one of the most competitive meets in the state, but progressed to Central Coast Section finals with a personal best of 10 ½ feet.

The CCS finals competition ended abruptly for Graessley when her pole snapped in half, sending her plummeting nearly 11 feet down to the ground, missing the safety mat. She did not suffer any serious injuries, but admits to having gotten hurt a number of times.

Pole vaulting is the most dangerous event in track and field and has some of the highest rates of spinal, pelvic and head injuries in all sports, especially at higher level vaulting, a level which the junior is fast approaching.

The vaulters hopes to clear 12 feet this year, but her year-round coach Joe Miyoshi believes she could be vaulting 13 feet soon. At that level, Division-I colleges would be looking at her for scholarships.

Teammate and state high jumper Lauren Pritchard thinks that Graessley is extremely determined, but also quite hard on herself, which can make pole vaulting frustrating for her.

“There are days when you don’t even get off the ground and you can’t do it,” Graessley remarks. “It’s a mental block.”

Pole vaulting is not only physically taxing, but mentally challenging. Numerous events take place in the span of seconds, so all aspects of the vault must be executed correctly.

“For vaulting you have to do it over and over again until you know what’s right and what’s wrong. There’s not a formula for it,” Graessley says.
Senior rap duo RIVERA.BLUE spits bars on their way to the top

BY MIA KOTELIC

Rather than being consumed by the emotional rollercoaster that is senior year, Josiah Sullivan and Blue West have put their energy into creating a new project together called RIVERA.BLUE. The duo has always been a big part of my life," West says. "Since I was young, I have used it as a way to express my inner self.

The pair boasts a assortment of sounds from their notoriously bombastic beats found in “Blood On My Body” to slower, more delicate tracks such as “What Keeps Us Stable.” No matter the tempo or mood, all of the pieces characteristically feature the cadence of West’s rapping, smoky verses interchanging with Sullivan’s smooth, melodic voice.

After combining their shared enthusiasm to create RIVERA.BLUE, the tweenies have published five tracks on the platform SoundCloud.

“It all started with “Alone Tonight,” Sullivan recounts. “It was our first song together, and it really put us on the map and cemented us as new performers.”

Since the song’s production in April, the track has gathered over 2,000 plays, in addition to lending the pair opportunities to perform live.

Fellow senior Laura Mastrocola was there from the very beginning.

“Waves often find their open me at East Village, and it’s been awesome to see them develop both emotionally and musically,” Sullivan remarks. “I walk around campus and people will play our beats or shout lyrics.”

“It’s pretty cool to see them follow their dreams and actually make something,” CHS senior Sven Eysjoffen says. “I listen to their songs all the time, and I feel really inspired by them.”

Aside from the addictive melodies and pulses of their songs, it’s not surprising that their music caught on, with their charming and bubbly personalities alone being a reason for their success. Standing tall at 6 feet, 4 inches, Sullivan’s infectious laughs boom through the hallways when it comes to his personality and intensity of the school bell while West’s vibrant commentary lights up any room.

And as always, the pair has faced setbacks.

“Not having the band to help us with our schedules recently,” Sullivan says. “We both have jobs and are in AP MP, classes, but are still trying to make for the music.”

Sophomore musician marches to his own drum with musical duo NODAMCRED

BY CARA CORNER

Sophomore RC Valdes quietly rooms the CHS halls, a student peers may not take much notice of, yet he marches to his own drum of his own doing. Literally.

Valdes and partner Clark Bunao have been releasing music on several platforms since June, taking on SoundCloud, Spotify and Apple Music as NODAMCRED and gathering over 15,000 listeners on SoundCloud.

The two met online in October 2018 and began to produce music together, yet they’ve never met in person. Clark Bunao attends high school in New Jersey and RC Valdes in California, hence the name NODAMCRED.

“So many musicians travel because Clark and I both m a lot,” Valdes explains. “Cruel is because we live on opposite sides of the U.S., so there are two sides of a coin, and we’re on different sides.”

This unique duo has released songs such as “Swing Song,” “You Mine” and “Lemonade” in just 11 months, receiving comments like “The beat nice,” “This is fire” and “This is a hit.”

Valdes is inspired by his fans when it comes to his music.

“It’s encouraging to see that I’m making a difference with my music. It’s not about being famous, it’s about making a difference.”

Fellow student Laura Mastrocola was there from the very beginning.

“T was their first open me at East Village, and it’s been awesome to see them develop both emotionally and musically,” Sullivan remarks. “I walk around campus and people will play our beats or shout lyrics.”

