



Teachers Demand Increase in Salary

By Lauren Nakasato

Money, politics, and respect: these were some of the issues brought to an emotional School Board meeting on Tuesday, October 24, when teachers from every school in the Albany Unified School District (AUSD) packed themselves into the Cornell Elementary School auditorium to demand better salaries and a fair raise from the School Board.

The controversy over salaries began before the school year started, when the Albany Teachers Association (ATA) rejected a contract proposed by the School Board offering them a 7% raise.

When Albany teachers found out that teachers in other districts were receiving raises at and greater than 10% (or "double digit raises"), they decided in an overwhelming

oral vote to reject the tentative agreement. ATA President David DeHart said that this was the first time in history Albany teachers have ever rejected such an agreement.

The meeting was preceded by a march of teacher supporters, and 150 teachers, custodians and parents who raised signs and cheers as they marched through the main streets of Albany, gathering public support and ending their march at Cornell.

Among the many teachers who spoke up in an open-microphone session at the meeting were Mr. DeHart, Ms. Peggy Carlock, Mr. Michael Mirabella, Ms. Karen Adams, and a mass of elementary school teachers.

► **Teachers, See Page 7**



Class of '04 Must Pass Exit Exams: Will Students Be Prepared?

By Ben Walker

The class of '04 faces a brand new challenge. They must pass an exit exam in order to graduate.

In 1999, Governor Gray Davis made some ambitious reforms to improve education in the State of California. One of these reforms is a high school exit exam that was made to insure that graduates meet identified state content standards in reading, writing and mathematics, and also to improve student achievement in high school. It will replace the AUSD proficiency exam.

Beginning with the class of '04, the exam will be required to be taken. They will have four chances

to take the HSEE, twice during the school year and twice during the summer. The test will be mostly multiple-choice except for two writing samples, i.e. essay questions, and will take approximately six hours.

Students must pass all sections in order to receive a diploma and graduate. If a student doesn't pass the exam, that student can retake the failed portions until all are passed, even during the summer after the end of the senior year.

► **HSEE see Page 2**



Photo Courtesy ASG

SPIRITED SENIORS Anna Moore, Allison West, Amanda Garcia, Jenny Ho, and gang Celebrate Superiority! See pages 4 & 5 for Homecoming 2000 news, views, and pictures!

Debates, Registration Mark Opening of Mock Election

By Quen Cheng

Unless you have been living in a cave, you know by now that next Tuesday, November 7, is Election Day. Registered voters across the nation will elect the next president of the United States and vote on important propositions.

What you may not know, however, is that on November 1, high school students across the nation also participated in elections. The nationwide results of the mock elections were broadcast on CNN on November 2.

Here at Albany High School, voter registration took place on Friday, October 27, and Monday, October 30. The Parent/Teacher Association (PTA) spearheaded much of the organization and planning for both the registration and the actual election.

Parent volunteer Valerie Fuller, who is also a member of the Mock Election Committee of the PTA, commented on the purpose of the Mock Elections. "Through this project we're hoping that [students] learn about the process of voting, the importance of participation, and democracy at work."

Mrs. Karen DeHart, the chair of the social studies department at the high school, was in charge of the whole process. She wanted the mock elections to



Photo by Quen Cheng

Al Gore (Alexander McCormmach) and George W. Bush (Peter Hsu) face off under the lunch shelter.

"give students a taste of social responsibility."

In preparation for the mock elections, many of the social studies classes took class time to go over the three propositions on the ballot, Prop. 36, Prop. 38, and Prop. 39. In addition, on Friday, October 27, a mock presidential debate was held at the lunch shelter to elucidate the positions of the presidential candidates.

Sophomores Rachel Berman and Keri Pock moderated the mock debate, and seniors Peter Hsu and Alexander McCormmach represented presidential candidates George W. Bush and Al Gore, respectively.

The debate was good-natured and

casual; both Hsu and McCormmach dressed up in shirt and tie, but both students often joked around and poked fun at each other.

However, the debate was not without some very serious subject matter. The two debaters answered questions ranging from abortion to vouchers to censorship. Both students demonstrated tremendous knowledge about the issues and where each presidential candidate stood on the issues.

Not all students were quite so enthusiastic about the mock election. But Mrs. DeHart says that this is no big surprise. The apathy that some students demonstrate is "parallel to the apathy among adults."

Administration Unveils a new Vision for Homecoming

By Quen Cheng

Recently, Homecoming at Albany High has meant more than school spirit, activities, and football. Unfortunately, miscreant behavior and vandalism have been rampant.

Traditionally during Homecoming week, students spend their late nights patrolling the streets, tossing eggs at underclassmen, and decorating houses with toilet paper. Often, these activities get out of hand. Two years ago, a parent was hit with a frozen egg, and this past year, a house was spray-painted.

As a result, students, parents, and the community annually look to the school administration and wonder what changes will be implemented in response to the craziness of Homecoming.

Last year, float building was canceled. This year, night activities were moved to the afternoon in an effort to quell the nighttime behavior of students.

However, the current administration at the high school wants to shed the image of the "oppressive, punitive educators," according to Principal Gloria Galindo. She and vice principals Randy Booker and Amy Hanson are working hard to make Homecoming a fun but safe time for everybody.

Mr. Booker said that when he attended high school in Santa Rosa, "every week was a homecoming week" in that spirit-building activities such as sports rallies were commonplace. That is the vision that the administration has for Homecoming activities here at Albany.

"Ultimately my vision is to have the same mentality that we had for Day on the Green [last year]," said Mr. Booker. "Everyone had fun, everyone had a good time, and we had fun activities."

In addition, both Mr. Booker and Ms. Galindo talked about the issue of school spirit versus class spirit. Mr. Booker believes that ultimately, having class compe-

► **Vision see Page 5**

Campus Connection

► End of First Quarter

The Quarter ends on Thursday, November 9. That leaves you only one week to pull up those grades.

► Veteran's Day

Friday, November 10 is Veteran's Day, which means NO SCHOOL. Many colleges still have school so take the opportunity to make a few visits to some local schools.

► Fall Play

Two one act plays are being performed for Albany High Students by the infamous "Theater Pimps." The plays are *Offending the Audience* and *Alice & Wonderland*.
Performance Dates & Times:
- Fri., November 10 8:00 p.m.
- Sat., November 11 8:00 p.m.
- Fri., November 17 8:00 p.m.
- Sat., November 18 8:00 p.m.
- Sun., November 19 5:00 p.m.
Pricing, Etc.
- \$5 for students and seniors
- \$7 for adults
- Ask your teacher for extra-credit!

► Thanksgiving Holiday

Thursday, November 23 (Thanksgiving Day) and Friday, November 24, there is no school. Remember, don't eat TOO much...

What's Inside...

A's vs. Giants: Which do AHS students like best?

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Homecoming: Many issues, many opinions.

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Theater at AHS: A preview of upcoming productions

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Fall Plays Set To Go!

By Brent Hecht

This year, AHS' Theater Ensemble is trying something entirely new: in-your-face, break-the-fourth-wall, innovative drama.

Directed by Amy Sass, "Offending the Audience" and "Alice and Wonderland," the two half-length productions that the club will be performing the weekends of November 10 and 17, are both textbook examples of experimental theater. The plays will be performed one after another.

