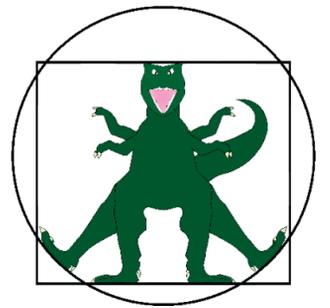


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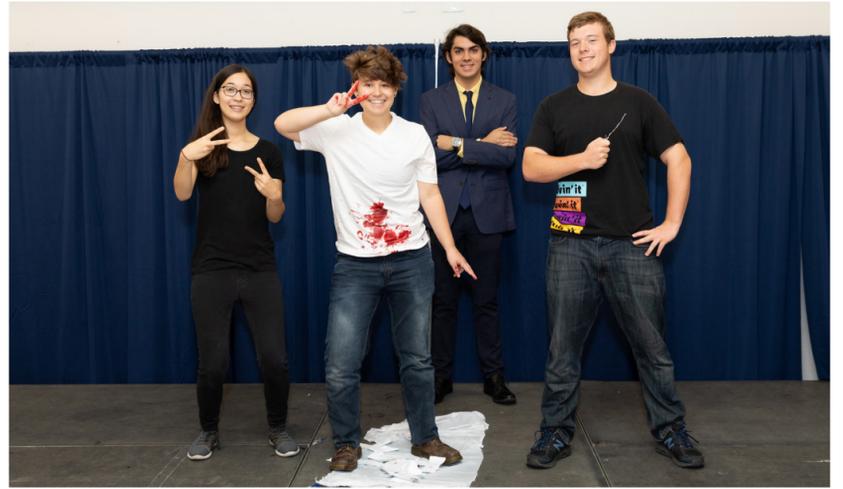


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That's A Wrap: Quarter One Finishes with a Bang!



Top Left: Sophomore Ethan Horowitz presents on the similarities and differences between his island and the island in *Lord of the Flies*. Top Right: Seniors Aiyana Shaw, Charlie Teresi, Ramiro Cabanillas-Ledesma and Avary Marsh celebrate a successful finish to their *Yo, Caesar* presentation. Bottom Left: Seniors Neil Das and Garnet Phinney read lines from *Julius Caesar* (Sarah Oide, Vitruvian Staff). Bottom Right: Juniors Justin Yeung, Amanda Kim, Maggie Watson, and Bradley Shaw strategize after a session of arguments from both sides (Contributed by Manda Yeung, DV Parent).

By AVA MACDONALD
Staff Writer

Just a few months into school year and the students of Da Vinci Charter Academy have already finished up their first projects of the 2018-19 school year!

The sophomores finished the inaugural project at the high school, with *The Island Project*. The sophomore class was tasked with creating a government that would withstand 100 sophomores trapped on a deserted island. On the English side of the project, the students read William Golding's *Lord of the Flies* which related quite literally to what was going on in their World Civilization class.

Many created outlandish governments that were too silly to exist, but other students created more practical ways to govern themselves. Sophomore Na Leifson and her team of sophomores were tasked with creating a theocratic form of government on their island.

"[Our government has] a lot of freedom to what our religion is [...] and it can be whatever we want as long as we have those people believing in it," Leifson said.

When the sophomores presented, they needed to have pieces of propaganda that supported their government, a flag for their government featuring symbolic elements and a PowerPoint presentation describing the inner workings of their government and how it related to William Golding's *Lord of the Flies*.

Da Vinci's juniors started off their second year at the high school with a big project in their humanities classes, *Whose Constitution Is It?* Juniors at Da Vinci were asked to debate from the perspective of different social groups on whether the Constitution was created to be fair and equitable for all Americans.

Before the debates started, the 11th graders learned all about the details of the Constitution and how the document was established. Although there was no book assigned on the En-

glish side of this project, each junior was given a packet of reading that they needed to annotate and use as evidence later on in their debates.

Some students represented the Founding Fathers, or Federalists, while others represented African Americans, Women, Native Americans, and Anti-Federalists. Many students believed there would be no way for the Founding Fathers to win based on the beliefs of people today, but the end results of the debates surprised them!

Junior Owen Jee represented the Founding Fathers in a debate against women. Jee believed that the project was difficult, but rewarding in the end.

"It was pretty fun, but it was challenging, it was a lot of hard work," said Jee. It seems like Owen's hard work paid off because his team was able to win their debate!

The most seasoned students at Da Vinci, the seniors, also recently finished up their first project of the year, *Yo, Caesar!* In this proj-

ect, seniors were tasked with reading William Shakespeare's *Julius Caesar* as well as annotating many documents from different political philosophers in their Government and Economics class with Ms. Connors.

Each of the components within their readings and led the seniors to create their final product: re-imagining the play, *Julius Caesar* in a completely new country and time period in which the play occurred, allowing seniors to get creative and put their own spin on things. Senior Charlie Teresi enjoyed the project as a whole.

"I enjoyed reading the political philosophers with their different ideologies, considering that they were very similar despite their small differences," said Teresi.

With each of these iconic projects wrapped up, each class at Da Vinci is bracing as new projects are rolled out. Based on the success students have seen in these first projects, the future is looking bright!

Students Reflect on South Korea Trip

By JUSTIN YEUNG
Staff Writer

For the second year in a row, members of Da Vinci Charter Academy's South Korea Club traveled to South Korea this summer as part of the exchange program between Da Vinci Charter Academy and Yuseong students. Zevik Citron, Hadley Citron, Jenna Christensen, Grace Holt, Hyung-Seok Park and teacher advisors Ms. DeRobbio and Mr. Langone toured the city of Daejeon, South Korea, immersing themselves in Korean culture for nine days.



Da Vinci Korea Club Members with students and faculty from Noeun High School (Hadley Citron, Vitruvian Staff).

The students' travel itinerary was filled with fun activities, including visiting the National Science Museum, living at the Magoksa Temple and taking a Korean cooking class. At the National Science Museum, the students learned about nature and wildlife in Korea. They learned how to make gimbap, a type of Korean sushi, and japchae, a Korean glass noodle stir fry dish in their cooking class. The students also practiced Korean calligraphy at the Yuseong-gu Lifelong Learning Center. While staying at the Magoksa Temple, the students studied Buddhism from local monks.

"We got to meditate on these little rocks in a small stream, which was pretty cool," said Senior Hadley Citron.

In addition to experiencing Korean culture, the students attended Noeun High School for two days, where they sat in classes with their new Korean buddies. The students sat in on various classes, ranging from math and science to Chinese language class.

"They are so rigorous with their schooling," Holt recalled. It was a tremendous shock to the Korea Club students to attend school from 7:45 AM to 10:30 PM, with extra school from 10:30 PM to 12:30 AM. Unlike Da Vinci, the teachers relied on chalk boards and paper books instead of laptops to teach.

Park said, "It was very cool to be part of a Korean school for two days, and also the students there were very nice and welcoming! Some even asked for pictures and such, making you feel like some kind of celebrity!"



Da Vinci students meditating with Buddhist Monks at the Magoksa Temple (Hadley Citron, Vitruvian Staff).

Along with touring South Korea and experiencing Korean school, the South Korea Club attended a baseball game.

Citron stated, "It was not at all what I was expecting. When each of the home team's players went up to bat, everyone would sing a song specifically for that player."

To conclude their trip, the students met Lee Jae-Kwan, Deputy mayor of the town Yuseong-gu, before heading to the airport.

Soon it will be the South Korea Club members' turn to host the Korean students. Their newfound friends will visit Da Vinci Charter Academy in the winter, where they will sit in on our classes and be shown around Davis. If you meet them, be sure to say "Hi" and welcome them to the school!



Catching up with Foreign Exchange Students

By NATALIE VINH
Web Editor

Waking up, going to school, doing homework, and spending time with friends is a routine high school students know best. But imagine doing it all in an entirely new country. Exchange programs, such as the ones Da Vinci hosts, allow international students to leave home in search of a new experience in a new place, where they will live for a year with a volunteer family. After the year has ended, the students return back home and reintegrate into their past lives. It's not hard to imagine what kind of growth a year abroad can have on the students. In fact, three students from the 2017-2018 school year reminisce on their time in Davis to explain how independence has changed them, and how time in America has shaped who they are.

Bruna Menezes, a student from Brazil who spent her junior year at Da Vinci, explains how life has changed after her year in America. "I do have a different perspective on stuff," she notes. "I think I'm just paying more attention to most things and getting more details to myself of what is happening each moment, and I started to do it when I was in the US, so I'm always going to remember each second the way it was." She also mentions a newfound sense of independence that came from being on her own. "Now that I'm back, I realize that I'm more responsible and independent than I was

before."