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And as always, the pair has faced setbacks.

“Not having the band to help us with our schedules recently,” Sullivan says. “We both have jobs and are in AP MP, classes, but are still trying to make for the music.”

With the presence she brings, it’s hard not to take her seriously,” says Michael Dickens, a CHS math teacher and Singer-Songwriter Club advisor. “Every time she gets on stage people know she’s about to be a home run. It’s just gonna blow people away.”

Not only is the vocalist focusing on her own music, but she’s also thankful for the opportunities she’s been given through her music.

“Performing is what I’m supposed to do,” Sullivan says. “I never really thought about it before but it’s just something I love to do.”

The gifted singer has been a member of the Environmental Club for the past four years and co-president for three.

“Since the song’s production in April, the track has gathered over 2,000 plays, in addition to lending the pair opportunities to perform live.”

Senior songwriter tackles climate change on debut album

BY RILEY FALSHAW

A talented musician with a beautiful voice, CHS senior Pascale Montgomery displays her passion for the environment through her inspiring lyrics and melodies.

“For me it’s very interconnected,” Montgomery says. “And music is an opportunity for me to have a voice, especially with climate justice and climate issues, so it’s very symbolic.”

The gifted singer has been a member of the Environmental Club for the past four years and co-president for three.

“Despite the club’s growth in recent years, often in intimate settings like coffee shops and local lounges, her music is an opportunity for me to have a voice, especially with climate justice and climate issues.”

Not only is the vocalist focusing on her own music, but she’s also thankful for the opportunities she’s been given through her music.

“Interesting to see that I’m making a difference with my music. It’s not about being famous, it’s about making a difference.”

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“Not having the band to help us with our schedules recently,” Sullivan says. “We both have jobs and are in AP MP, classes, but are still trying to make for the music.”

Senior Izzy Delvor holds her music to a high standard, always looking for opportunities to improve.

Musical jack-of-all-trades cultivates online presence on SoundCloud

BY ANDREW WANG

Dylan Barrett is an up-and-coming and largely self-taught musician who fuses elements of hip-hop, alternative, rhythm and blues, bedroom pop and other genres to create a consistently relaxing yet melancholic vibe.

“With creative stuff and the arts, you can’t have a set way that you go about it or else it will get repetitious and mundane,” Barrett says.

Over the past two years, the CHS sophomore has worked online videos to teach himself how to use the popular digital audio workstation program FL Studio, a tool that he uses to produce, mix and release all of his own tracks. In addition to being well versed in digital producing, Barrett also plays a number of instruments, having played the piano for five years, guitar for one year and drums for six years. He also taught himself how to sing bass of his knowledge of piano theory.

“Dylan is special because he has his own unique style that people can still connect with even though it’s so different,” says sophomore RC Valdes, a friend and collaborator of Barret’s who will be featured on the album.

Several other students are also collaborating with Barrett and Macaluso on the project. “Dylan is special because he has his own unique style that people can still connect with even though it’s so different,” says sophomore RC Valdes, a friend and collaborator of Barret’s who will be featured on the album.

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Mock trial attorney set to graduate a year early

BY MAXTON MICHE

The bell rings to signal the end of fourth period, and CHS junior Tyler Armstrong leaves class to go to fifth. Unlike most juniors, he is headed to AP Government and Politics, a class typically taken by seniors.

Armstrong is graduating a year earlier than his peers. From his experience, it’s a unique route through high school that isn’t suited for everyone.

“It’s such an individual based thing. I knew it was right for me,” Armstrong says, “but just being interested in it, I don’t know if that’s enough. I feel like you need to be the right kind of person for it.”

The decision troubled him initially since he wouldn’t be able to see his friends in class in the 2020-21 school year. Not only that, but he won’t be able to participate on the CHS mock trial team as a motion attorney for his senior year.

“It’s been one of the biggest struggles for me, given mock trial as a motion attorney for his junior year. Not only that, but he won’t be friends in class in the 2020-21 school year. I don’t know if that’s enough. I feel like you need to be the right kind of person for it.”

The decision troubled him initially since he wouldn’t be able to see his friends in class in the 2020-21 school year. Not only that, but he won’t be able to participate on the CHS mock trial team as a motion attorney for his senior year.

“It’s one of the biggest struggles for me, given mock trial built me up to who I am now.” Armstrong says. “I see younger members who I’ve helped train and it makes me really sad that I won’t get to see them blossom more than anything.”

He’s had many fond memories throughout his years on the team, with one of his favorites being when he went to Gladiator, a prestigious mock trial tournament, during his sophomore year, which made him the youngest CHS student to go there.