Of the two, "Offending the Audience" is the more experimental. The entire play is written in paragraph form, there are no defined parts, and all lines that the actors recite are directed at the audience.

Despite their unfamiliarity with the play's structure, the eight-member "Offending the Audience" cast is highly enthusiastic. "At first I was skeptical, but this play is really going to be schwag!" says cast member Kevin Gamba.

Cast member David Edwards jokingly agrees, "It could be worse." Daphna Klugman, who, along with Ryan Takemiya, is a Co-Assistant Director for "Offend-

ing," appreciates Ms. Sass' emphasis on body movement. "Movement is a huge part of theater. It's amazing to see the talent in the cast and their growth thus far," she proclaims.

Theater Ensemble's production of "Alice and Wonderland" is by no means identical to Lewis Carroll's legendary tale of the same name. While the play does follow the tale's general plot, many of the details are altered into a "hilarious pseudo-reality".

"It's great," says "Alice" cast member Daniel Gottlieb. "One word describes this play and that word is 'bomb-diggiddy.'" Gottlieb also expresses his joy at getting to play The Mad Hatter. "I get to run around like an idiot," he happily explains.

The plays will be performed on November 10, 11, 17, and 18 at 8:00 p.m. and November 19 at 5:00 p.m. All performances will be held in the AHS Little Theater. Tickets, which cost \$5 for students and seniors and \$7 for adults, can be reserved by emailing theaterensemble@hotmail.com or by calling 559-6550x4125.

Exit Exam Too Hard?

► HSEE, from Page 1

Are this year's freshmen ready for the new Statewide High School Exit Exam? They will get a chance to volunteer to take a pilot exit exam (HSEE) this coming March and find out if they are able to meet the new standards and graduate in 2004.

The math and science departments have to make the biggest adjustments in curriculum to teach to the new standards.

The math department has already begun to make its changes. At Albany Middle School, eighth graders are currently taking math courses that are equivalent of AHS IM-1, or pre-algebra courses, in order to meet the requirement for the higher standard of the exit exam.

Mrs. Klein, who has been involved in the school's efforts to upgrade its standards to meet these new requirements, said field testing of the new exam last spring didn't produce very good results. The test went back to the State Board of Education (SBE) for a



CHOIR MEMBER Lucia Graves in her costume before the Advanced Chorale's 2nd Annual Madrigal Evening

rewrite. Changes were made to accommodate all students.

In early October, a random selection of sophomores in La Morinda schols took a revised edition of the HSEE. Based on the results of this revised test, the SBE predicts that many may still fail the

exam when it is given to all the state's sophomores.

There is a general feeling among some teachers that many students just aren't ready to pass this exam. According to Klein, "There is a difference between being exposed (to new curriculum), and learning."

New Teachers Are Welcomed to Albany High

By Brent Hecht and Jane He

Silence rules in a classroom that has sat empty since thirty spirited students rapidly vacated its beige walls almost three months ago. A sound slices through the silence. Then another.

Now a chorus of voices emerges. Students chatter excitedly, catching up on all the events of the just-ended summer vacation. The slightly rusted door bursts open with a scratchy squeak. Students pour into the classroom, grudgingly taking in the familiar beige surroundings.

But something is new... something is different. The students stare with wide eyes at the unfamiliar adult nervously standing in front of them wielding a tardy sheet and a pen. "Oh no!" think the students, "not a NEW teacher!"

This year, Albany High School has gained ten new teachers and staff, all of whom promise to add a dynamic element to the school's educational environment. Each member of the new staff provided "The Cougar" with a few juicy autobiographical facts with the hope that their students will stop thinking, "Oh no, a new teacher!" and start looking forward to a fun-filled, educational year.

So, without further adieu:

Maura Fitzgerald

She dances, acts, practices Buddhism, and has an A.A. in Graphic Arts from the City College of New York. Also rmed with a B.A. in Math from San Francisco State, this Renaissance woman may just be your new math teacher.

A 12-year teaching veteran, Ms. Fitzgerald wants her students to feel comfortable asking her questions and coming after school for help. Most of all, however, her goal as a teacher is to "appeal [and bring out] to the positive nature" of all her students.



Steve Brand

Although he is a new teacher in the Albany High School science department, Mr. Brand is definitely not unfamiliar with standing in front of thirty students demonstrating a lab procedure. After attending Dartmouth, UCLA, and UC Berkeley to get his B.S. in social science, he taught chemistry for eighteen years at Berkeley High before leaving for AHS.

His teaching experience is definitely shown in his original deterrent against taking off one's goggles during a labs.

The punishment requires a guilty student to stand in from of the class and sing the already notorious "goggle song". Mr. Brand's desire to "be a good teacher" is aided by his deep understanding of many types of students. This understanding comes in part from the experience he has gained raising his 26 year-old severely disabled daughter.



Sally Benjamin

This former water skiing teacher has traded in the thrill of cutting through the pristine waters of a mountain lake for the exhilaration of helping students achieve their academic and personal goals.

After graduating from the University of Michigan with Masters degrees in counseling and bilingual education, she taught at Albany Middle School for ten years before becoming counselor at Albany's McGregor High School, and finally taking the counselor position at AHS.

Ms. Benjamin, who is a licensed Marriage and Family Therapist (M.F.T.), hopes to use her experience from McGregor to expand her role as counselor from one of being a solely academic resource to one in which her students feel comfortable coming to her for all their problems.

Steve Gottlieb

When the administration hired this 27-year veteran math teacher earlier this year, it was not aware it was hiring somewhat of a celebrity. In his younger years, Mr. Gottlieb held two Guinness world records for the longest and highest distance to throw a Frisbee and catch the Frisbee himself.

Attracted by his Frisbee skills, the Warriors hired Mr. Gottlieb to put on half-time shows at their home games. In addition, he appeared on the Japanese equivalent of "The Late Show with David Letterman".

These days, Mr. Gottlieb's penchant for Frisbee has given way to an interest in astronomy (he writes for Sky & Telescope Magazine), other sports, and, of course, teaching math.

Susanne Herzman

Currently an English teacher and yearbook advisor at AHS, Ms. Herzman is in her second year of teaching. A New York City native, she received her B.A. from NYU and her Masters from Stanford.

Mrs. Herzman wishes to "instill the love of reading in



[her] students" and help them to overcome their fears of writing. In addition, she wants to learn more about AHS and looks forward to engaging in the Yearbook experience with her Yearbook class.

Ms. Herzman enjoys biking, reading, hiking, and traveling, a passion that she satiated with a road trip to New York during the summer.

George McCalla

Mr. George McCalla is an instructor of Science Lab, math and Homework Lab. Formerly a professional scientist, he wants to share his passion for science with his students.

Mr. McCalla attended Texas A&M University, where he received a B.S. and a M.S. He also has credentials to teach science and special education. He has spent his eight-year teaching career mostly in middle schools.

In his spare time, Mr. McCalla swims, watches sports on TV, and involves himself in his son's sports. Likewise, he is a die-hard, season ticket holding, Raiders fan.

Jocelyn Taboada

Born in Florida, this Florida State graduate has hardly lived the life of the stereotypical American. After college, she moved to Mexico and lived there for thirteen years with her husband before her family decided to move back to the United States.