Menezes is not the only student discovering independence. Alex Nitzke, a student from Germany who also spent his junior year at Da Vinci, remarks on the same idea. "I feel like I have mentally aged a lot in my year abroad." Nitzke was excited to be re-accepted by his German friends like nothing had happened after returning, but he also wouldn't trade his experience for anything. "I would instantly do [an exchange year] again, and I would recommend it to everyone that has the chance of doing it."

Not every exchange student experiences a change once returning home. Amélie Laloire spent her senior year in Davis, but upon returning home to Belgium remarks not really noticing a difference. "For me, [home] is the same, but I have others' perspectives." Although one thing can be universally agreed on: "It made me stronger," Laloire writes.

An exchange year is a big adjustment, not only for the students themselves but for the families who host them as well. These families volunteer to take in an international student, house them, feed them, and give them the resources they need in order to thrive for the year. The students and families create bonds unlike any other, and especially affect host siblings who get the opportunity to experience life with a new brother or sister.

Aaron Eceky, a sophomore at Da Vinci, hosted Nitzke last year. Eceky has one sister,



Exchange students attending Prom- From left to right: Haadi Shaw, Hanna Sienknecht, Bruna Menezes, Emmanuel Navarrete, Amélie Laloire, Mckella Van Boxel, Alex Nitzke, Natalie Vinh and Qais Badran (Contributed by Bruna Menezes).

but no brothers, and therefore considers Nitzke to be the older brother he never had. "I got to experience what it was like having an older brother and watch [his] confidence change from the first week to the last." Eceky also remarks on how hosting an exchange student has changed his own perspective. "I was not so confident before," he writes, "but seeing someone come from another country alone to a family they do not know takes a lot of courage, and it made me feel stronger talking to them and [getting] their advice." Although Eceky's experience was incredibly valuable, he wouldn't be interested in hosting again. "I had so much fun with my exchange student before [that] I would feel guilty and like I was cheating [by hosting another student]."

On the opposite side of town, Da Vinci alumna Sarena Solodoff, now a freshman at Reed College in Oregon, explains her experience hosting Menezes. Similar to Eceky, Solodoff has no sisters, and describes her experience with Menezes of that as a sisterhood. "My first experience having a sister," she writes. "There were no expectations so everything just happened as it happened and we were always going with the flow. Getting to live with a new person and experience life with them so intimately was a beautiful thing." However, unlike Eceky, Solodoff would indeed be interested in hosting again.

Aside from their experiences, the students also reminisced on what they missed about Davis and Da Vinci. Nitzke enjoyed the low-key and accepting environment of Da Vinci. Menezes loved her experience with the people, as did Laloire, who also notes missing the sunny weather of California. Besides from school, students miss spending time with their friends and visiting places that only Davis or America can offer. "Besides the people," Menezes writes, "I really miss going to Central Park, Panera Bread, The Death Star, and the Farmer's Market." Nitzke channeled his true Californian soul, writing that he misses In-n-Out.

Overall, it is evident that the students' year in Davis has had a lasting impact on their lives. In fact, even a year speaking English has changed the way they might think. In a question added to the interviews to end on a light note, students were asked what language they think in. "Now that I'm back in Brazil," Menezes explains, "I usually think in Portuguese, but sometimes I still catch myself thinking in English." Nitzke explains how he thinks in both German and English. "It's really weird," he says. But regardless of what language flows through their brains, there is no forgetting their year in America. "It is the best year I had so far," Menezes writes, "I really miss it."



Da Vinci students Milo Goldstein and Blayne Clegg-Swan holding the American flag over the 2017-2018 exchange students. From left to right: Qais Badran, Hanna Sienknecht, Amélie Laloire, Bruna Menezes, and Alex Nitzke (Contributed by Bruna Menezes).

Join a New Club this Fall!

By NOEMI HO
Staff Writer

Starting off this 2018-19 school year, Da Vinci will be hosting a variety of colorful clubs. From the Ultimate Frisbee club, to DV's own Gender & Sexualities Alliance, to the South Korea Club that travels across the ocean every summer, there is a club for almost everyone. If you find that none of the following clubs reflect your interests, the status of an unofficial club is where many of this year's clubs started; all you need is a common interest and some comrades.

The Dungeons and Dragons club, headed by Carter Adams, a junior, is starting off its first official year with great success. The goal of his club is to "provide a fun and engaging space to sort of 'nerd out' for a while in the presence of other people who share similar interests," says Adams. A typical DnD club meeting consists of activities related to Dungeons and Dragons, from writing stories and characters and worldbuilding, to "a bunch of other stuff that people probably haven't heard of," Adams claims. There may be only one or two ways to find out that "other stuff", with attending their weekly meetings in Mr. Bell's room being one of them.

The J.A.M. club, or the Japanese Animated Movie club invites any and all who are interested in the anime genre or are simply interested in expanding their movie horizons. Led by junior Mitchell Maximillian Manalac Madayag, this new club isn't all just movies. "We plan to have discussions about the movie, general anime debates, and cooking sessions (mainly jam)," adds Madayag. Meetings take place in Mr. Kurth's room every Tuesday at lunch, and welcomes new people to its casual environment.

The Video Game club, created by senior Diego Acevedo, is aimed to introduce people to and to improve skills in video games. Also a newly official club this 2018-19 school year, the Video Game Club starts off "... with a presentation about either a certain concept or game, then we play that game," according to Acevedo. Although the video game club existed last year, they were made official this year to "...organize fundraisers or events that will help us buy new equipment for the school..." says Acevedo. The opportunity to participate in these clubs comes once a week, in Mr. Bell's room.

Da Vinci is also the home to Mock Trial, Overwatch, Gardening, Project Smile, GSA, 3D Printing, South Korea, and Ultimate Frisbee clubs. If none of these sounded appealing, new clubs are always welcome.

Leadership Class Revamps DTV

By CARTER ADAMS
Staff Writer

Da Vinci's main medium of relaying school news to the students are the daily morning announcements, but a fresh new news hotspot has also risen from its recently dug grave. In the 2017 - 2018 school year, DTV was launched with high hopes from the team behind it, with a disappointing product. DTV was launched with the goal of putting out weekly episodes, a goal which was completely missed by the team.

This year, a new team is behind it, with more reasonable goals and a vastly different initial product. Met with success from the student audience, the start to the program this year looks much more hopeful. However, the show's launch wasn't completely flawless. Sophomore Joseph Hendrix shared his thoughts on a couple of the first episode's weaknesses, "DVTV; I thought it was great, but the cuts were too long, and the audio was messed up. And the green screen didn't work." The public reception was mostly positive, but they still had feedback to give.

The second episode is in production now, with a brand new team behind it. Juniors Car-

ter Adams, Fiona Herner, and Zachary Swart are the driving force behind DVTV. "My overall experience with working on DVTV has been very positive. It's a lot of work, probably more than you think, but I love writing the script and interviewing people. We write the script in about a day, film for a few days, then Carter edits it," Fiona Herner, DVTV co-anchor says. "Having to watch yourself speak is a little bit uncomfortable, but I think that I will get used to it. I know that there's lots to improve on, but I think we're doing an adequate job right now."

The future of DVTV is looking very hopeful. In the Leadership class, DVTV has even received its own committee, fully committed to the program. The program has made a lot of strides in technological aspects, in thanks partly to Beau Runyan, one of the campus's technological supporters. With brand new microphones, a fresh greenscreen, and professional lighting, the video and sound quality have increased exponentially. With a lot of positive and constructive feedback from the community, DVTV is on the road to becoming a more effective medium for putting out the news.

Local Students Gear Up for Robotics Competition

By DAVID CARLIP
Editor-in-Chief

The Davis Youth Robotics League (DYR), an elementary and junior high school program where students build robots, is gearing up for their culminating tournaments of the year, taking place at Davis High School from October to December. The DYR League allows students to participate in the Vex IQ robotics game, an international youth robotics program. The students are given kits of LEGO-like bricks, which they can use with motors to assemble their robots and program them to respond to controllers, allowing the kids to compete in tournaments.

The local tournaments are put on by the Davis Robotics Education, a non-profit dedicated to STEM education across the community, which also creates clubs at several local elementary schools. The tournaments will take

place on October 14th, November 17th and December 8th. Teams from across Davis will compete for a chance to go to the state competition.

Students work for weeks tuning and adjusting their robots to carefully play the game. They keep careful track of changes they make in a design notebook, allowing them to learn organizational skills and understand when changes were made.

In addition to the robot, they can do video research project on how their mathematical skills can relate to problem solving as a way of letting the students apply the skills they've learned to uses outside of just the competition setting.

Justin Yeung, the DYR Tournament Coordinator, explained that there are several Da Vinci students involved in these programs. Some help mentor the teams or volunteer at the competi-

tions, and some Junior High School students are even members of these teams.

Yeung explained the rewards for certain teams, describing that, "There are several awards that we will be giving out, including the Design Award, Teamwork Championship Award, and STEM Research Project Award. Some of these awards can qualify the teams for the State Championships." This variety of awards make sure that teams are appreciated for more than just competitive success, but for the important skills they learn and demonstrate.