“Going with Miles and Schrier to Gladiator where we all watched a movie together, even though it was a small thing, was really heartwarming,” Armstrong says. “Miles helped me to improve and become who I am now, and I also really look up to Schrier.”

Mock trial head coach Bill Schrier, who has known Armstrong since he first began in freshman year, remembers fond times with him.

“He has also enjoyed incredible success, having won awards at every major competition he’s been to, including best motion attorney in California and best attorney at the NorCal, Empire and Monterey County tournaments,” Schrier says.

Armstrong first had the idea to graduate early freshman year, but halfway through his sophomore year was when he decided to make his goal a reality. There were several tasks he had to complete to get approval from CHS, such as making sure he was on track to graduate and sending a letter asking for permission to the principal. He also had to take an online course from Monterey Peninsula College that was about U.S. history from 1865 onwards.

Only a few other CHS students have taken or are taking this route.

Tyler Armstrong shortly after finishing his fifth period class AP Government and Politics.

No further questions: Franklin shines in and out of the courtroom

BY KEA YENGST

Mock trial, a club that simulates real courthouse rulings and trials, stands out from a large number of clubs at Carmel High School, especially with president Ninamarie Franklin, who has not only been a part of team successes at the Empire New York mock trial tournament, but has also contributed to the team in order to win multiple county tournaments over the years.

“In New York, I was a sophomore, and that was really an amazing experience because it was my first year being super heavily involved,” Franklin says. “The state competition was definitely one of the best experiences of my life.”

Franklin is no stranger to the courthouse. She reflects on her four years of debate in the courthouse along with her teammates and mock trial coach Bill Schrier.

“Miles helped me to improve and become who I am now, and I also really look up to Schrier.”

Mock trial head coach Bill Schrier, who has known Armstrong since he first began in freshman year, remembers fond times with him.

“She, in a good way, is [stern] but in a positive manner. She’s always going to be the type of person who is going to be directing us with confidence.”

Franklin’s work over the course of their senior year has not only been thriving in the courtroom but also in the team. Schrier won’t forget the impact she’s had on the team.

“Nina is a warrior,” Schrier says. “It doesn’t matter who the jurors are on the other side of the courtroom, she is gonna fight until the very end.”

Junior Tyler Armstrong and senior Zoë Gardere, both current members of the mock trial team, also approve of Franklin’s work over the course of their time on the team.

“She’s a very strong leader,” Gardere says. “She knows how to command a courtroom and lead a team and be inspiring.”

Armstrong acknowledges Franklin’s efforts as essential.

“The best way I can describe it is that she’s made us a lot more stable,” Armstrong says. “She, in a good way, is [stern] but in a positive manner. She’s always going to be the type of person who is going to be directing us with confidence.”

After she graduates, Franklin plans to pass the torch of the presidency to junior Sierra Seifert. However, Franklin hopes to keep her mock trial team legacy still running in the club’s name after graduating.

“I am definitely interested in becoming a lawyer,” Franklin says. “As for doing mock trial in college, it depends on the college. I’m not saying no, but I’m definitely not saying yes.”

Since Nina Franklin’s first appearance in mock trial in late 2016, the mock trial all-star has not only been thriving in the courtroom, but has simultaneously been an inspiration to mock trial members, teachers, and students at CHS.

Senior Nina-Marie Franklin with one of many trophies from Monterey County’s annual mock trial competition.

photo by KEA YENGST

Mock trial attorney set to graduate a year early

BY MAXTON MICHE

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“Nina is a warrior,” Schrier says. “It doesn’t matter who the jurors are on the other side of the courtroom, she is gonna fight until the very end.”

Junior Tyler Armstrong and senior Zoë Gardere, both current members of the mock trial team, also approve of Franklin’s work over the course of their time on the team.

“She’s a very strong leader,” Gardere says. “She knows how to command a courtroom and lead a team and be inspiring.”

Armstrong acknowledges Franklin’s efforts as essential.

“The best way I can describe it is that she’s made us a lot more stable,” Armstrong says. “She, in a good way, is [stern] but in a positive manner. She’s always going to be the type of person who is going to be directing us with confidence.”

After she graduates, Franklin plans to pass the torch of the presidency to junior Sierra Seifert. However, Franklin hopes to keep her mock trial team legacy still running in the club’s name after graduating.

“I am definitely interested in becoming a lawyer,” Franklin says. “As for doing mock trial in college, it depends on the college. I’m not saying no, but I’m definitely not saying yes.”