Her three kids have since graduated from the Albany school system. At AHS, Ms. Taboada hopes to instill a love of Spanish into her students and teach them how to use and appreciate the language.

When not indulging in the wonders of the Spanish language, Ms. Taboada enjoys watercolor and freelance figure drawing.

Julie Ashley

Ms. Julie Ashley is not a new face on campus, but as of this year she is an official member of the AHS teaching staff. A former U.S. and world history student teacher, Ms. Ashley is taking on new challenges this year by teaching ESL and Leadership classes.

Ms. Ashley hopes to make her ESL students more comfortable with English and to get them more involved in extracurricular activities. She also plans on having a successful year in the Leadership class marked by greater participation in community service and dances.

Currently, Ms. Ashley is working on her masters degree in education at San Francisco State University. She completed her undergraduate studies at UC San Diego.

Ms. Ashley spends her free time playing soccer and volleyball, cycling, and competing in triathlons.

Students Debate Merits of Homecoming and Student Conduct

Students Don't Seem to Want Homecoming

Both Sides Tend to Overreact

By Brent Hecht

As Albany High students, we must ask ourselves a question: Do we really want Homecoming next year?

Why, of course we do, right? Wrong... If our behavior during this year's and past years' Homecoming weeks is any clue, we evidently want Homecoming canceled immediately and permanently.

This year there were spray-painted houses, dangerous egg fights, and vandalized storefronts. In past years there were bleach-filled water balloons, serious injuries and even a lawsuit. How long can we expect the police and the Albany community to put up with our miscreant behavior during Homecoming week? How long before the administration buckles under the pressure of the complaints from the police and the community? Most likely, the answer is not long at all.

In the view of the Albany community and the police, the high school is indirectly supporting a rash of vandalism and violence that threatens not only

residents' children's safety, but also residents' property.

During this year's Homecoming, for instance, a sixth grader was hit with a frozen egg. The community's opinion is soundly based in logic. If the city of Albany does not allow riotous demonstrations to be held, why on earth is Homecoming permitted? Why risk personal safety and property over a few days during which high school students get dressed up and parade around Memorial Field?

For some reason, we AHS students seem to think that Homecoming is our divinely-granted right. It is time for us to wake up and smell the splattered eggs all over the car we have just pelted. Homecoming is a time for us to show our spirit, and if our school spirit is hazing freshmen, abusing middle schoolers, and causing thousands of dollars of spray-paint induced damage, why encourage school spirit at all? If we do not clean up our act, Homecoming will be canceled... and with it will go the boys volleyball game, the dressing up spirit, the eating contest, the lip-synch, and powder puff.

By Sean McKay

Homecoming has always been an exciting time of year at Albany High, but in recent years, numerous problems have become a hindrance to not only school officials, but to students as well. Tension has grown between the faculty and student body regarding the changes made to Homecoming, not to mention the unacceptable behavior of my fellow members of the collective classes here at Albany. As a result, privileges have been limited, and activities are pushed into the early afternoon. A portion of the student body (including myself) choose not to think of homecoming as a joke, but as a positive situation in need of minor amelioration.

The point to address is, as every student at Albany knows, student conduct. There is a history of rowdy behavior taking place not only after school, but also during school. You are privy to sights on the streets of Albany late at night that would never take place during any week but homecoming. Eggs, toilet paper, and other household items/condiments become weapons in the heat of battle on

the sidewalk. It is not a pretty sight, having seen it myself.

Many homeowners, with children in this school and not, find themselves washing the eggshells down the driveway and scrubbing shaving cream off the minivan. In

dents has deeper roots than just homecoming activities or lack thereof, but where there's smoke there's fire and limiting activities isn't the answer to the problems of Homecoming.

Students shouldn't be littering the streets with eggs and ruining other people's property, but Homecoming is one week out of every year, not to mention the fact that you're only a teenager for so long. To put it simply, you can't expect Albany students to just lay back and stay home during the most spirited, exciting week of the school year. We aren't out there murdering people, you know.

My theory is that once the students became more rowdy and provoked tighter regulations, things of course became unavoidably worse. Everybody needs to calm down, let the week roll by, and have fun without compromising other people's feelings or security. Mutual respect will create an environment in which everybody can enjoy Homecoming for what it is; an opportunity to boost school spirit and support our teams in their respective games.

Everybody needs to calm down, let the week roll by, and have fun without compromising other people's feelings or security.

an effort to curb said activities, and in response to last year's assault on Mr. Booker, all nighttime events have been moved forward.

I would agree with this, except that some students who would be at these rallies and powder puff games at night instead choose to go out earlier than usual and run the streets. I do not condone this activity in any way, but students will go out. They went out when my older brother went out, and did before that. Nighttime activities at least helped to relieve the pain of having to spend four years in portables, and most students will agree that going to games and seeing your friends is just plain cooler at night. The resentment from stu-

Home Sweet Home: The Lost Cause

It's a Good Idea (but does it Work?)

By David Kao

Fifteen minutes. That's the amount of time that was stolen from Albany High students due to the addition of homeroom.

As a result, first period on PDS Wednesdays has been moved up to 7:40 as opposed to last year's 7:50 start time. In addition, school ends five minutes later in order to free up some more space for the homeroom session.

Those 15 minutes may not seem like much, but hey, how many of us cherish even those few itty-bitty minutes before class to cram in a tad bit more information prior to a test?

Or more so, how about the comfort that each student took in knowing they had 10 extra minutes to sleep in on Wednesday mornings?

Though weary, fatigued, exhausted, overworked (yeah, you get the picture...) students have to drag themselves out of bed 10 minutes earlier and also stay after school five minutes longer, it's also

these 15 minutes that carry the hopes of something very special this upcoming year.

Besides providing a time and a place for updates and information to be passed from the faculty to the students, Vice Principal Randy Booker hopes for something

and having to put up with students day in and day out, week after week, are teachers still willing to devote more time to the students?

Mr. Booker assures that the teachers were very much for the idea of homeroom, which would hopefully lead to better communication within the school itself.

It's a good idea. It's a very thoughtful and optimistic idea. But one must wonder how many students actually care about the vi-

sions that the administration and faculty have for homeroom. First of all, how many students even know the full extent the purpose of homeroom?

The purpose is for students to be able to build bonds with each other. But I would put money on the fact that very few students are acutally aware of the true purpose behind the whole idea of homeroom.

Back to those 15 minutes then, this time from a different perspective. They don't seem that great a loss if the idea pans out and students actually find comfort and solace within their homeroom. The problem is, those 15 minutes seem too little time now.

There simply isn't enough time to get everything done as Mr. Bob Allegrotti testifies, "I don't think 10 minutes makes much sense...if you want to do something serious, you're going to need more time."

Like many ideas that appear good in committee, this one has just not worked out when put into practice. Hopefully if homeroom continues to exist in future years, changes will be made so that homeroom is able to meet its stated goals.

What happened to those precious 10 extra minutes of beauty sleep that we had every Wednesday morning once upon a time?

deeper – something that will stay with the students even after the last announcements of the year have been made.