These programs have affected huge numbers of people in the community. According to Nathan McAllister, DYR School Coordinator, across three years the program has reached almost 300 students. Each of these students learn important skills, like collaboration, teamwork and community participation. These students often go on to participate in the local Citrus Cir-



A DYR student tests the robot they have assembled (David Carlip, Vitruvian Staff).

cuits robotics team, where they learn advanced mechanical skills and important experiences.

Ellie Kim, a DYR alumnus, has tremendously benefited from her experience in the program. "It taught me a lot about mechanics, programming, but most of all how much collaboration matters," Kim said.

The Best Drink Options in Davis: Here's the Fall Tea!

By NOEMI HO
Staff Writer

Making our way into the fall season, Da Vinci students have expressed a wide variety of autumn drink tastes. Ranging from the warm and fuzzy to icy and spiced, Davis can fulfill tastes from either end of the spectrum. We visited three locations to test their fall flavors: a Davis exclusive, Mishka's Cafe, a local chain, Philz Coffee, and an international chain, Starbucks.

For junior Gemma Bertain, the ideal fall drink does not have too many wild specifications. She noted, "I like things that are exclusive for fall [...] like, I want to drink it while I can. In Davis, on days when it is cold, I like a drink that will warm me both mentally, spiritually, and physically." Can a local cafe meet her expectations?

With our first stop at Mishka's, we ordered a Chai tea and a Jasmine tea. Upon first impression, the cafe's dim, warm light helped to create a relaxed and welcoming environment. There are many seats inside, but for those who prefer the outdoors, there are tables available as well. Ordering was fast and the wait was short. The Chai tea was smooth, with a sweet spice and a warm after-feeling. As for the Jasmine tea, Bertain commented,



The interior of Mishka's Cafe, a popular local coffee shop (Noemi Ho, Vitruvian Staff).

"I ended up adding a little bit of cream and sugar to it." Upon later reflection, she recalled that the drink did not satisfy, stating, "I think I was doomed from the beginning because it was a hot day, but it also didn't have the spices of a fall drink. It tasted

kind of flat and it was really hot." Leaving the shop, it was clear that the Chai tea was the superior fall drink from Mishka's Cafe.

Da Vinci senior, Becca Wittman, also has a specific criteria for a good fall drink. She says, "It has to be iced - I never drink hot drinks."

Moving onto Philz Coffee, one of the first impressions was the amount of natural light, brought in by the windows that lined two faces of the shop. Another Chai tea was ordered. This time, with a modification - it was iced. The spiced tea was surprisingly refreshing with the new addition, but it quickly became watery. Upon reaching the final quarter of the drink, the consistency had changed from smooth and pleasant to sandy and undrinkable.

The final stop was Starbucks. Wittman has tried both of their signature fall flavors, but prefers one over the other, commenting, "My favorite of their fall drinks is the salted caramel mocha. I just enter a new state of consciousness." It's no wonder Starbucks has fans across the world.

Through these experiences, it is clear that there are many different characteristics that can construct the ideal fall drink, and that Davis can provide for those ideals. Alas, at the end of the day, a fall drink can be made, perfected with spice or ice, and can be broken by Davis's fall weather.

Mariachi: Da Vinci's First Music Class

By AVA MACDONALD
Staff Writer

Have you heard music playing during your seventh period? Well, if so, that is because starting this year, a brand new mariachi band is being held in Da Vinci's presentation room, taught by Mr. Slabaugh. The band originally started as an extracurricular, and with the help of Mr. Millsap, and junior Sofia Huston-Isias, it was turned into a full-fledged class!

The original mariachi club is still going on and a lot of the members of the club are in Da Vinci's mariachi club. This is the only class that DHS students travel to that Da Vinci students do not have to!

Huston-Isias enjoys mariachi band more than other bands because, "With mariachi music, you can play around with the music more rather than the symphonic band where you are always being told what to do. But in Mariachi, there is a lot of improvisation". She also explained that she enjoys the class because it is smaller than other bands and the size allows the class to work with other people that play the same instruments as them as well as having sectionals.

Other students have different reasons for enjoying mariachi. Sophomore Zoraya Phillips says, "I like being able to express part of my culture that I do not usually express." Phillips plays guitar and this is her first year playing in a mariachi band, but she has played many different instruments before.

The main instruments in a mariachi band are trumpets, guitarrons, armonias (similar to a guitar but smaller), guitars, and violins. As well as this, when a musician's instrument is not



The Mariachi class warms up with their instruments before a period of practicing. The group had their first performance on October 27, 2018 (Ava MacDonald, Vitruvian Staff).

playing at that moment, they will most likely be singing the lyrics to the songs. All the songs that the band plays are in Spanish, so almost all of the students in the band speak Spanish.

Another member of the band, sophomore Antonio Velasquez, who plays trumpet, was and still is a member of the Mariachi club and

class. He says when asked which he prefers he said, "Definitely the class. With the class, we have a lot more potential to grow and expand". He also noted another difference between the class and the club. "We're starting from scratch, we don't have members that have been active for years," said Velasquez.

Despite the fact that many of the musicians are in a mariachi band for the first time, they play beautifully and the class has already performed in front of our office staff! Exciting things are on track for this class and Da Vinci is eager to see the concerts in their future!

Da Vinci Students Code Their Way to a Brighter Future

By GRACE JOHNSON
Staff Writer

Da Vinci High school now offers a college class on campus! CISP 360, a class introducing structured programming, is now being offered through Sacramento City College every Monday and Wednesday from 2:45-4:05 in Ms. Broughton's room including high school as well as college students. This allows Da Vinci students to work alongside and learn from those in college.

CISP 360, also known as Introduction to Structured Programming, teaches students the basics of programming using the language C++. The prerequisite to this course is CISP 301, or the analysis and thinking behind code. However, for Da Vinci students, the prereq is the coding class offered at Da Vinci campus teaching students how to code using Python.

Having started in mid-August, CISP 360 is almost halfway complete and the students are quickly approaching their midterm. To further understand how students in this class feel about this course and what they are hoping to accomplish, two interviews were conducted.

In an interview conducted with senior Cole

Hein, he expressed his decision to take this class in the following way; to "get a feel for college classes and further my knowledge in the field of my interest. " Although the majority of high school students in this class agree with Hein's reasoning, only 8 out of 300 students enrolled.

The limited enrollment poses the question why don't Da Vinci students want to take advantage of enrolling in a college class on campus, thereby getting a head start on their college education? Principal Millsap said that Da Vinci has been offering Sacramento City classes on campus for around 6 years, yet very few students enroll in and complete the class.

Normally, Da Vinci offers general education college classes such as International Relations and Introduction to Sociology; so this is the first time a college class has required a prerequisite course.

When looking at the community college classes proposed for the 2019/2020 academic year, the CISP 360 class may not be included on the list. This is because Da Vinci intends to incorporate college level curriculum in our basic Computer Science course.

Over the next few years, students might

have the opportunity to enroll in a revamped coding course, with a series of classes starting in 9th grade and continuing through 12th grade. This revamp would encourage freshmen

to dive into computer science in junior high, preparing them for college classes and maybe even an entry level job or internship in this field.



Seniors Cole Hein and Grant Cubberly program together in class (Grace Johnson, Vitruvian Staff).

SAT Words of Wisdom

By CARTER ADAMS
Staff Writer

The SAT is a well-known standardized test that students take to provide colleges with information about their aptitude in certain subjects. It is dreaded, but recognized for its importance in impacting attendance of colleges and universities. It has become a common interest of high school students to practice for the SAT in various ways. The SAT is known for its unique style of questioning; often incorporating trick questions or similar answers to ensure the test taker is paying close attention.

To cope with and prepare for these problems, Senior Jackson Terning shared some of the strategies he used to find success. "Well, I'd taken the PSAT in Junior Year. I think, actually, I took the SAT in junior year in May, so it wasn't long after. I used Khan Academy and practiced on that for a few weeks. I also took a full practice test on Khan Academy," said Terning. He spoke highly of Khan Academy, a website that offers lots of educational lessons on a multitude of school subjects. They are

also well known and held in high regard for their great SAT prep resources.

Mrs. Roper, one of the campus counselors, also praised the value of using Khan Academy. "Usually, if a student has taken the PSAT, then their scores link up to Khan Academy. That can be a helpful tool for studying for the SAT since it is specific to the areas they need additional practice in. It is also helpful to build in some time to study as part of a regular homework routine rather than cram right before the test. Take some practice tests online, Khan Academy offers a variety of them. Additionally, ask your counselor about some test prep courses if you're interested in that."