Since Nina Franklin’s first appearance in mock trial in late 2016, the mock trial all-star has not only been thriving in the courtroom, but has simultaneously been an inspiration to mock trial members, teachers, and students at CHS.
Slacks-wearing sophomore proves he’s no slacker

BY JACK JARVIS

Pretend it’s your first day of school as a freshman at CHS. As you head to your next class, looking up from your phone, a sea of flannels, gray shirts and khakis stream around you. But among the hoodies and Vans, one student is dressed in full business casual, walking to English class in a pinstripe suit and a freshly ironed tie.

Sophomore Stevie Dean has made waves on campus, heavily involved in robotics, as well as multiple music programs. Music teacher Brian Handley, says Dean is involved with the Youth Music Monterey Honors Orchestra, the school’s concert band, and the school’s orchestra. Brian Handley, the instructor of the CHS orchestra, makes it clear that Dean is a great student.

“He makes a tremendous first impression,” Handley comments.

Clearly, something about the student’s impression stuck with the teacher. That’s likely because Stevie Dean wears a suit nearly every single day of high school.

Despite the 30 minutes it takes him to get ready, the sophomore wears the suits for one simple reason.

“I just like suits,” Dean says.

But there are clear advantages to dressing formally.

“People take you more seriously in a suit,” Dean explains.

He decided to start wearing suits spontaneously after shopping for clothes over February break in eighth grade. His sister had told him about Alex Polletti, a CHS graduate who had dressed in a suit almost every single day. Upon his return to school, his friends thought that Dean had important events every day.

“Nope, I’m just gonna be wearing suits for the rest of the year,” Dean explained.

Dean’s father, Fred Wolf, produces animated comic strips voiced by celebrities such as Adam Sandler. He says that his daughter’s videos have sometimes attracted even more attention than his own content.

“I always tell Sara—and this is true—that I have a little bit of a platform for that.”

Currently, though, Wolf is focusing more on school and her friends than TikTok. As a water polo and basketball player, as well as a screenwriter and piano player, she has a lot on her plate.

“Sara Wolf is a very interesting person,” says CHS senior Tristan Bowen.

She’s very down-to-earth, very involved with her friends,” Bowen says.

Dean, who Dean says is his influence, is currently attending Macalester College in Minnesota. His appearance had the same effect on his teachers.

“Dressing formally lets teachers know you’re a good academic student and ready to put in the work,” says Polletti.

Stevie Dean sets a standard for what a successful student is in high school with his fashion choices. His advice for incoming freshmen makes it clear that who you hang out with counts.

“Stick with the people who you like and don’t try to fit in with a group that doesn’t reflect you,” he says.

When teachers talk about Dean, they make it clear that he is an excellent student.

“He is a confident, independent identity, who is not afraid to be in his own skin,” Handley says.

Surely, Dean is individualistic and extraordinary, but it’s clear that he surrounds himself with supportive friends, accepting and encouraging when Dean first told them the idea.

Teen uses social media app TikTok as a comedic outlet, gains a following

BY MICHELLE FOLEY

On top of being an athlete, musician, occasional actress and Allegro Pizzeria employee, CHS junior Sara Wolf is rising through the ranks of TikTok popularity.

Wolf uses TikTok, a rapidly growing video-sharing social media app, to share relatable skits about teenage life. Her videos explore the realms of friends and boys, being late to school and driving. They’re light, they’re funny, and, above all, her viewers can see themselves in her content.

“If people can relate to it, they’ll like it,” says CHS senior Satchel Sherman, who like Wolf has a sizeable online presence with more than 26,000 followers on TikTok.

Wolf’s relatability helped her amass her current follower count, now surpassing 23,000. Initially, one video garnered significant attention, and some of her later videos snowballed, each generating more views and likes than the last.

Now her videos have a combined total of over 1 million likes and her most popular video has over 1.9 million views.

Initially, her friends and family were surprised when her account first started growing.

“The first few people didn’t really believe me,” Wolf laughs.

The teen’s father, Fred Wolf, produces animated comic strips voiced by celebrities such as Adam Sandler. He says that his daughter’s videos have sometimes attracted even more attention than his own content.

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“Sara Wolf is a very interesting person,” says CHS senior Tristan Bowen.

“She’s very down-to-earth, very involved with her friends, always looking for something to do.”

And for now, Wolf hopes that her classmates remember this: “Don’t take my TikTok too seriously! It’s all for fun.”