"We [the administration] hope that homeroom will be a place where bonds can be formed between students and teachers... a place where students can find somebody to talk to about problems they may face, whether it be academic or not," explains Mr. Booker.

Sounds good... but what about the teachers? After grading homework, projects, and tests all night,



Quote of the Month

"I just thought homeroom was really pointless and stupid. I honestly think that it's a good idea, but 10 minutes seems too short to accomplish what they want."

— Xin Sun, senior

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THE CLASS OF '03 shows some spirit during Homecoming week

Photo courtesy ASG



Photo courtesy ASG

COUGAR FANS had a great time as Albany fought its way to a stunning victory in it's Homecoming game.

Police Officer Speaks about Homecoming

By Peter Hsu

For those students who every year look forward to participating in nocturnal Homecoming activities, the police are the most feared form of authority — being caught can mean anything from a mere reprimand to criminal prosecution.

Rumors such as that the police hate Homecoming or that the force hires a half-dozen additional cops quickly spread from student to student in the days immediately following Homecoming.

Recently I was given the opportunity to ride along with Officer John Costenbader and hear about Homecoming from the perspective of a police officer.

Contrary to popular belief regarding police officers, Officer Costenbader said "Homecoming is something kids should have fun with. I'd rather see kids having fun than sitting inside."

But he also continued to say that activities should not be taken "to the point where they are causing damage."

Officer Costenbader grew up in small town in New Jersey where the night before Halloween, high school students would run around

egging houses as well as each other and really going wild.

In reference to Albany's homecoming activities he said "this stuff doesn't even compare" to what

that basic principal of egg throwing during homecoming. "I don't think that's right. Just because something was done to you doesn't give you the right to do it to someone else."

He also suggested that if there was "something for kids to do" they might not be so likely to engage in Homecoming activities. But on the other hand he said, "it seems like some students look forward to this."

Despite reports that the number of cops patrolling on Thursday night was in the double digits, Officer Costenbader said that APD only had the minimum number of officers on duty, three.

When driving past a group of about 10 seniors he noted that while you rarely see innocent groups that large on Homecoming "if they're just roaming, they're not breaking the law... you can't stop them because they're gonna do something."

After a traffic stop Officer Costenbader gave some of the best advice for students regarding interactions with the police. "Talk to them like a normal person." If you have a "nice enough attitude" and everything is in order, "there shouldn't be a problem."

"Homecoming is something kids should have fun with. I'd rather see kids having fun than sitting inside."

— Officer John Costenbader

went on in his hometown. Becoming a police officer was not something that he originally planned. "I would never have guessed that I would do this in my whole life."

But he left the small town he grew up in because "if you didn't get out right after high school then you didn't get out at all" and went to school at Sonoma State University where he was a middle linebacker on the football team.

He encouraged all high school students to go to college saying "I'd recommend it for anybody" and "if you think that you're having a good time now" just wait until college.

Officer Costenbader challenged



Aisha Griffin, Kathryn Kirkpatrick, Tessa Hager-Holson, and Tianna Griffin



Students Express a Dislike for This Year's Homecoming

By Yaw Yiadom

"Man, this Homecoming is weak," is a phrase that has often been repeated during our festive week. The main cause of this outburst is the current lack of nighttime activities.

In previous years, Albany High School has always had powder puff football and softball or volleyball during the night. We also have had a nighttime rally for the sports teams that were competing during the week. This was a time for all of us to come together and support each other outside of the normal school hours.

This tradition was taken away from us by the administration, which did not want to have the responsibility of having something terrible happening at these activities.

When asked why no nighttime activities were going to be allowed this year Vice Principal Randall Booker said, "There are many reasons why, such as when I got hit with an egg in the back of my head, when a student got hit in the face, and a student e-mailed me a two page letter saying how he was tormented throughout the Homecoming week."

It is understandable that the ad-

ministration is worried about these types of events going on during the festivities, but they also should try to see it from the students' point of view.

Taking away the nighttime fun is almost like taking away the essence of Homecoming. Doing this may cause more of a disturbance and rebellion against the administration than the night activities.

During Homecoming week students just wish to have fun and enjoy themselves. If that includes a little nighttime raucous, so be it. This whole week is about good-natured fun and is not meant to hurt anyone. To take away nighttime activities is just ridiculous and needs to be brought up with the school board for future Homecomings.

I understand what the administration is trying to do. I understand that they are trying to keep everyone safe. I understand they don't want anymore egging. What I don't understand is why they are putting an end to our nighttime activities, why they are halting tradition. After so many years of great Homecomings, why are they reducing it down to this? I'm afraid that years from now the student body will still be saying, "Man, this Homecoming is weak."



PAJAMA DAY got at least a few people to participate. (I wonder what time they woke up?) Photo courtesy ASG



Congratulations to this year's Homecoming Royalty...

Seniors Arjun Singh and Allison West
 Juniors Curtis Steudeman and Lauren Nakasato
 Sophomores Danny Ho and Keri Pock
 Freshmen Brad Phelps and Natalie Guzy

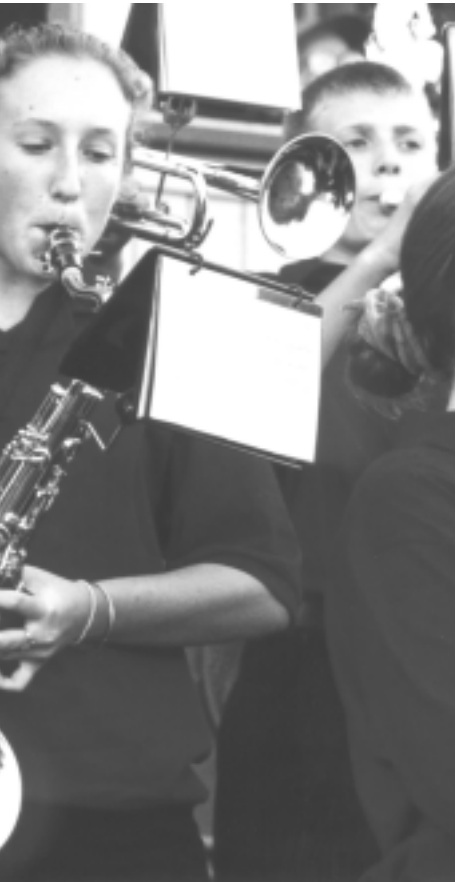


Photo courtesy ASG

"I never let schooling interfere with my education"
 — Mark Twain

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PAID ADVERTISEMENT

Administration Unveils Vision for Homecoming

► *Vision*, from Page 1

titions during Homecoming week detracts from the school spirit.

"Homecoming week should be to build school spirit throughout the week towards the football game on Friday," according to Mr. Booker.

"It isn't for one class to beat up on another class, either physically or points wise....I think the competition between classes, the negativity between classes, does more damage than anything else. It tears the school apart."

The administrators mentioned possible activities in the future to be a seniors versus faculty basketball game or a freshmen and seniors versus juniors and sophomores powderpuff football game.

Both proposed activities are designed to be fun ways to build school spirit while eliminating class competition.

However, the administration also understands that traditions are hard to break. Ms. Galindo is hopeful that soon, a collective effort between the community, staff, and students will result in a safer Homecoming.