Terning also expressed an interest in the multiple books that have been published about the SAT. "I know there's a lot of books about the SAT, but I don't know if I would have preferred to read them instead of using Khan Academy. I'm not sure if I would have had time to read a book, but I feel like it would have been interesting," he said. "I know that there's a lot of trick questions on the SAT, and I feel like reading a book may have

helped me identify those questions, or just have provided general strategies."

When asked if he was planning on taking it again, Terning brought up an opinion a lot of other students seem to share about the SAT; it is not an entertaining experience. "I'm not going to take the SAT again, it just definitely was not very fun, and I got a good enough score that I don't need to retake it," he said. "Just sitting for hours with only occasional breaks is just not a fun thing to do ever. Unless it's school, in which case it's fun and great to do, and I love it," Terning stated.

"Sitting for long periods of time is not enjoyable, and it's like a mental strain almost; lots of time with your brain working and not many breaks. I especially like taking walking breaks while doing homework, and you can't do that during the SAT, so," Terning concluded.

You can get any information or support you need for the SAT from the counselors. Be sure to schedule a meeting with them on the landing page if you have any concerns or issues you need to discuss.

California's Net Neutrality Regulations: What's New?

By JACKSON TERNING
Staff Writer

On Sunday, September 24, California's Governor, Jerry Brown, signed a comprehensive net neutrality bill, marking the return of Obama era regulations on internet providers. The Trump administration's Justice Department has filed a lawsuit against the bill for violating the Commerce Clause of the US Constitution. As of 2015, the FCC had created regulations that ensured the internet remained net neutral, but those were almost completely repealed recently by the Trump administration's FCC.

While the senate did pass a resolution to reverse this, it is uncertain whether it will be approved by the House of Representatives and the President. After successfully passing the bill through the legislature, Senator Scott Wiener,

of District 11, says about the FCC repeal "when Donald Trump's FCC decided to take a wrecking ball to net neutrality protections, we knew that California had to step in to ensure our residents have access to a free and open internet."

However, the Trump administration's Justice Department will soon take California to court over these new laws. The grounds for the suit are that under the Commerce Clause of the US Constitution, Congress has the exclusive right "To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;" and since the internet is a form of interstate commerce, California doesn't have the right to regulate net neutrality.

Ajit Pai, current chairman of the FCC, added "Not only is California's Internet regulation law illegal, it also hurts consumers. The law prohibits many free-data plans, which allow consumers

to stream video, music, and the like exempt from any data limits." It is true that California's new laws would ban a service termed "zero rating" which is defined in the bill as "exempting some Internet traffic from a customer's data usage allowance."

Here to share her thoughts and opinions on this is Mrs. Gretchen Conners, Da Vinci Charter Academy's senior Political Studies and Economics teacher, who kindly



Scott Wiener, California Senator, took a hard stance against the FCC repeal and its impacts on net neutrality (Contributed by ScottWiener.com).

agreed to interview on very short notice.

Ms. Conners first brings up that there isn't a simple answer to the question of net neutrality, saying, "For me, it's a double edged sword of like." She points out that competition leads to more innovations from corporations. And since they are viewed in Federal law as people, it's really a question of "whose rights are you willing to infringe?"

On the topic of the zero rating ban, Ms. Conners hypothesized about the future effects of zero rating. "If I'm a new startup trying to break into this industry, I'm not going to be able to afford this zero rating [...] so you're going to see monopolies and so down the road," Ms. Conners explained, "How can you compete

against Netflix when you can't even get the deal and get the zero rating?"

Netflix is used here a possible candidate for using the zero rating system to become a monopoly.

Finally, when the DOJ's claims that only the Federal government should be allowed to regulate the internet, Ms. Conners pointed out that buying products on the internet is technically an interstate transaction, and yet state taxes apply. "Is this a stepping stone to attacking that issue too? I mean that's in theory kind of the same thing," Ms. Conners stated. This could lead to the Federal Government taking more direct control of state tax laws.

Gun Violence: Bigger than All of Us

By BLAYNE CLEGG
News Editor

On February 14th, 2018, a gunman massacred 17 students at Marjory Stoneman Douglas High School in Parkland, Florida. What followed this tragic incident was the beginning of a national debate we have frequently in the United States: what do we do about guns in our society?

The shooting, in addition to sparking nationwide debate on firearms, also inspired local action. On April 20th, 2018, several hundred Davis High Students walked out of class to meet with Davis Representative John Garamendi (D-CA) and express their concerns about their safety to him. Eleanor Richter, a former Senior at Davis Senior High School read the names of the students slain in Parkland and added, "That could've very well been us."

Though the fears held by high school students are legitimate, author and Harvard professor David Ropeik writes in the New York Times, "The statistical likelihood of any given public school student being killed by a gun, in school, on any given day since 1999 was roughly 1 in 614,000,000. And since the 1990s, shootings at schools have been getting less common."

Though school shootings and violence generally are becoming rarer, many still want change, including progressive Senator Bernie Sanders (I-VT) who said in an interview with NBC news on February 18th, 2018, "I believe that we should not be selling assault weapons in this country. These weapons [AR-15's] are not for hunting, they are for killing human beings." Despite attacks with AR-15's specifically, they account for relatively few murders nationwide. A study by the National Shooting Sports foundation and the FBI found that despite AR-15 sales soaring in 2012, murder by rifle accounted for only 374/10,303 or 0.036% of all gun deaths in 2016.

This isn't to say that Congress is at a dead stop. Laws and regulations are being worked on in order to prevent tragedies like this from happening again. President Donald Trump on October 1st, 2018, said that his administration is in their 'final stage' of a nationwide ban on 'bump stocks', the tool used by the Las Vegas shooter to mimic full automatic firing. "We're knocking out bump stocks," Trump told reporters at a press conference. "I have told the N.R.A -- bump stocks are gone." In ad-



Senior Alissa Casillas holds a sign reflecting on gun violence within American schools. Casillas was one of many Da Vinci students who participated in walkouts last school year as a way to voice their opinions on national gun violence (Sam Sheridan, Vitruvian Staff).

dition, conservative activist and shooting survivor Kyle Kashuv has been quietly working with Senate Republicans to pass safety measures. Meekly and quietly, Kashuv has represented a rebuke to his fellow survivors, mostly advocates of gun control. Despite being in the minority, Senators Marco Rubio (R-FL) and Orrin Hatch (R-UT) have secured funding on a "Stop School Violence Act", and have managed to have their bill passed in the house, awaiting a vote in the Senate. However, it remains to be seen

if the Senators and the President can get their policy proposals fully implemented. Just this April, Kashuv flew out to Nebraska to escort a high school senior to her prom after she had discovered Kashuv when he rose to prominence. In the debate about gun violence. It is easy to dehumanize the opposition, however moments like these help to remind us of just how human we really are.

It's Off to Work We Go!

By NATALIE VINH
Web Editor

Working nine to five; what a way to make a living! Da Vinci students study hard at school until three pm and then hit the town to work at their part-time jobs.

Local part-time jobs are a way for students to learn responsibility, gain independence and make pocket money to spend however they please. Having a job in high school prepares the student for life in the workforce and teaches them important lessons for their future.



Left: Senior Blaine Clegg is 'getting that bread'. Clegg has worked at Panera Bread for nearly nine months (Natalie Vinh, Vitruvian Staff). Right: Senior Alissa Hanick pictured during her shift at Black Bear Diner (Alissa Hanick, Vitruvian Staff).

orders from customers at Panera Bread. He has been working his pastry post for the past eight months, where he spends many hours throughout the week. However, long hours can get frustrating, and customer services has its cons. "One thing I don't really like, but there's no way to avoid this, is when you're working closing shifts, you can't close in time unless you pre-close," Clegg explained. He describes pre-closing as beginning to shut down while the store is still open. "But when you have a constant stream of customers, you have to stay late," Clegg stated.

And a secret for all of you Panera lovers? "If you take your orders to go, you don't pay taxes," said Clegg.

Da Vinci students don't only clock in for food service. Senior Ali Del Toro works her afternoons at Freewheeler Bicycle Center downtown. Unlike Sheridan and Clegg, Del Toro doesn't deal with customers barking orders at her. In fact, she enjoys interacting with them. "There's always a new customer to greet," Del Toro wrote. Other things she enjoys about her job? "Looking at all the nice looking full carbon Trek road bikes isn't too bad either."

Although Del Toro doesn't work much during the week, she still knows all the tricks of the trade and is willing to help anyone out. "Stop by if your bike is acting up," Del Toro stated, "and I'll help you out."

Sheridan, Clegg and Del Toro are not the only Da Vinci students in the workforce. All over town, dinos cook, fix and assist at their after school jobs. Senior Eric Aguilar chops meats at Dickey's, and senior Haadi Shaw collects tickets at bounce houses. But regardless of where these students clock in, they all have one thing in common: determination.

Club Spotlight: Operation Smile

By AVA MACDONALD
Staff Writer

Many clubs are returning to Da Vinci for the 2018-19 school year, but there is also a new club in town, the Operation Smile Club, started by junior Maeve Kelly.

