



**Issue 7**

## **News Stories**

### **Beverly Hills Schools Don't Live Up To Their Reputation**

Despite constant district-wide propaganda about how high Beverly Hills schools rank, state scores show we are performing far below the average for similar schools.

Beverly Hills High School: for years it was seen as a super-wealthy elite school where the brightest minds studied together. In fact, due to the high property values and subsequent high property taxes, students in Beverly Hills could expect the finest education because there was massive funding. All of that changed, however, when California tried to provide an equal opportunity for all students. Proposition 13, which passed in 1978 cut off property taxes as a major source of funding for schools. At approximately the same time, the Serrano-Priest decision crippled local school funding sources. The effect on the Beverly Hills School District was a severe budget cut. Paralleling such budget cuts was a decline in academic scores. It hasn't been until recently, however, that the decline became even more noticeable.

No student can go through the Beverly Hills school system without hearing district propaganda saying how high district test scores are. Beverly Hills High School had the honor of becoming a National Blue Ribbon School and a California Distinguished School. The administration is by no means shy in boasting about the school's superior academic standing. A simple glance at Beverly's website reveals the propaganda in full rigor. The actual facts and "un-spun" statistics tell another story, however. Test scores show we are not one of the top high schools in the nation, we are not on of the top in the state, and we aren't even the top in the county. Although we perform at a high level compared to most (for we are in the top ten percent in the state), district scores are nowhere close to what they used to be and what they are made up to be.

Every year the state of California releases reports regarding academic performance in California schools. The overall academic performance index (API) scores rate schools on a number of criteria regarding academic performance of the students. Contrary to what the school would have you believe, our API scores ranks us as the 43rd high school in the state. Even this ranking can be deceiving, however, for the subject tests and our SAT scores are even lower on the scale. On SATs, our averages ranked us 48th in the state, with such school districts as Arcadia, Fullerton, and LA unified scoring higher than us, sometimes by several hundred points. The average score of 1163 puts us as the 11th school just in LA county alone. Even though we spend far more money per student than many districts (we are one of the highest spending medium to large sized district in California), our scores are lower than various districts who spend thousands less. Last school year, we spent \$8584 per student in attendance. This equated to thousands of dollars per student more than each of the other public schools that performed better than we did on the SAT.

When one looks at college acceptances, it is apparent once again that we are not one of the top high schools in the nation. Although it is understandable that Harvard Westlake, a private school, have students go in larger numbers to prestigious universities, the comparison with Beverly is shocking. When 12 people from Harvard Westlake got into Yale, 14 into Stanford, and 9 into Harvard last year, from Beverly the numbers were 0, 1, 1, respectively. Considering the graduating class at Beverly was nearly twice as large as that at Harvard Westlake, the numbers for Harvard Westlake should be doubled to fairly compare them to Beverly's statistics. Despite the comparison being somewhat unfair in that Beverly is a public school, one should still take into account the stark contrast in where students are getting accepted to.

Although there are slight variations from year to year, the academic situation has not

been addressed and scores are either remaining fairly constant, or are declining. In 1999 we placed 23rd in the state of California which can be seen as a decent rank, but far from being one of the elite schools the district portrays us to be. Just 5 years later, however, we have moved down 20 whole places to be 43rd out of the reported schools. Even though we have one of the highest teacher to student ratios and we spend far more money than most other districts do, we are still performing below many comparable schools.

Defenders of the current academic situation cite various reasons for the school's performance, but statistics show that all such excuses have little merit. On such excuse is that our district has less Asians than other districts that are doing better than we are. This is false, however, because many of the schools that are performing higher than we are (with less money mind you) have less than our 15 percent Asian makeup. Although it makes some difference, studies show the ethnic makeup of Beverly is insignificant and is not at fault for its relatively poor scores. Other excuses that have been commonplace in the district when confronted with the scores include financial demographics, saying that students who come from socio/economically challenged families tend to do worse on tests. Although studies show there is merit behind this statement, BHHS does not have a large percentage of students who come from economically depressed homes compared to many other districts.