"[The chaos] has been happening for so many years that no one questions it and they just do it," said Ms. Galindo. "We can start a different tradition. I think it takes classmates who can stand up to classmates and say, 'No, that's not right.'"

Though the chaos of nighttime adventures during Homecoming is far from being completely resolved, there is hope. The administrators believe that this year's

Homecoming was a step forward from previous years. There were far fewer on-campus problems, and float building and the parade were successful. Both of these activities had been cancelled last year. Also, teachers say that students stayed on course with their academics much better than they did last year during Homecoming.

Next year, and in years to come, the administration plans to continue to take steps to reduce class competition, build school spirit, and eliminate vandalism and hazing.

One huge asset next year will be the completion of the new school and the new gym.

"I think it will be completely different," said Ms. Galindo. "All of the school spirit, the school culture, everything is going to be so different with the building."



Stress of College Admissions Eating Seniors Up

By Lauren Nakasato

This November, seniors at Albany High will be competing against 1.2 million other high-school Seniors across America for admission to their top-choice colleges.

They have been preparing for it since junior year, from acing SAT I's and II's to maintaining a perfect 4.0 GPA to filling out applications.

With application deadlines just around the corner, time is running out. It's crunch time and the pressure is on.

Sound stressful? Although some students are strolling through the college admissions process, most students are frantically trying to pull themselves through it, leaving sanity behind.

Among the most frazzled, Bonnie Huang, a stressed-out senior at AHS, hopes she will stand out to the admissions officers at MIT (the Massachusetts In-

stitute of Technology), Harvard, Stanford and Cal (the University of California, Berkeley), her top four college choices.

As if seriously applying to four of the most competitive colleges in the nation isn't enough, Huang is also applying for early decision. This option, in which the applicant applies early, gives the student a better chance of being admitted because her application is not being viewed with and weighed against the applications of many other students.

Huang, in her efforts to beef up her application, has accumulated a very impressive list of courses on her transcript. It is so jam-packed with vigorous courses, her friends can hardly believe that she is still alive. "When people see my transcript, they wanna wretch," laughs Huang.

To be competitive, however, this is the kind of schedule one must have. Last year, out of 40,000 U.C.

Berkeley applicants, only 8,000 were admitted. At least 10,000 of those rejected had a 4.0 GPA.

Yet with all of this stress, Huang has never questioned her plans to go to college. "In today's world, you can't get anywhere without a

DEADLINE



college education," she affirms. "I've gotta go to college." She has never known it any other way.

Also seeking a higher education is Senior Rebecca Zarchy, who is taking three AP courses and wondering who said Senior year is a breeze.

However, Zarchy is more pre-

pared for the upcoming application deadlines than most, with a solid, satisfying SAT I score and time to work on her personal statement.

"If I'm on top of it, what happens to the people who aren't?" said a somewhat overwhelmed Zarchy in awe that there are students out there who are much less informed about college than she. "It's scary," she said while shuffling through her college applications.

As the seniors race the clock and scramble to turn in their applications, the Juniors keep a calm but watchful eye on the process, knowing that next year this will be them.

Unlike many of the seniors, Junior Athalia Markowitz is feeling confident about her college game plan. "I don't stress over it," she said calmly, knowing that she still has a whole year until her applications are due.

However, unlike many juniors,

who are not yet stressed but who simply have not given any thought to the matter, Markowitz is well-informed about college, because she has spent large amounts of time researching and consulting with her counselor.

Counselor Vicky Lilienthal, AHS, knows that the whole college admissions process is overwhelming for many students who believe "that they have to do it all," meaning AP courses, community service, sports, extra-curricular activities and fulfilling many other college requirements.

However, she believes that the main role of the counselors is to help guide students through the college admissions process, and she encourages students to give them a visit.

Ms. Lilienthal reminds students that college is all about them and what they want, advising them to try not to get overwhelmed, and remember that "there's more than one college out there."

Jane Goodall — Inspiration to All Who Hear

By Elizabeth Pfeffer

Your relatives are hairy! They also make crude noises and scratch themselves in places where...well, yeah, they scratch themselves.

If you trace your family tree back far enough, you're bound to find a chimp swinging around somewhere.

Jane Goodall, the award-winning British ethnologist, lives for the conservation of chimps.

Renowned for her decades of work in the Gombe Stream Chimpanzee Reserve in Africa, Goodall is a very well-published author and travels year-round gracing college campuses and auditoriums with her knowledge and stories of our "distant cousins."

"I nearly thought that she was crazy when she said hello to us in 'chimpanzee,'" said Senior Zak Ricards of Jane Goodall when he went to hear her speak on October 4, in Zellerbach Hall at UC Berkeley.

Dr. Goodall began her talk by delving into her childhood and natural interest in nature.

She recalled the time as a child when her mother spent all day looking for her with no avail.

It turned out she had been perched in the chicken coop observing where eggs come from.

On the grand stage, Goodall spent a hefty chunk of her lecture time stressing conservation and environmental factors affecting chimps, as well as exhibiting slides of the animals with which she shares a deep attachment.

Many of us may have seen a video about her in biology or know of her foundation, The Jane

Goodall Institute for Wildlife Research. Those who have heard her in person however, insist that it is remarkably more powerful to experience her face to face.

"It was really sad because there are so many horrible things going on with the chimpanzees," declared Tessa Holsen, who was strongly affected by Goodall's talk.

"The story that caught me most was one that she told of a mother and son pair named Flo and Flint.

Flo became very sick in old age and died when Flint was only eight. Flint stayed around the site of his mother's death. This depression led to uneven eating habits and eventually a weaker immune system which caused the death of Flint less than

a month later," recalled Zak Ricards.

Now a doctor by honorary degree, Goodall entered Gombe in 1960 and has been studying there ever since.

The original group of chimps that Goodall bonded with are mostly long gone, but as a ritual she continues to share stories about them in her speeches.

Dr. Goodall has several heart-warming as well as gut wrenching tales which she shares with eager listeners, but is disappointed in the lack of avidity most people assume in the conservation and protection of our closest animal relatives.

Jane's fight for the chimpanzees earned her a well-deserved 1995 National Geographic Society's Hubbard Medal. Although she does not work in the field much nowadays, she continues to write and study.

"Her care, devotion, and love of making the world a better place for chimps was really inspiring," recollected Holsen.

Like most members of the audience, Holsen left with a story vividly ingrained in her memory. In Holsen's case, it was a story in which a mother chimp passed away and the older of two brothers assumed the responsibility of caregiver, taking the little chimp

under his wing.

Undeniably, Goodall is considered a ranking authority when it comes to chimpanzees. Her studies have shown that chimps are even more closely related to people than was previously thought.

She is also strongly convinced that chimpanzees feel emotions almost identical to those of humans.

Dr. Goodall has come to such a great understanding of chimps that

she can essentially communicate with them using movements and calls. In doing so she has caught glimpses of the inner workings of the chimpanzees' understanding.

The work of Dr. Goodall has made a deep impact on the study of chimps, and her voice has inspired those who hear. In awe of her accomplishments, Ricards asserted, "She has already made such a great difference, but she wants to do more."

Osment Carries Viewers 'Forward'

By David Kao

From "I see dead people" to "pay it forward," Haley Joel Osment (*The Sixth Sense*) is making a name for himself as the boy with a knack for big sayings.