Da Vinci's chapter of the Operation Smile club is part of a larger global organization. Operation Smile is committed to sending supplies and surgeons to underdeveloped countries to help children with cleft lips and palates.

This club is in its first year here at Da Vinci, but the club's presidency already has planned for many service projects as well as complet-

ing a very successful fundraiser at Blaze Pizzeria. This fundraiser was particularly helpful because Blaze does not charge organizations and gives them 20% of every transaction when someone mentions the fundraiser.

Using this startup money, the Operation Smile Club will launch their first service projects. Currently, they have two planned, making blankets and making "Smile Bags". Both of these things are very important for the children when they are recovering after their surgeries. The "Smile Bags" will often contain essentials like toothbrushes, soap, shampoo and other important items, as well as a few small toys.

The founder and president of the Da Vinci

chapter of The Operation Smile Club, Maeve Kelly, explained the importance of the work that this organization does, because without the corrective surgery, the children with cleft lip and cleft palate have a lot of trouble eating and breathing. She also talked about why she started the club. "I was born with a cleft lip and palate and had the privilege to live in a situation where I could get the corrective surgery," said Kelly. "I want other children to have that same privilege."

Amanda Kim, the club's secretary spoke more on what Da Vinci's chapter hoped to accomplish. Their goal as a club is to "fundraise and help get money to fund service projects

that we can send to the kids in need." She is very excited about the club and its opportunities for service here at Da Vinci!

Maeve also has a few things she would like people to know about the Operation Smile Club. They will be doing a lot of service projects that are open to anyone in the Da Vinci community! As well as that, the club is very fun, and if you wish to do any kind of service to help Operation Smile on your own, you can always visit Operation Smile's website to find a list of critical supplies.

Now that Da Vinci has a new club on campus, there is a new place for you to learn, have fun, and in this case, spread more smiles!

Little Women Astonishes at Davis Senior High School

By SAM SHERIDAN
Staff Writer

Little Women takes the stage at Davis High and a handful of our Da Vinci students are going to be singing, dancing and acting. McKella Van Boxtel will be performing as Meg, with Samantha Sheridan as Marmee and Neil Das as Mr. Lawrence.

Senior Neil Das is heavily involved in theater at DHS, first becoming involved last year. "I first got involved with Legally Blonde at DHS as a junior. From then I've done Laramie Project a tribute to Tony Fields and I am now on the drama board," said Das. "I don't really

relate to the role" he said. Mr. Lawrence is a grumpy old man, and those of us around campus know Neil is always upbeat.

Senior McKella Van Boxtel is playing the role of the eldest sister, Meg. "We both always have our head in the clouds," said Van Boxtel. The three other sisters Jo, Beth and, Amy go on adventures. "The appeal of the show is classic, but getting to tell the story on stage is exciting," added Das.

Chad Fisk, the director, and Stephen Ilagan, the music director, strongly welcome and encourage kids to audition. Yet even with these new team members, rehearsals are going

smoother than ever. Mr. Fisk and Mr. Ilagan have been extremely helpful and supportive. Most kids will spend afternoons between 3-6 pm at DHS, rehearsing lines, going over songs, and practicing choreography. It's a big commitment, but the kids who are in these shows are more than up for the challenge.

As Da Vinci students, we stand separate from DHS, and getting to know people over there can be hard. Regardless, the cast of Little Women is extremely close-knit, always cracking jokes and making each other laugh during breaks. "Spending four hours with people at rehearsals and tech with people and when you're

not working helps you get to know people, even the stress of the show helps us bond" said Das.

The cast is really all in this together. Watching them rehearse, it's easy to see that theater is essentially a big group project. "It's very well casted. Everyone fits into their role like a glove," said Van Boxtel. "We are all very similar; we are outgoing and love performing, it keeps us close." she adds.

Make sure to come and check this awesome show out! Little Women will be showing from November 2nd through the 10th at the Richard Brunelle Theater!



Left: Seniors Neil Das and McKella Van Boxtel pose with their scripts during one of many rehearsals preparing for their show. Right: Left to Right, Senior Jordan Hayakawa, senior Savannah McCoy, junior Lily Linaweaver and senior McKella Van Boxtel, sit together during music rehearsal (Sam Sheridan, Vitruvian Staff).



Gov. Brown Rejects Statewide Late Start Bill; Davis Dep. Superintendent Speaks Out

By COLE FOWLER
Culture Editor

After narrowly passing the state senate and assembly, Governor Jerry Brown officially vetoed the hugely controversial SB-328, commonly referred to as the California Late Start Bill, on Thursday, September 20, with the notion that the issue was one better addressed at the district level as opposed to statewide. The Senate measure would have mandated that all California middle and high schools, both public and charter, should begin the school day no earlier than 8:30 am with the exception of those in rural areas. Additionally, individual school districts would have been "encouraged" to promote the new regulations by informing community members by any means they see fit of relevant research on teenage sleep deprivation, the benefits of a later start time and how students and families can adapt to these changes. "This is a one-size-fits-all approach that is opposed by teachers and school boards," Brown said in an official veto mes-

sage. "These are the types of decisions best handled in the local community."

The California Late Start Bill was officially introduced in February of 2017 by Senator Anthony Portantino, a Democratic representative of California's 25th Senate district. It received immediate backing from Terra Ziporyn Snider, a medical writer and co-founder of the non-profit School Start Later organization, which advocates for the pushback of school start times on the basis of the correlation between unhealthy teenage sleep patterns and poor academic performance. "These early hours, set in the mid-20th century largely to save money on buses, interfere with the quality, quantity, consistency, and timing of adolescent sleep and create a huge sleep debt every week of the school year," writes Snider on the need for legislation similar to Portantino's bill. "School communities need help recognizing that sleep and sleep-friendly school hours are critical matters of child health and safety."

In the year and seven months before passing the Senate and

assembly floors by a landslide, the bill received an unexpected wave of criticism from opposition lobbyists. Many of these organizations and unions were widely influential forces in California education, most notably the California Teachers Association and the California School Boards Association. Among their top concerns were possible complications with student transportation (i.e. parents arriving to work on time, public transit schedules), as well as the belief that costly funding towards before-school supervision and activities would inevitably cut into money set aside for extracurriculars, classrooms, and other school necessities.

"Individual school boards should be able to explore whether later start times make sense for their communities, but this approach should not be required," reads the CSBA's official website. "Local students, parents and teachers understand their needs better than Sacramento legislators and have the most stake in doing what's right for children and families." This was a viewpoint echoed by Governor Brown when denying the passage of Portantino's Late Start Bill.

Even with the failure of a statewide solution, a small number of California school districts have already established similar policies addressing the issue of start time at a local level. Back in 2014, in response to a recommendation from the American Association of Pediatrics, Davis Joint Unified School District's Deputy Superintendent Matt Best proposed a "Late Start Initiative" for all three Davis middle schools in addition to Davis Senior High School and Da Vinci Charter Academy. The district was faced with concerns, similar to those of the Senate bill's opposition lobbyists, from students who took issue with how these schedule changes would affect after-school athletics. Additionally, parents grew anxious over the likelihood of traffic congestion on 14th street, which is shared by DHS, North Davis Elementary and St. James.

"We were ahead of the game and had a pretty progressive view of how you go about solving this," says Best. "And [the process] still took almost two years." Nevertheless, concerns from community members were ultimately addressed and later start times were officially implemented beginning with the 2017-18 school year. Since then, the changes have proven to be greatly impactful on student life, with numbers reporting a decrease in tardiness at the junior high level as well as a self-reported survey of DHS students showing that students were getting more sleep overall.

While Best says he felt Gov. Brown's veto of the California Late Start Bill was "a smart decision" and that solving this problem is "done better locally," he feels that the success of Davis's "Late Start Initiative" may inspire other districts throughout California and the country as a whole to rethink how an early start to the school day impacts student's sleep patterns and performance in school. "We did a pretty good job of capturing our process," he says. "It's not impossible. You can do it through thoughtful planning and the engagement of your community."



Deputy Superintendent Matt Best speaking at a DJUSD board meeting. Mr. Best proposed the "Late Start Initiative" for many schools within the Davis community (Contributed by The Davis Enterprise).

'Tree of Life' Shooting, Kills 11

By **BLAYNE CLEGG**
News Editor

On October 27th, 2018, gunman Robert Bowers took the lives of eleven congregants at the Tree of Life synagogue in Pittsburgh, Pennsylvania. Amongst the dead were Daniel Stein, 71; Joyce Feinberg, 75; Richard Gottfried, 65; Rose Mallinger, 97; Jerry Rabnowitz, 66; brothers Cecil Rosenthal, 59, and David Rosenthal 54; husband and wife Bernice Simon, 84 and Sylvan Simon, 86; Melvin Wax, 88; and Irving Younger, 69.