Among people who are informed about the scores in Beverly Hills schools, many feel something is going wrong. It seems that we have everything it takes to be one of the best public schools in the nation: we spend (relatively) massive amounts of money for each student, we have small classroom sizes, one of the largest teaching staff to student ratios in the state, and 92 percent of parents who have children in the district took at least some college. Clearly, there is a problem - for it seems like we have just the right brew for success, yet something is faltering. Science teacher and parent Gary Thorpe, who runs bhschools.com, is quite concerned about getting to the bottom of the district inefficiency. He is committed to having the district raise its scores, and he has proposed a few ideas that might help. Among the reforms he proposes: greater accountability and more teacher incentive to perform. Former board member Gerald Lunn has also been very active on the issue. On his website, he says that greater teacher and parental involvement in curriculum decisions is critical. Whatever the course of action the school board decides to take, it is clear that the district can do better than it is doing now.

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For More Information and to see actual reports about how student scores are doing in Beverly Hills, see the following sites:

[www.geraldlunn.com](http://www.geraldlunn.com)

[www.bhschools.com](http://www.bhschools.com)

<http://www.cde.ca.gov/ds/>

- Zack Anderson

## Editorials

### **The School Board Claims They Know How To Spend Money Wisely?**

The School Board is the entity which manages the spending of money in the school district. It is they, not the ASB presidential candidates, who gets to decide when and if the bathrooms will be fixed, the chalkboards will be replaced and the cafeteria food will be "upgraded". The school board finances multimillion dollar programs. They are like a huge corporation, without the corporate bosses who have monetary investments at stake. They use money taken from hardworking taxpayers and put it to use in school and educational-related projects. With this kind of responsibility, wouldn't you think that the school board would know how to spend money wisely, that is, to get the best things for our schools for the least amount of money?



Well, responsible is exactly what the school board is not! A responsible organization will take time to look at all sides of the story before they proceed to use other people's money. The school board has a distinct problem in that they like to do things very hastily. Instead of seeing if something is a good deal or not, seeing if it will be the best option in the long run, or seeing if it will be the best start, the school board just wants to "get the ball rolling" and plow ahead blindly. Although this is good in some ways - it gets the job done, it often means exorbitant bills for very little work. Their obsession with getting a quick start on things ends up taking a lot more time later on when projects have to be reworked, and when more money has to be spent. In the least, they will end up paying a lot more for something because they did not search for a better deal. Examples of outrageous expenditures on the part of the school district include a whopping \$1.2 million dollars for emergency exit signs. Yes, exit signs! Just what kind of jewel-encrusted exit signs do we need? Among other things, \$1 million will be spent on window blinds alone! I want to know where the district could even find a contractor with the guts to charge \$20,000 per classroom to repaint it. Oh and lets not forget to mention the \$2.7 million dollars that are going into making plusher, larger offices for high-level administrators and a new board room. Nice to see that they did not forget to think about themselves too.

The other problem with the school district is the amazing team spirit they display. Although it may not seem like it, this is a real problem. At almost all the board meetings, the votes are unanimous. Even board members who speak out against particular projects

end up voting for them if that's what the rest of the members want them to do. Just what the hell is that about?!? What's the point of voting for something if all the votes are going to be same? Does that mean the board members are just trying to get the hell out of the meeting to get back home, or does it mean that they value cooperation more than success? No corporation can survive without criticism. Unless there are people on the board saying, "wait a minute" and analyzing motions for what they are, the board is forfeiting much of its power to bring about change for the better. If there's going to be a vote, then people should vote for what they believe is best, not what will get them home quicker and keep their colleagues happy. Clearly, the school board has quite a few problems to sort out. It would be the wisest course of action if they started now before more of our money is pointlessly wasted.

- Jim Moore

### **ASB: If It's Going To Be Controlled, What's The Point?**

ASB - the Associated Student Body. A great idea, but a poor implementation. When I think of an elected student run governing body, I think of a democratic type forum where students can voice their opinions and have an impact on school policy. With ASB at Beverly, this just simply is not the case. ASB more closely resembles a dictatorial body in which student "representatives" are merely pawns to make it seem as if students in fact have a say in policy decisions. The reality of the matter is that ASB is more of a party planning class than a genuine governing body. The administration has the final word, so even if the student body wanted something and the administrators did not, it wouldn't happen.