Osment, who made his debut alongside Bruce Willis in last year's big hit, *The Sixth Sense*, is once again paired with superstars of the movie business — this time, two of them. He stars with Kevin Spacey and Helen Hunt in *Pay it Forward*, a sentimental movie that hits close to home.

Osment plays Trevor McKinney, a pensive 11-year-old boy who is neglected at home due to the absence of his father and his mother's need to work two jobs in order to support the family.

To make matters worse, his mother, played by Hunt, is an alcoholic who, despite having promised her son to quit, is find-

ing it a near-impossible task.

On the first day of school, when Trevor's seventh grade history teacher (Spacey) issues an extra-credit class project —

"to think of an idea that will change the world, and put it into action," the boy takes the assignment and runs with it.

He comes up with the idea of "pay it forward," where he does large, life-changing favors for three different people and in turn, he requests that each of them pass on favors to three others in need. Soon, Osment believes, the world will become a more pleasant place.

The beauty of the movie lies in its ability to capture the innocence of the boy and his idea.

Like any child, Osment's character carries great expectations for his simplistic plan. When it doesn't fly off the bat particularly well, however, he is natu-



rally disappointed.

In a last-ditch effort to change the lives of two people, Trevor introduces Spacey to his mother. In his little world, he figures that they'll be a perfect fit for each other — mother being alcoholic, teacher being single.

Never mind this lapse in logic, or the unrealistically quick blossoming of love between Hunt and Spacey. These flaws are overlooked as all three actors turn in stellar performances.

Hunt turns in a touching performance as a single mother facing all types of adversities. Spacey delivers his character with the sarcasm and stoic poise needed to make him appealing to the audience, and young Osment once again succeeds in plucking at the hearts of the viewers.

The movie ends on a touching note that leaves many viewers wiping their eyes.

So, next time you're walking down the deck and see somebody in need, as Osment would say, just "pay it forward."

Teachers Rally for Higher Pay after Rejecting District Contract

► *Teachers, from Page 1*

Last spring, when Albany teachers attended a rally in Sacramento demanding more money for schools, they and 10,000 other teachers from across California had their request granted when Gray Davis promised an additional \$1.9 billion for education out of \$13 billion of government surplus money.

This money was announced by Gray Davis as "unrestricted money," or money not earmarked for specific school programs (e.g., athletics, music). Thus, many teachers and (mostly) elementary school parents have classified it as money that should be used for increasing teachers' salaries.

The School Board and some parents do not agree that all of the money should only be spent on salaries. Board member Marsha Skinner believes that the Board needs to "strike a balance between competing interests."

The "competing interests" for the use of the money are between the teachers who want higher salaries and the parents who want to keep school programs for their children.

While "we support more programs" said Mr. DeHart of himself and the ATA, "it can't be at the sacrifice of teachers' salaries."

Mr. Charlie Blanchard, an AHS parent, instead believes that although it is completely fair for

teachers to want higher salaries to be competitive with other districts, teachers should not get a raise at the expense of school programs.

This debate is a heated one because both sides stress very important points. Many parents argue that without programs, their children will suffer, as they will not be competitive in the college applications race.

Mr. DeHart argues that without well-paid, happy, qualified teachers, programs will not be worth anything. If teachers do not get higher salaries, new, good teachers will not be attracted to, nor remain in the district; the quality of education will go down; and students will suffer.

Whether you look at the issue from the parents' point of view or the teachers' point of view, the students will suffer. Thus, the Board is faced with a tough decision.

The Board will get the final say in how large of a raise will be honored. In past years, said Mr. DeHart, the Board has planned its budget around school programs and "whatever is left over, the teachers get." He and the ATA are determined for this to change, especially now that the AUSD will receive an estimated \$1.5 million in new, unrestricted money, according to Ms. Skinner.

This, as Mr. DeHart stated in his speech to the board, represents

roughly a 10.94% increase over state funds from last year. Ms. Skinner agrees that this is a reasonable figure, although she said it is still only an estimate.

It is not clear, however, whether the extra money the AUSD is re-

Should the surplus be used for more programs for students or higher pay for teachers?

ceiving this year will be available next year. It has been rumored that this is the only year unrestricted funds will be available.

Therefore, many teachers believe that this is "the year of the teacher," their golden opportunity to finally receive the wages that they feel they deserve.

Although rumors of a teacher strike have been circulating throughout Albany, the overwhelming response from teachers is that striking is the last resort.

"Albany does not want to see a strike," states Counselor Doug Kagawa. English teacher Laura Mori adds that a strike would "[tear] the district apart." After a strike, she believes, the school would never be the same.

Mr. DeHart agrees that going through a strike would be a disaster for everyone and an "absolute last resort." However, adds Mr. DeHart, "If the school board does

not respect us in terms of salaries, then we have to resort to whatever methods we have."

The issues of attracting new, qualified teachers and retaining experienced ones are extremely controversial. If Albany schools are not able to compete with other schools in the Bay Area salary-wise, they will not be able to attract skilled teachers and the quality of learning at Albany will go down.

Mr. Steve Gottlieb, a new teacher at AHS who previously taught in Newark, said that because teachers in his old district were receiving ten-percent raises, he took a pay cut by coming to Albany.

With living costs in the Bay Area steadily rising, the emphasis on increasing teachers' salaries is even greater. Despite the appealing atmosphere of Albany and the Bay Area, many teachers have been turned off by the high cost of living and their "inadequate" paychecks.

Heidi Brown, an AHS graduate and new Albany teacher, is still living with her parents because she does not make enough money to support herself. She stated that 56% of her current salary would have to go to her rent if she were to live in a one-bedroom apartment in Albany.

An elementary school teacher said she has a part-time job in addition to teaching. The additional job gives her a second, vital source of income. She is deeply disturbed by the fact that so many teachers (including herself) must choose between the profession they love and the stable future they need.

Mr. DeHart believes that voicing their opinions at the School Board meeting "is just the beginning," and that the next step is gaining parent support. Historically, he said, parents and students have been 100% behind the teachers' cause.

Contract negotiations between Board representatives and ATA representatives begin November 14th.

Cell Phones — Portable Brain Microwaves

By Jane He

One increasingly popular electronic device in today's society is a possible cause of cancer, creates interference on airplanes, distracts drivers and may even trigger explosions. This gadget is, of course, the cell phone.

The major concern over cell phone usage is whether the radiation by the phones poses a health threat to users. After a series of studies, the FDA recently announced that there is no scientific basis to solidly support that cell phones are safe or unsafe.

The FDA does say, according to the *Seattle Post-Intelligencer*, that escalating cell phone usage "translates into a potentially significant public health problem, should the use of these devices even slightly increase the risk of adverse health effects."

However, some groups, such as the researchers at the American Health Foundation in New York, have found a correlation between cell phone use and cancer, more specifically, brain tumors. Also, a

study by Integrated Laboratory Systems in Research Triangle Park, N.C. concluded that prolonged exposure to cell phone radiation can break down DNA in blood cells, which can lead to cancer.