The gunman, Robert Bowers, had a track record of deeply anti-semitic behavior. In addition to yelling anti-semitic epithets, he also attacked on Saturday, which for observers of Judaism is Shabbat, a day of rest and relaxation. Shortly before entering the building,

Bowers posted a message on social-media platform Gab.

Gab, a website with almost no content restrictions, is favored and used by many fringe radicals. "I can't sit by and watch my people get slaughtered. Screw your optics. I'm going in," the post wrote.

Bowers is being charged with 44 criminal counts, 11 of which are federal hate crimes, all of which carry the maximum penalty of death. U.S Attorney Scott Brady is leading the charge to prosecute this act of grotesque violence, and he has filed motions to pursue the death penalty.

President Trump and Attorney General Jeff Sessions have both signaled their interest in pursuing the death penalty, with President Trump not mincing words: "When people do this, they should get the death penalty".



A photo taken outside of the Tree of Life synagogue located in Pittsburgh, Pennsylvania (Contributed by CBS News).



Pittsburgh residents mourn following the mass shooting. (Contributed by PBS News).

Beyond anti-semitism, it is unclear what motivated Bowers. Bowers said in a post on Gab four hours before the shooting that he didn't vote for president Trump, because he perceived President Trump to be too supportive of the Jewish community. President Trump visited the scene, placing a stone he brought from the White House on the fence outside of the synagogue, with the First Lady placing a white rose, both Jewish burial traditions. As President Trump's motorcade passed by protestors, he spent more than an hour at the University of Pittsburgh Medical Center visiting victims and police officers.

In the wake of the shooting, many have taken steps to politicize the massacre. Many opponents of the President have accused him of being partially responsible for what happened on the 27th of October. Paul Carberry, a resident

of the neighborhood where the shooting happened told the Star Tribune that "he didn't pull the trigger, but his verbiage and actions don't help." House Minority Leader Nancy Pelosi (D-CA) issued a statement where she urged Congress to "finally act on commonsense, bipartisan gun violence prevention legislation".

However, Shayna Marcus, a nurse who helped victims on-scene shortly after the shooting believed focusing on the President wasn't the right thing to do, "I don't think focusing on Trump is the answer — or on politics," Kelly Anne Conway, counsel to the President, buffed the sentiment, stating, "If people are there to protest, that's their right. For the president, it was not a moment for politics." Neither Democratic nor Republican leaders were present in Pittsburgh after the shooting, despite being invited by the President.

Homecoming: Football and Fancy Feet

By **VALERIE ALDEN**
Staff Writer

October 19, 2018 was a memorable day for staff and students at Da Vinci High School, as many individuals celebrated Homecoming. Students were excited for Homecoming, which included getting out of school early, a parade, an animated football game and concluded with a dance. This year's parade included the shaking of the cheerleaders' pom-poms and the sticks hitting the Davis Senior High School's drums. Da Vinci senior and band member Ella Moore was proud to be part of the parade.

"The most exciting part of HOCO for me is marching in the parade. It may seem kinda dumb, but I really like marching in the rows. The percussionists were in the back and we played a lot more than the other instrumentalists," said Ella Moore.

Similar to the band members, the cheerleaders worked to get ready for the big game. The cheerleaders performed a routine that filled the crowds with excitement. Senior cheerleader Olivia Quesada described her re-



Senior Marissa Thompson smiles during Homecoming (Valerie Alden, Vitruvian Staff).

sponsibilities. "The week of practice was busy and consisted of a lot of changes to the routine as we went, but overall it was fun. The most exciting part of the game was performing the routine [...] and having it go really well. It was also fun getting the student section pumped up and being able to throw DHS gear to them," said Quesada.

The students liked and enjoyed the homecoming parade, as well as the Homecoming event as a whole. It's an event that students and staff will always remember.

New Year, New Faces

By **BEA BASTINO**
Staff Writer

This year, Da Vinci has added four new teachers to the Dino Pack. Last year, Da Vinci said goodbye to Ms. Gist, Mr. Langone and Mr. Harju. However, there are many new teachers.

Ms. Josephine Lanni says her favorite thing about Da Vinci is "how impressive all of the students are here. They all are very driven and passionate about changing the world."

In Ms. Lanni's free time, she likes to be outdoors. "I like to camp, hike, read, and hang out with as many friends as possible," said Ms. Lanni.

This is her third year of teaching! "Being a teacher at Da Vinci, I come to work every day, and I am inspired by the students that I interact with. I feel so lucky to come to "work" and never feel like a job. I wouldn't do anything else as my career. My favorite class to teach, honesty, is probably English just because I had an English teacher that changed my life. And every day that I teach, I think of her and being a student in her class and looking up to her," she said. Although this is Miss Lanni's third year of teaching, this year is her first year of

teaching Project Based Learning.

When asked what she likes most about PBL she stated, "I feel that it prepares you for the real world. Where you are constantly collaborating and working to solve global issues". She is currently teaching English, ACES and Journalism.

This is Mr. Kwan's first year at Da Vinci, and he is excited to jump into PBL. "I like the team work and energy of the project," said Mr. Kwan. During Mr. Kwan's free time he likes to watch YouTube videos of people eating and playing video games.

Mr. Kwan also likes how the students makes him laugh in each of his classes and how the staff is very supportive and the students are very nice and do their work. Mr. Kwan said that he likes science because it explains life around us.

This going to be his second year teaching, and he is excited for the rest of the year. Mr. Kwan currently teaches environmental science, physics and chemistry. During the week Mr. Kwan additionally helps coach the Da Vinci Ultimate Frisbee team.

Students look forward to getting to know all of the new faculty on campus throughout the rest of this school year.

Too Sick for School? Your Workload Says No.

By **HADLEY CITRON**
Staff Writer

On an early September morning, senior Garnet Phinney returned to school after just one day absent from an illness that sent her boyfriend to the doctor and step sister to the ER. The virus didn't hit Phinney as hard as it did the others, but nonetheless, a full day of school wasn't what was needed for optimal recovery.

Despite feeling fatigued, lightheaded and generally in pain, Phinney decided the best course of action was to push through her illness and attend school because, in her own words, "If you stay home and rest, you will get behind in school, and inevitably fail your classes." She's not the only one who feels this way. Senior Sarah Oide avoids missing school at any cost, stating, "I think that I go to school when I'm sick because I'm afraid of missing assignments or important information." Fear seems to be the main factor impacting students' decision to go to school while sick.

District, school and individual teacher policies allow students extra time to make up work assigned during excused absences. Acknowledging this, Phinney says that, "Even though you can make up work after you have recovered, there is new work to do and there is simply not the time." The days after a student returns to school after an absence (or worse, multiple

absences) won't be easy.

At what point is a student too sick for school? What's the limit? Answers vary from student to student, of course, but Garnet Phinney says that she "would have to have a high fever, bad nausea, or just generally feel incapable of moving around or concentrating," to decide it's best for her to stay home. She added that, "It depends on the amount of work I have." A similar sentiment was expressed by senior Benjamin Kimmel: "It depends on what's happening that day at school and if it's worth missing." Another student, Sarah Oide, says, "I think I mainly stay home if I'm physically injured or can't walk."

A person can be contagious with the common cold for 10-14 days and reach peak contagiousness around day 3 or 4 (sjmed.com). At this point, they're normally back at school. Spreading a viral infections is especially a concern at a school like Da Vinci. Here, students can't reasonably avoid working together to prevent spreading germs.

Most students know to cough in their elbows and avoid sharing food and drinks with others, but that's not always enough. In an effort to heal as fast as possible, Oide relies heavily on DayQuil. "I really take a lot of DayQuil, probably an average of 2-3 pills on really bad days," she says. Other students like Phinney focus on not sneezing on things. She states, "I be careful not to put my germs places and I drink tea."

It is not reasonable to excuse a student from a week's worth



A basket of Sarah's essentials (Hadley Citron, Vitruvian Staff).

of work. More detailed Echo agendas may be part of the solution to the problem of students being too stressed to get rest.

CAN YOU FIND THE HIDDEN DINOSAUR?

Show off your Vitruvian spirit! There is a hidden dinosaur, just like this one (except much smaller), within the pages of this newspaper. If you are the first to find it and show it to Ms. Lanni in Room 24, you will receive a shoutout on the Vitruvian's Instagram. Have fun and good luck!