Junior Sara Wolf is known for her kind and sociable personality, his daughters to appear in various films. She has appeared in “Mad Families,” a comedy directed by her father and co-produced by Charlie Sheen, and will soon be flying to New York to audition for a part in the upcoming movie “Love 40.”

For her, Wolf wants to take her online life in the future, she says, “I really want to start making YouTube videos. That’s my number one goal, and it’s kind of nice now that I have a little bit of a platform for that.”

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Teen coder thrives at engineering internship

BY GRACE PAUL

Victoria Fletes, a Carmel High senior with a passion for computer science, recently attended the Science and Engineering Apprenticeship Program. “I started to get interested in computer science in seventh grade when I took a [coding] class,” Fletes says. “I was attracted to the problem solving aspect and achievement of creating something just by typing a few characters.”

Fletes’ love for computer science shows, as not only is she on the school’s robotics team, but she also takes AP Computer Science to improve her skills and even won the National Center for Women and Information Technology’s National Honorary Award for Aspirations in Technology, along with the regional award as well.

“[Victoria] is a very strong computer science student in class,” says Tom Clifford, Fletes’ computer science teacher, explaining that she has a curiosity for the subject and is willing to learn new topics.

With all of this, the senior still does not know where she wants to end up in the field, but is open to taking classes and internships to help her understand what path she wants to take.

So when a teacher recommended Fletes to attend the Science and Engineering Apprenticeship Program, she jumped at the opportunity.

Fletes attended SEAP twice, once as an unpaid intern and once paid. They gave her the chance to learn about aspects of computer science that she could not learn in school and allowed her to expand her knowledge.

Fletes explains that the first internship was unstructured, but still gave her the chance to practice her skills. One of their projects was adding sensors on a wheelchair so it would be able to prevent rolling over feet. The second was much more structured, with deadlines and a single project at the center of it all. Her mentor for the second internship, Dr. Song Yang, says that the work she was given was incredibly helpful and would be useful for future projects.

“Victoria did an excellent [job] on her SEAP project,” Yang says. “The project Yang is talking about involved Fletes collecting datasets of tropical cyclone predictions that took place from 1982 to 2017 over the Atlantic and West Pacific Oceans. She also had to wrap it all up with a briefing and a presentation at the end of the internship.”

“That experience was really fun,” Fletes says. “I’ve never used Matplotlib, which is an API, so it was fun to learn that.”

Though the workload was difficult and the project was complicated, it gave Fletes the chance to apply her knowledge in a real-life situation.

Aspiring actor leads first show

BY MICHAEL LAKIND

By this point in the year, everybody has noticed that one kid who has a full beard. He happens to be Ayden Reed, a freshman who has already established himself as a prominent member of the Carmel High theater community.

In the first show of the year, “Clue”—yes, it’s based on the board game—Reed is set to play the lead role of Wadsworth. A cast featuring a sole freshman, let alone leading the company, is quite a rare occurrence, but Reed’s talent is anything but confidential.

“He’s very British, very butler,” says Reed of his character. “He’s always trying to cater to everyone, but at the same time he’s always conniving and manipulating everything in the background.”

Reed was a pleasant surprise to CHS drama teacher and “Clue” director Gra- ciele Poletti from his first audition, and he has continued to surpass her expectations ever since.

“I’m very hesitant to [cast freshmen] because I have no idea how they are as people or as professionals,” admitted Poletti. “But he has completely come through; we backed out.”

Poletti feels strongly about this show, and she is ecstatic to present the first show of her final season.

Reed participated in many shows at Carmel Middle School, his most notable performance being Teyve in “Fiddler on the Roof” this past spring. However, he feels connected to Wadsworth in a unique way he has never experienced with shows of this genre.

“In terms of comedies, I don’t think I’ve ever played a character with this much depth,” he recalls from past credits, dating back to a summer camp that he attended before middle school. “I managed to score Michael in ‘Peter Pan,’ and that sort of introduced me to the theater world.”

While at CMS, he took drama with popular teacher Patrick Stadille for two years. The pair collaborated on many productions during Reed’s three years at CMS.

“He’s a prince of a guy, always enthusiastic, and took feedback really well,” Stadille says. “It’s hard to take criticism, and he earned my respect very quickly.”

Although he finds it a difficult prospect to fathom, Reed would be excited about potentially pursing a position in performing arts. He looks forward to expanding and refining his abilities throughout his high school career.

“If I can manage to score something in show business, you bet I’m gonna ride it,” Reed says about his passion for acting. “If I don’t score a job in this, I would be okay.”