The Cellular Telecommunications Industry Association refuses to comment on these types of studies and calls for further research. The association's opinion is similar to that of Elizabeth D. Jacobson, deputy director of science at the FDA's Center for Devices and Radiological Health. According to Jacobson, "We [FDA officials] didn't see what we thought were public health problems."

While the cell phones' effects on personal health are questionable, they are proven to wreck havoc on airplanes. Even if the cell phones are not in use, radiation from the phones can disrupt the operation of complex electronic equipment aboard the plane, namely navigational systems.

Moreover, using cell phones while driving is dangerous. As early as 1997 researchers found

that in-car cell phone use quadruples the risk of an accident. Experts, however, do not discourage the use of mobile phones for emergency purposes, as long as drivers do not use them to chat while driving.

Surprisingly, cell phones can also be culprits in accidental explosions of the commercial explosives used in mining and civil engineering projects. When turned on, a cell phone replies to messages sent by a cell transmitter to determine if the phone is within range of the cell. Such replies are known to interact with the trigger devices in the explosives if the cell phone is within short range of explosives.

Recently, cell phone usage has spread to school campuses. A number of students at Albany High owns a cell phone and or a pager. Teachers are often annoyed by the occasional ringing of phones during class.

Junior Annie Lee, a cell phone user, admits she believes cell phones emit harmful radiation. Nonetheless, she uses her phone so people can easily contact her. Annie Lee says, "If worse comes to worse, I'll just use one of those [cell] phones which emit lower levels of radiation."

Not everyone, however, favors cell phone usage. Another junior at AHS, Columbine Robinson, likens public knowledge of cell phone side effects to that of consequences of smoking decades ago. "There may be some harmful side effects [to cell phone use] we don't know about now," she says. She also points out, "Using cell phones is definitely dangerous when driving."

ESL Is a Great Success

By Evan Hiraga

Contrary to the belief that English is a difficult subject, as evidenced by the meager number of "A's" in English classes, some ESL students consider it easy to learn.

Two of these ESL students are Junior Sara Heydari and Freshman Inkku Jero, who find it very easy to adapt to the different language and lifestyle here in America.

Heydari is currently 16 years old and was born in America. A few years after her birth, however, she moved to Iran, home to her parents. Six months ago, she once again found herself back in America, in a town called Albany.

Her family's decision to move back to America was a result of her father's renewing his Ph.D. at the University of California, Berkeley.

Jero, on the other hand, was born in Finland and arrived in America a year ago, making it her first time living here.

Many reasons have served as incentives for Jero in coming to America. Her father is attending UC Berkeley, trying to become a teacher. Coming to America also gave them the chance for a change in their lives, as well as the opportunity to explore a new country, which they have always desired.

Both Heydari and Jero feel it is easy to get used to the life of America, but they possessed different opinions prior to their arrival in the new country.

"I wanted to come to America and do new things. I also wanted to learn more English," says Jero, who didn't really mind leaving her friends and relatives as long as she got to do something new.

Heydari, however, stood at the other end of the spectrum as she strongly opposed leaving her friends, relatives, and her familiar surroundings.

One aspect that the two students do agree upon is the greater diversity found in America as opposed

to their countries. Both also nodded their heads vigorously when asked if there are other differences that make it harder to adjust.

"People act nicer in my country. In Iran we embrace the new people," Heydari said.

They believe that America's uniqueness serves as a reason why many people from other countries want to visit here.

"Everything is so big to me. There are also many different cultures," Jero commented.

Leaving your home country, your relatives, your friends, and a place of familiarity can be one of the hardest things to do for many foreign students.

Luckily, with the aid of the ESL (English as a Second Language) class, foreign students have a chance to adapt with others in the same situation.

Jero and Heydari both agree that ESL class makes it easier to meet and make new friends with other students in the same class because of their abilities to relate to one another.

ESL also provides a source where students are acquainted with not just the English language, but many different trends that are popular in America.

Mrs. Julie Ashley, the teacher of the ESL class, is one of the big reasons that this class is so successful. Even though this is her first year at Albany, she has had a major impact in making many of the students feel welcome at the school.

"I know how difficult it is to study another language and be exposed to another culture. Every day is a new challenge and you can see the progress. You can learn from a culture and also the student, which makes it exciting," Ashley says.

Due to Mrs. Ashley and the ESL class, it is no wonder why Jero and Heydari both feel that it is so easy to adapt to the American culture.

The COUGAR would like to extend its congratulations to the following national merit scholars:

Commended Students

Patrick Glenn
Stephanie Hagar
Brent Hecht
Peter Hsu
Spencer K'Burg
Alexander McCormmach
Vincent Ramey
Natalie Spautz

Daisy Phillips
Tang Shan
Jerry Shen
Daniel Sullivan
Oscar Whelan

Scholar Finalists (National Hispanic Recognition Program)

Spencer K'Burg
Diego Menocal
Stephanie Roybal

Black Americans Outstanding Achievement Program

Yaw Yiadom

Semi-Finalists

Quen Cheng
Bonnie Huang
James Liao
Xin Lu

Tennis Team Finds Promising Talent in New Players

By Justin Samudio

As the school year has progressed, so has the Tennis team's season. This year, the team had a bigger turnout, and they were able to improve their performance and ability greatly from last year.

Their record of 5 wins and 11 losses does not reflect the players' ability because many of them won their individual matches while the team as a whole lost the match. Last year, players did not have a complete understanding of some of the concepts of tennis. This year they do and are able to incorporate that understanding into their play.

One of the obstacles the tennis team has to face is going all the way to the Alameda Naval Air Base for practices and games. This takes an hour of travel time, which could otherwise be spent on practicing or homework. Junior Mariko Lightner, a new player to the team, believes that having to go all the way to the Alameda Naval Air Base for their practices is a waste of time, and senior Isobel Mills agrees.

They also thought going to the Base for home games was worthwhile, but it prevents most people from seeing the games. All the other sports teams have found alternative practice locations while the school construction has been going on, and the portables were set up on the old tennis courts.

Because the tennis team has no local courts to practice on that have enough space to accommodate the whole team, they have to travel to Alameda, where there are enough

courts for the team to practice.

The coach, Mr. Brown, believes that the season has gone better than last year. However, many of the players this year are beginners, and could still improve on their game.

According to Coach Brown, there is one player who has been the best performer so far. That has been Isobel Mills, the only one on the team, who has also been a leader for the new players because of her experience. Mills has won most of her singles matches and some doubles matches. She helped the first year players get over their nervousness, and as a result, the team has become closer.

Mills has played tennis the last 2 years, and continues to do it because she "likes the game, and the people involved," she also thinks it's fun getting together and practicing.

The Tennis season is finished for the year, and the tennis team was faced with fierce competition from private schools. Albany did not make it to the North Coast Section Championships this year, but plans on being there next year.

Private schools have more funds available to their schools and students as well. Most parents of kids at private schools have enough money to hire private coaches for their children to improve, whereas most people in Albany might not be able to afford private lessons.

Overall, the season provided much needed experience for new players in upcoming years and an enjoyable atmosphere for everyone.

Senior Football Special

By Michelle Kim

Dustin Hughes (#52)



Dustin, the linebacker and guard reflect on his four years on the team, saying, "My favorite part of being part of the team was getting juiced up for the games in the locker room." After the coaches had worked with him throughout the years, they comment on how much he has improved. "He's come out for the team every year, and improved a lot over the past seasons." Said Varsity Coach Freeman.