Note: the journalists do not know where it is hidden, so don't ask them



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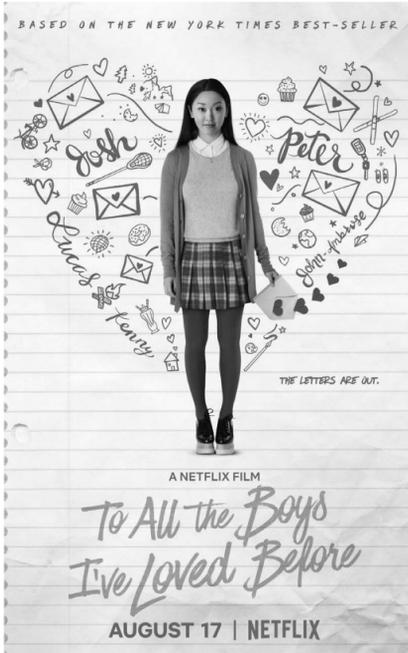
Want to be featured in the Vitruvian?

Do you make art, write creative stories, or have an opinion you just can't keep to yourself? We would love to include work by all Da Vinci students and community members, not just of our staff members. If you would like to contribute something, give us a suggestion, or maybe even a compliment, you can email the editors:

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Movie Review: *To All The Boys I've Loved Before*



By **BECCA WITTMAN**
Staff Writer

Like *Mean Girls* or *Sixteen Candles*, recently-released Netflix original *To All the Boys I've Loved Before* revolves around the microcosm of high school - but where its predecessors may have failed in terms of diversity and even realism, the film succeeds in providing humor, relatability and more nuanced representations of identity.

Regardless of how much you think you hate rom-coms, *To All the Boys I've Loved Before* is an enjoyable venture for anyone with a heart. Lana Condor plays Lara Jean Covey, the film's sheepish yet spirited and loveable main character whose usually tranquil teenage experience becomes chaotic when letters she's written to her crushes somehow fall into the aforementioned crushes' hands. Mayhem ensues as Lara attempts to control the damage done to her relationships, accidentally gets adopted by the popular crowd, and, despite her best efforts, falls in love with someone she knows she doesn't have a chance with.

While the basic plot is unequivocally

kitschy - and that's even before the fake dating comes into play - Condor's acting, alongside Noah Centineo, saves the day. Whatever disbelief you might harbor for such a tropey love story is suspended by the setting, the soundtrack, and the way Condor and Centineo interact on-screen. Setting a rom-com in high school may not be the most original idea, but it provides a familiar backdrop that plays well against the also-familiar moments that Lara Jean experiences in front of the camera - embarrassment, exhilaration, and hesitation to actually feel her feelings.

The film's sense of realism extends into its casting and soundtrack, too. Surprisingly enough for an extremely white-washed genre, the importance of Lara Jean's Korean heritage is not overlooked: she and her sisters drink Yakult ritually, make fun of their father for butchering Korean dishes, and talk openly about their dual heritage at multiple points throughout the film. (Other examples of racial diversity and even a glimmer of gay representation appear in the film, but take a backseat to Lara's role.) Though it's important to acknowledge that *To All the Boys I've Loved*

Before is providing much-needed representation in a generally bland genre, the movie itself addresses Lara Jean's identity with refreshing casualness - no drama, no self-congratulatory speeches, no poorly-scripted remarks on her Korean background from even the slimmest of characters.

The soundtrack is one of its high points, and, again, realism is its advantage. The majority of the songs played are synth pop ballads that wouldn't be out of place in a "Bedroom Pop" playlist on Spotify, the kind of songs that you add to your library even as they're playing from the movie in front of you. During particularly dramatic moments, a few striking chords from a classical song might play to really drive the point home, but unlike many other movies, the tracklist from *To All the Boys I've Loved Before* is fascinatingly easy listening.

To All The Boys I've Loved Before could've easily succumbed to the wiles of an easy, tacky plot. But it stands out against a sea of rom-coms and Netflix originals because of its genuinely modern flair, shining from the film's diversity, casual realism, and relevance to today's high school experience.

"Shelley; or, The Mother of Science Fiction" A Review

By **JACKSON TERNING**
Staff Writer

It has been two hundred years since Mary Wollstonecraft Shelley published her famous story "Frankenstein; or, The Modern Prometheus", however it is often surprising how different people's perceptions of the story are. From the fact that the monster isn't named Frankenstein and could talk quite eloquently to how Victor Frankenstein wasn't a doctor, many details of the original story have been distorted by countless remakes. So I decided to take a look at the original and find out what is at the roots of this horrific tale.

Frankenstein is a very interesting discussion of scientific license and a warning of deadly consequences of improper use. Consider that this came before the infamous "Manhattan Project," where nuclear weapons were developed. Similar to how Victor is horrified by his creation, when the researcher Julius Oppenheimer saw the first atomic test he said, "Now I am become Death, the destroyer of worlds."

This book is also beautifully written, with complex sentences and interesting vocabulary throughout. This also makes the book have a slow but building pace, allowing tension to

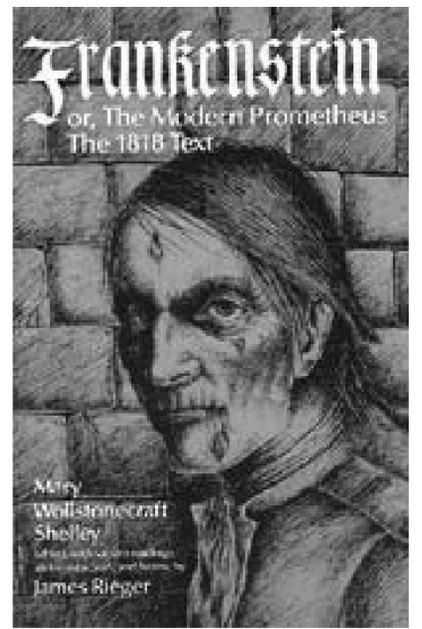
gradually build up until the finale. However, it wouldn't be honest of me if I didn't mention my feeling towards the structure of the book. It opens and closes from the perspective of an arctic explorer who complains about not being able to meet any friends. I felt like this part was mostly just a framing device that ultimately doesn't matter, because eventually Victor shows up and starts narrating the story from his perspective. And then within that narrative the monster shows up and starts telling the story from his perspective. And then the monster overhears some people in a cottage telling a story from their perspective. I just feel like all this complicated structure add only confusion and annoyance to my reading and nothing to the plot.

Throughout the novel, little sympathy seems to be given to the monster, and he is characterized as almost pure evil. Listen to this quote of the monster after he meets a Victor's young brother William and finds out the two are related, "Frankenstein! you belong then to my enemy—to him towards whom I have sworn eternal revenge; you shall be my first victim"(Shelley 139). Many supervillains struggle to sound that evil on a daily basis. I kid, but I resent the monsters characterization

mainly because I see him more as a victimized child.

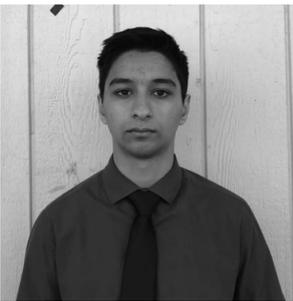
My greatest annoyance throughout the novel was my lack of sympathy for Victor himself. It is clear that Victor is intended to be the tragic protagonist of our story, and I feel for him until the scene where he creates the monster. As previously discussed, he is horrified by his creation coming to fruition, and because of this he casts out his poor, defenseless and illiterate creature into a world that will never accept him. It was at this point my sympathy lay with the monster, the abandoned child, and not Victor, the horrible father. From this point on I felt like I must be reading the book wrong because how it tried to characterize Victor as the hero, when he was so clearly not, in my mind of course.

Though I didn't like this book, I do recommend watching the ballet. No joke, there is a Frankenstein ballet, it was made a few years ago by Liam Scarlett. I don't know if there are any live performances, but you can buy a version that was taped at the London Opera House. It isn't as good as the live performance but it still displays a much more emotional and intense rendition of Shelley's masterpiece. Although you definitely are intended to read the book first since next to nothing is explained.



Frankenstein or, The Modern Prometheus of the 1818 Text by Mary Shelley

Ask Da Vinci: Top Highlights from Quarter One



"Protecting my president [Ramiro]" *Noor Mashiana* (10)



"Getting to know a new culture" *Nastassja Maggi* (12)



"Movie night was lit" *Nate Thompson* (11)



"Not getting an F" *Timothy Schilling* (10)



"Writing my senior letter to myself" *Andy Knox* (12)



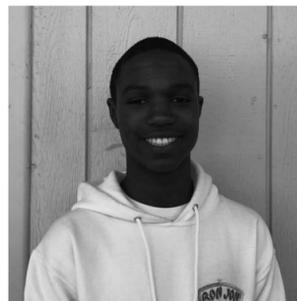
"Interacting with new faces" *Kayden Hoal* (12)



"We had a close win in our debate" *Gabe Lawton* (11)



"Joining Mock Trial" *Emma Arntzen* (12)



"Working leadership activities" *William Whouie* (11)



"A fire grade on my Constitution essay" *Aleksei Kaufman* (12)

Movie Review: *Venom* Bites Heads off Critics

By **BLAYNE CLEGG**
News Editor

There are few more iconic Marvel super heroes than Peter Parker, or Spider Man. However, a hero is only as good as his villains. Or in this case, his anti-heros. *Venom*, the 2018 film starring Tom Hardy, and distributed by Sony pictures promised in its trailers, a dark, powerful, thrilling origin to a character that the big screen hasn't taken seriously. Fans and critics were initially divided, with a strong fan reaction but a critical reaction from movie reviewers.