Ayden Reed and the company of “Clue” will run at the CMS center for the performing arts for six performances. The first weekend will play on Oct. 3-5 at 7 p.m., with a 5:30 p.m. matinee on Oct. 6. The following week, there are 7 p.m. showings Oct. 10-11.

Theater

STAFF

Automotive teacher engineers interest and inspires students

BY DANTE GARDERET

Sitting at his desk in the Carmel High School workshop, Michael Brewer responds to the influx of people asking for advice about fixing components or building projects.

“The manufacturer put this chair leg on wrong,” says a teacher, carrying a chair leg in her hand. “Can you help me fix it?”

“I want to weld this stool,” says a student, describing his idea. “How would you go about it?”

The Automotive and Industrial Arts teacher respectfully acknowledge all of them, giving insightful advice before they leave. His shop is constantly full of people working on, building wood sculptures, and asking him for help on projects.

This is nothing new for Brewer. Since he began working at Carmel High just over one year ago, the master mechanic has constantly been open to helping others with their needs. Both students and teachers agree that Brewer passionately teaches students skills to design and build creative projects.

“He works really well with students and is excited and interested in their well-being and their growth,” explains Tom Clifford, who co-teaches Engineer- ing with Brewer. “He is crazy knowledgeable, and is willing and able to impart that knowledge to students.”

Brewer says that helping students with their projects and finding their interests is one of his favorite parts of his job. “I want to help students find their passions,” emphasizes Brewer. “You can develop skills and participate in activities, but if you can find your passion, I think that’s the key to a fulfilling career and life.”

While Brewer never says no to assisting a student with a project, he also recognizes the value in letting students learn on their own and given them the autonomy to create their own projects.

“In his class, nothing seems like a crazy idea,” says senior Alex Faxon, an Industrial Arts student. “Some kids went up and asked if he could make a guitar, and Mr. Brewer said, ‘Yeah, you could totally do that!’”

Brewer’s hands-off approach extends outside of the classroom to clubs such as Robotics; having learned how it works the past year, he is now excited to help it grow. “[Robotics] is a student-run project, and I love that idea,” states Brewer. “I love watching the students take control and work in teams.”

The Washington State native spent much of his childhood building forts and BMX tracks in the woods with his friends. He went to school in California, getting a certificate in Diesel Technolo- gy, and then transitioned toward the sci- ences, getting an AA in Natural Science and then finally pursuing Pre-pharmacy.

“I did some internships in a lab environment, but realized I really didn’t enjoy it,” recounts Brewer. “I wanted to go back to my other interests like mechanics.”

After working in an extensive me-
Freshman Jules Forrest was 11 years old when he picked up his first can of spray paint. What began as a pastime at a summer camp four years ago has quickly become the start of a promising career as a professional graffiti artist.

Serifs. Compressed extensions. Bars. These letter fundamentals help artists distinguish their art by giving it a unique structure, and Forrest says that this design flexibility is his favorite aspect of street art.

“The letters are all built from bars that you distort and change,” he explains. “You can add or subtract them, just for style.”

Forrest’s father Blake describes how the hidden world of graffiti can be difficult to understand from an outside perspective: “It’s a kind of language that these graffiti artists have amongst themselves.”

The 15-year-old is fluent in this language after countless hours spent researching and bettering his techniques, mastering the art form so well that businesses now hire him. He has worked for companies including the Los Angeles Compton Cowboys—he flies to L.A. every few months to do pieces for them—and a hair salon that hired him to do a 15-letter commission, a project he describes as especially difficult because of its exceptional length.

Despite strong demand and strong talent, Forrest often works for free.

“I paint for them just so I can paint, to get my name out even more,” he says. “It’s just fun to do.”

In the future, though, Forrest dreams of making a living with street art and following the careers of previous successful graffiti artists, and his family is highly supportive of his passion.

“His work is very professional, and it doesn’t look like a 15-year-old did it,” his sister Izzy notes. “It’s also a good outlet for him to just reset. If he has a stressful day he always turns to art.”

Blake recognized that his son had a natural talent for graffiti when he became good at it surprisingly fast, and while some aspects of Jules’ craft worry him as a parent, he views it in a positive light overall.

“I would tell him to go for it,” he says about encouraging his son to pursue the profession. “It’s a valid art style, and there are a lot of people who are doing very well with it.”

The CHS freshman has learned to navigate the different customs surrounding graffiti in the cities he has lived, adjusting to Carmel’s lack of graffiti culture compared to his previous neighborhood in Berkeley.