Karl Moore (#27)



"He makes things happen," says Coach Freeman of Karl, the running back of the team. Being the hardest hitter, he admits that he will miss hitting his teammates and opponents. With hopes of playing as a starting running back at Westpoint, Karl worked hard to become a better player. "He has improved tremendously over the past years, and he's a great player." Says coach Banks, who worked with him during the wrestling season as well.

Bryan Reggi (#97)

Being the tight end of the team, Coach Freeman says that Bryan is having his best year yet. After playing on the team for four years,



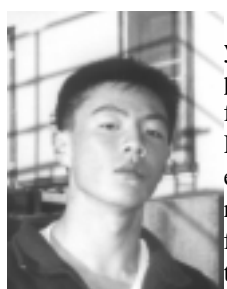
Bryan says the team had what they needed, which was unity. "The team was formed with brotherhood, and it was great that everybody came together as one family and put everything else aside."

John Sanchez (#77)



"Football has made me stronger mentally and physically," says John, the tackle of the varsity team, "It's even helped me with other work and showed me how stressful life can be." Inspired by his coaches who taught him to always work hard, John prepares himself to take the next step past high school football.

Paul Shih (#33)



After four years of playing football, Paul, the tight end and wide receiver says farewell to the sport he has loved

since he was a little kid. Wanting to concentrate on his education after high school, he believes that the leadership skills that he gained through football will help him take charge in life. "I think football has helped me manage a busy schedule and will help me out in the real world."

Peter Waugh (#84)



As a new addition to the team, Peter played tight end and corner throughout the season. "He was a really big surprise."

Coach Freeman said. "He shocked us with his skills." Although he misses having free time after school, he wanted to play during his last year in high school, hoping to be part of a community that builds self-esteem.

Yaw Yiadom (#6)

Through all the excitement and memories over the past four years, Yaw admits, "I'm really going to miss the prep talks that Banks held before and even after games." The Varsity quarterback looked up to 49er Greats like Jerry Rice and Ronnie Lot. "Yaw is a really hard worker," says Coach Banks. "He deserves everything he has, because I knew from the moment he joined the wrestling team that he wanted to be a better football player."

A's and Giants Disappoint Loyal Fans

By Curtis Steudeman

Both the A's and Giants reluctantly hung up their caps. Their hopes for a Bay Series was shattered by New York in both leagues. Their losses have devastated the Bay Area and Albany High Students.

Many people, including students were heart broken. According to a poll taken at Albany High, October 18, 88% of students are fans of either the A's, Giants, or both. The sudden loss had shocked and disappointed Albany High. Including non-baseball fans and fans of opposing teams, 57% of the school was positive that the A's or Giants were going to go further.

According to that survey, regarding team favorites, Albany High is divided up pretty evenly. Strict A's fans occupy 19% of Albany High, and the die-hard Giants fans take up 21% of the school. People in support of both teams take up the majority with 48% of Albany High. The rest of Albany is occupied by fans of the Mets, Yankees, Cubs, Mariners, and many, many others.

Some students were satisfied to see their team go as far as they did. Chris Van Dalsem, a junior at Albany, was one of those students.

"It was great to see such a low-budget team as the A's go as far as they did, but I didn't really expect them to go much farther, mainly because they had to face the Yankees in the playoffs."

The Yankees were last years World Champions and were not going to give up their spot easily.

While it was a pleasant surprise that the A's went as far as they did, the Giants were expected to make it all along.

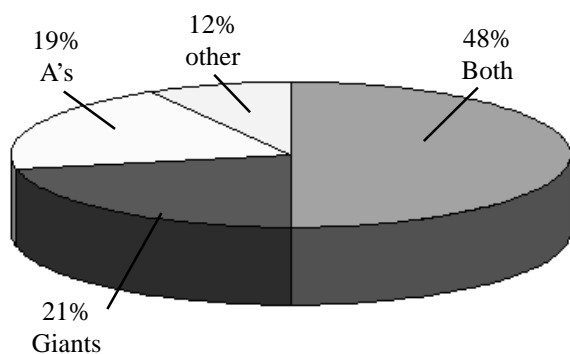
Nothing like a little pressure. Eric Carlsen, also a junior, expected more, "The Giants had the best record in baseball, and all they did was win one game in the National League Division Series. The Giants should have been in the World Series."

The A's had a splendid year, moving in and out of first place a number of times during the entirety of the season. The A's reached the

post season, but didn't survive past the first round. The A's lost their last game 7-9, while the Yankees moved on to win their fifth World Champion title in the past four years.

With a new park, new fans, and a new attitude, it seemed the Giants were ready to do some major damage. Unfortunately, like the A's, the Giants didn't carry the momentum with them to make it past the first round. Many AHS students were saddened by the abrupt end of the Giants year.

Emma Silvers, a junior at Albany High, said, "I was very depressed...I expected better from my boys, especially the Bonds, Kent and Burks thing. We had it going for a while..." Hearts were crushed as the last pitches came over the plate, but Bay Area fans remain grateful for the effort that the teams put forth this season.



Sports League Realignment Creates New Rivals

By Justin Samudio

Albany High has been put into the new Bay Shore Athletic League (BSAL). The North Coast Section Commissioners realigned Albany with 10 other schools in this new athletic league, and based their decision on the size, geographic location, and competitive ability of each school.

The schools that have been realigned to the new league along with Albany are John Swett, St. Vincent's, and St. Patrick's. Alameda, De Anza, El Cerrito, Encinal, and Richmond all remained in the Alameda-Contra Costa Athletic League. Piedmont, Kennedy, and St. Mary's also moved from the ACCAL to the BSAL, with Albany.

The soccer team will play against all the schools in the new league, along with Berean Christian, a supplement school in the league which will only compete in a few sports. The wrestling team will compete against only St. Patrick's, John Sweat, and also Berkeley as a supplement school. All the other sports teams compete against the regular teams in the new league.

Every four to six years, the NCS commissioners realign the leagues of all the high-school sports teams in the section. This past spring, the realignment took place, and the changes were enacted this fall, at the beginning of the sports seasons.

With the realignment of the leagues, the sports teams will be facing schools with similar sized student bodies, closer locations and similar ability in the BSAL. The realignment will make it possible for AHS students to support teams when they are away from home. Also, the realignment should have a positive affect on the results of AHS sports teams.

Debbie Wanlin, Athletic Director at Albany High, believes that, "Overall, the realignment will be good for Albany, since we are now matched up with schools that are the same size, but it mainly depends on the sport, and how competitive the new teams are in each one."

Ms. Wanlin believes that the creation of the new league was fair, but no school is completely happy. Glitches in the schedules of games for certain sports will be fixed for next year's season. "By next year, the schools affected by the realignment will be adjusted to the changes, and the schedules will be redone and fixed."

When assigning teams to leagues, there was a controversy over which league one of AHS's main rivals, St. Mary's, was going to be in. The NCS commissioners originally put St. Mary's in the ACCAL, a league of bigger schools, because St. Mary's can compete at a higher level than most of the other smaller schools.

Only time will tell whether this realignment has affected Albany for the better, or for the worse.