The reality is much more in the middle ground, in my opinion. The movie opens with what we later find out to be a spaceship owned by the antagonists corporation, The Life Foundation. This spaceship is carrying aliens, termed "Symbiotes", which had escaped when the spaceship crashed into a forest somewhere in Malaysia. The symbiotes, originally from outer space, require human hosts to survive, and one of them bonds to a female Malaysian police officer. The human, now under complete control of the alien, wanders into a village, eating an eel and killing everyone who tries to stop her. This opening is

strange, and seemingly unrelated to the rest of the movie. This symbiote continues to travel from host to host, and the movie comes back to it every now and again, and it does get to San Francisco (where the movie takes place), but is wholly unrelated to the rest of the story.

Venom follows a cookie-cutter story-board outline, and that's probably it's weakest part. A normal, everyday Joe loses his job and his wife, both definitely his own fault, and is pushed to extremes. In his squalor, he, with the assistance of a scientist, breaks into the Life Foundation to research unethical testing on vulnerable populations using the symbiotes. We find a symbiote attached to a homeless lady leave her body and join with our protagonist. It is never explained why both the protagonist and the antagonist are able to bond with and cooperate with the alien life forms, but not anyone else.

We find out towards the end of the film, our big bad's evil scheme, is to go back to space and get more aliens, like the ones he already has. Why? That's not exactly explained. Eddie Brock, our protagonist, is determined to stop him, and he admits that he will probably lose. Spoiler alert: in an anti-climactic battle on a rocket ship our hero wins. In a post credit scene, readers are



Venom first appeared in theaters in early theaters and has since found huge success (Contributed by Sony Pictures).

left with hope that a sequel will be made, with a tease to one of Marvel's most iconic symbiotes, Carnage.

Interviewing Da Vinci Artists: Emma Arntzen



What is your favorite part of creating art?

I think that my favorite part is when I start creating the base of the art. I like setting up everything and then adding layers to it.

What other artists inspire you?

I think that I am inspired a lot by all of my fellow artists here at Da Vinci like Grace Hoff. It really inspires me.

What medium of art is your favorite type?

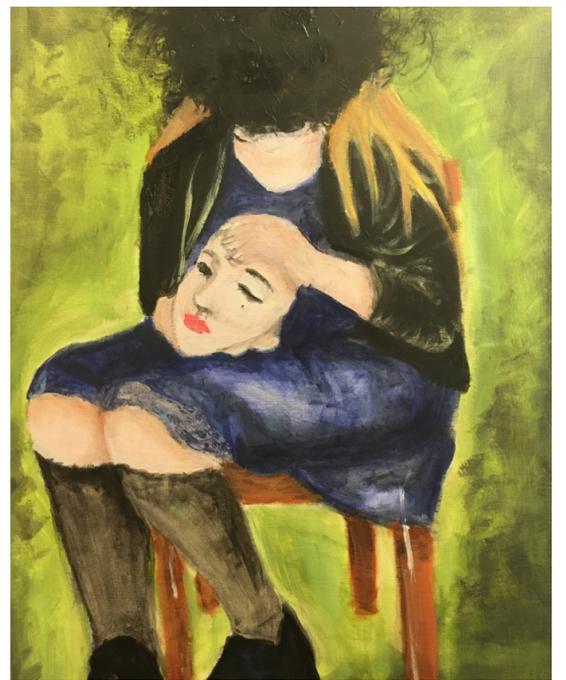
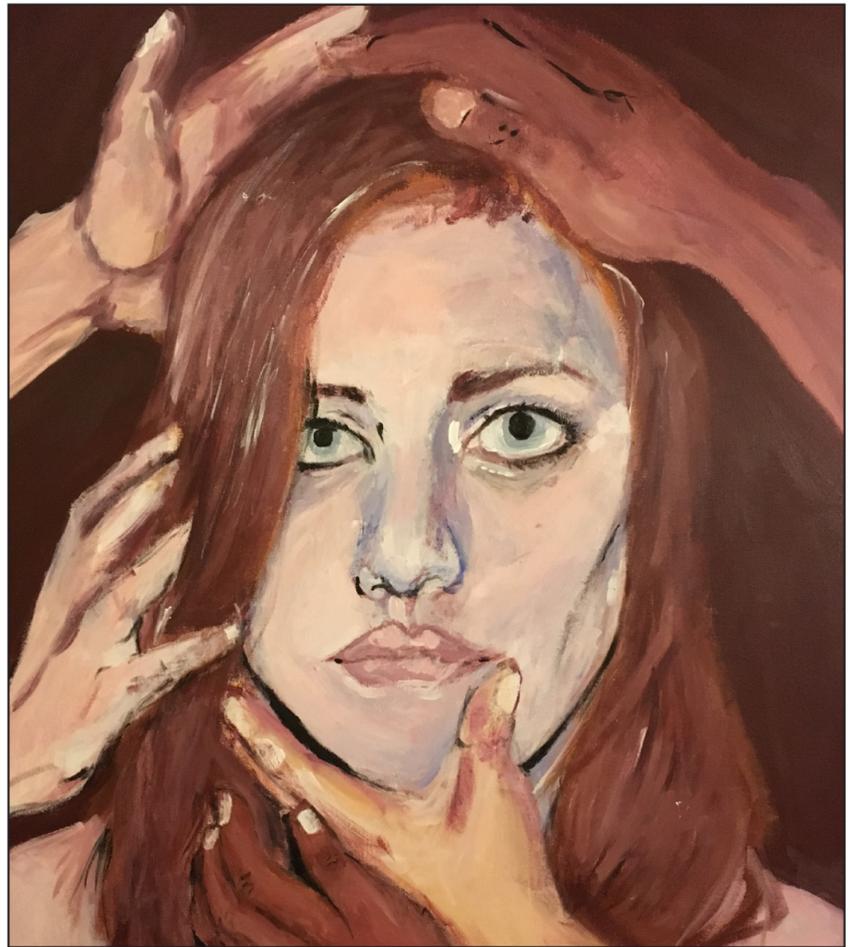
I think that acrylic painting is probably my favorite.

How long does it typically take for you to finish a piece?

It's kind of hard to judge because I usually work in small increments, but it probably takes me around a week from start to finish.

Have you entered any of your art into competitions?

I was in a competition last year with a self-portrait drawing for the Crocker Art Museum. It was really cool because it was all different teens in the area and had many incredible pieces.



Interviewing Da Vinci Artists: Phoenix Myers-Wisgirda

What is your favorite part of creating art?

The fact that I can be really creative and basically do whatever I want with no restrictions.

How have you seen your art change through the course of high school?

It's changed a lot, it's gotten a lot better, I've started going towards more of a cartoony art style. I've tried to put more emotion into my art and focus less on small details that don't really matter.

Have you taken any art classes at Da Vinci?

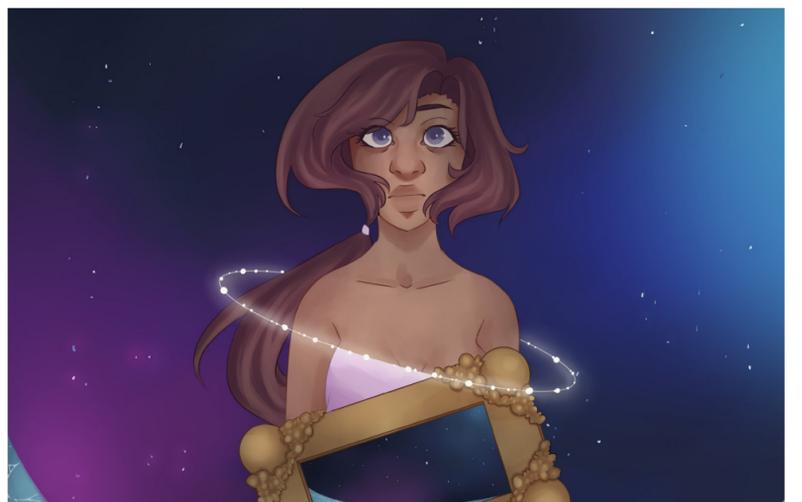
Yes, I have. I've learned a lot through them, and especially this year with AP Art I can be really creative with my art and really go in the direction I want to go.

How would you describe your art in three words?

Dynamic, cute and soft.

How do you see art playing a role in your future?

I definitely want to go to school for illustration and possibly become an artist for graphic novels or something like that.



QUOTE OF THE MONTH:

There are no limits to what you can accomplish, except the limits you place on your own thinking

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