Wherever he ends up after high school, though, Jules Forrest plans to continue practicing street art and honing his skills. It is clear that a promising career path lies in store for the young entrepreneur.
There are few notions as pervasive in Western society as duty. By duty, I’m referring to an individual’s externally enforced responsibilities, specifically without the individual’s consent: the universal responsibilities we all hold as members of a society (e.g. to pay taxes) and as human beings (e.g. to refrain from murder). This is a well-established imperative in political discussion in the U.S., and the question of why we have a duty to our brethren must, if not be discredited, at least be fully understood.

I’m most interested in this concept because it seems to be at odds with another very pervasive concept in our country: liberty. We respect our rights as individuals in society, as we extol—nay, proselytize—the importance of the individual, for instance, when voting. Do these two matters stand at odds? Can our freedom to start an enterprise, run for office, organize a non-profit fundraiser, or write a letter to local politicians, contradict our duty to uphold the welfare of the rest of the country?

On its face, duty seems to supersede liberty because we’d say an individual’s liberty is grounded by her duty to respect those who her undertakings would influence. It would be wrong, we’d say, for someone to pursue a selfishly profitable business model that would put a local population at harm because the individual isn’t acknowledging the impact he has on those inadvertently in his sphere of influence.

But what do we give up here? Extending the practice of prioritizing the individual within the society over the individual per se might lead to some uncomfortable conclusions. For instance, to continue the example of enterprise, would any remarkable innovation on the part of a business owner that causes competing companies in the same industry to tank be an immense injustice? We don’t want to undermine this ability because we respect the liberty of an individual to pursue economic success at the expense of other companies.

While advocates of duty over liberty might claim that the duty of an individual to catalyze technological advancement for the sake of greater human efficiency or comfort is at play here, I don’t think it’s the case because this is never a responsibility that befalls anyone externally, but is an act taken on by an individual, under the sole propulsion of self-will.

So these two moral anchors battle on, narrated by the pens of the great thinkers of centuries past. By no means will I attempt to carry on the torch by providing original insight, but I hope I’ve illuminated for you all—if in a somewhat cursory and bipartisan manner—the ideological feud that defines our country.
BY KYLIE YEATMAN

Ten pivotal pieces of Halloween media

BY JORDI FAXON

Common reveals a softer side of his newest album, ‘Let Love’

BY KYLIE YEATMAN

Review

HALLOWEEN

10 pivotal pieces of Halloween media

BY KYLIE YEATMAN

With Halloween right around the corner, it’s important to get into the spirit by giving into your capitalistic desires and consuming as much spooky-themed media as possible.

4. All Halloween wares

Disney Channel Original Movies rarely disappoint, and there was a period in the late ’90s to early 2000s where Disney Channel aired a new one every year to varying degrees of quality. “Under Wraps” is notable for its star monster being a mummy, a highly underrated member of the Halloween creature pantheon. There’s also the well-known smash hit “Hocus Pocus,” “Halloweentown” and, of course, “Spooky Buddies,” an irrefutable iconic member of the “Air Bud” film pantheon. Is anything more horrifying than real-life dogs being animated to speak?

3. “Goosebumps” book series

If you really want to get into the Halloween spirit, reading the entire “Goosebumps” series is a good start. I definitely recommend “Say Cheese and Die!” above all else; however, there is so much in the way of “Goosebumps” lore that I’d be remiss to not include other fundamentals, like the ’90s television adaptation akin to “Are You Afraid of the Dark?” or the bizarrely numerous video game adaptations. Enjoy the truly frightening notion of corporate monopolies on beloved children’s iconography to make your Halloween extra spooky!

2. Coraline (2007)

Despite being set in the springtime, “Coraline” is still a haunting Halloween classic including a creepy black cat and the half uncanny, half impressive animation style that’s slightly heightened in its quality by the unnerving claymation style. Bonus points for the creepy scene where the mon turns into a spider, which was one of the most traumatic moments of my childhood and makes this one feel like a Halloween movie.

There’s also the other claymation movie that’s actually set during Halloween, “Paranorman,” which you might also want to enjoy in addition to “Coraline.” You could also watch “Monster House,” which is perhaps the most bizarre in its field.

1. The clearance section of Spirit Halloween

The ominous, beloved retailer known as Spirit Halloween sells a whole lot of costumes every year, but not all of them are winners. Well, many of them aren’t. In order to see the worst costumes on offer, I recommend going into as possible and looking through their clearance section for some underrated gems of the past, or perhaps costumes that have aged poorly and, with time, have become a sad, empty shell of their former selves. This Halloween activity requires no actual purchasing of your own, but is a guaranteed comedic success.

The avid environmentalist still has a passion for nature and may become a park ranger if the opportunity arises again in the future. But for now, Brewer wants to continue educating at Carmel High.

“I feel like I’m starting to get the hang of this, and I’m finding a lot of satisfaction and happiness in this position,” emphasizes Brewer. “I feel like I still have a lot of potential to make a difference here.”

In comparison with the rapper’s 2016 album “Black America Again,” largely focused on social commentary, and his more recent 2018 collaboration with the August Greene supergroup, largely jazz influenced, Common has returned as a leader to unpack the concept of Love, opening up about repressed memories of his past and important lessons he’s learned.

“HER Love,” featuring singer Daniel Caesar, is an important track because it’s focused on Common’s adoration of hip-hop, personifying the genre as the woman he loves. Throughout the course of this song, he outlines the history of hip-hop, subtly referencing important figures, new and old, and emphasizing the beauty and positive spirit of the genre—“Made in America for you, the world to see / You’re everybody’s but you my girl to me”—often muddled by the less-than-respectable figures who abused his honor.

“Fifth Story,” the fifth track, tells a story of a woman who finds out about her husband cheating on her. The structure of the song is unconventional, as each verse is a new chapter in the story, with little refrain in between from Leikeli47, who perfectly captures the frustration and remorse of being cheated on. Common ends the song with an emotionally resonant, 20-second outro.
The Big Squeezy
171 Crossroads
Carmel
1. What part of Halloween are you most looking forward to?
2. What would you do if you won the lottery?
3. Who’s your favorite artist?
4. What’s the best vacation you’ve ever been on?

Aiden Tarantino
freshman

Emma Heiser
freshman

Pierce Nelson
junior

Trinity Terranova
sophomore

1. spending time with friends
2. give half to my parents
3. Lil Tecca
4. Hawaii

Gerson Infante
senior

1. the candy
2. give it to charity
3. Billie Eilish
4. going to Hawaii with my family

1. going out with my friends
2. I would buy three different houses all by the beach.
3. I don't have one.
4. when I went with my family to Universal Studios

1. the costumes
2. spend all of it in the span of a week
3. Toto
4. the first time I went to Disneyland

1. the candy
2. give it to charity
3. Sickick
4. Gulf of Mexico
Aries: March 20 - April 20
Call somebody out in a strange, public way this month. Make them feel real small and uncomfortable, but only a little bit. Never apologize! Let it linger.

Taurus: April 21 - May 21
Wear a bucket hat in a post-ironic sort of way. Perhaps one of those Chinese knockoff Peppa Pig ones? It’s time to get quirky!

Gemini: May 22 - June 22
Feeling festive for Halloween? Perhaps wear a pumpkin head around town. Get used to the smell of gourd!

Cancer: June 23 - July 23
The sea is seriously lingering, with her persistent beauty and seductive call. You may feel a sudden urge to wade into it, but do not be fooled by her beauty! Keep yourself at bay.

Leo: July 24 - August 23
While there may be a copious amount of candy laying around at a discounted price at CVS, you mustn’t give into the temptation of those waxy candy pumpkins you always end up buying every year.

Virgo: August 24 - September 22
You may think it’s quirky that you own a smaller version of something that is typically large, but the rest of us don’t find it to be quirky at all, and we kind of just wish you’d stop talking about it. Especially if it’s a phone. We don’t care.

Libra: September 23 - October 22
You often say you’re awkward, but in reality you just fail to read most social cues. Consider figuring THAT out this month and stop making relatable tweets.

Scorpio: October 23 - November 21
You’re living your life like a bad Maroon 5 song. You’re always just kind of there, drifting through life, not really here nor there, not quite good nor bad. Step it up!

Sagittarius: November 22 - December 21
Have you been slacking on your work? No? Ah, there’s that classic Barnum effect again! Just keep, uh, doing whatever you’re doin’. Looks great.

Capricorn: December 22 - January 19
You tend to be forgotten in the flow of the horoscope world. Does anyone care how Capricorns are doing? Well YOU certainly do. God, so self-centered.

Aquarius: January 20 - February 18
Go on a Ghost Tour as sponsored by the Carmel Sandpiper this month! Immerse yourself in the spooks! Compensate for your boring life with plastic spiders! Yeah!

Pisces: February 19 - March 19
If you’re feeling FISHY, I’ll SEA what I can do about that! Get it, like the ocean? Are you tired of hearing about fish? We’ll it’s never gonna stop!