The problems with ASB are even greater, however.

**Elections are rigged.** When you vote for your candidate you are led to believe, and would hope, that the vote counts, but if an administrator doesn't want a candidate to win - he or she won't. This has happened before. When Mike Doyle won the ASB election last year, Ms. Rabin and Ms. Newman revoked his victory and gave it to his opponent Marisa Schneiderman, because, they said, Doyle violated the rules when he passed out unapproved stickers saying, "Marisa Schneiderman knows where Osama is and she's not telling us." What Ms. Rabin and Newman seem to not understand, however, is the constitution of the United States of America. Doyle's stickers were no more than a joke, and mandated pre-approval of campaign paraphernalia is completely illegal and unconstitutional. It wasn't until Doyle brought up the fact that such a rigged election was illegal that the school backed down and allowed the position of ASB president to be split. Even this, however, was not right - for Doyle won the election by (at the last announced count) 100 votes.

This wasn't even an isolated incident! Ms. Rabin was mad at Brian Bensadigh during the last campaign speech assembly because he pronounced the name "Dick Chaney" in an inappropriate manner. They were considering penalizing him for the mispronunciation.

ASB can be a great asset to the school and there are many dedicated students and staff who help, but until crooked administrators who try to control "democracy" are purged, this will not happen. ASB needs to have not only a say in school policy decisions, but they need a vote. It is time that disguised democracy be eliminated. Sure people can vote for ASB candidates, but if administrators don't want the candidate to win, then the votes are meaningless. Sure ASB members can vote to arrange events, but if the administrators disagree with ASB's actions, the actions will be overturned. Sure the student board member has a vote during the board of education meetings, but it is a "preferential" vote, which means it is meaningless and only officially notes the student

board member's opinion - it doesn't go towards the final vote count. In final analysis, with such limited power and such controlled democracy, what's the point?

- Former ASB member

### **STAR Testing Hurts Students' Education**

It happens every year. It's long, it's arduous, it's not so difficult - it's STAR testing. Students across the country take a week-long break from their education to do a standardized test. Every year we have to listen to the same old instructions. Every year we have to read the most drudging and prosaic passages. Every year we have to work out the same old math problems. Why is this so? Dr. Step and the teachers tell us that STAR testing is important because the school receives money if the students perform well (and also the Blue Ribbon award we are so proud of). We are also told that the test is important because it allows the school to see if we are really just struggling in an easy class and deserve to be advanced. Sure, those arguments seem valid but if you look closer you can see that the STAR test really isn't worth the damage it causes. Damage? Yes!

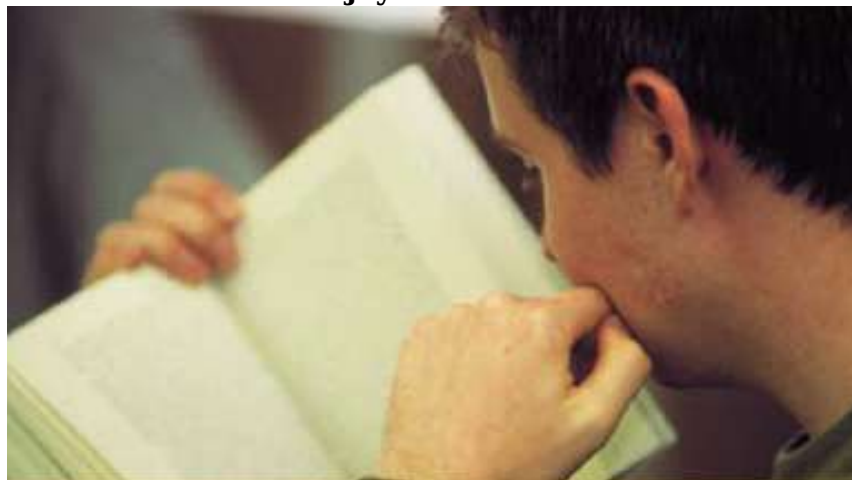
STAR testing hurts students' education. When we have to take a week-long break from learning, that disrupts our learning. Furthermore, STAR testing is tiring and repetitive. Students get sick of taking the test as soon as it starts. This leaves them less energetic and unprepared for the rest of the school day. As for the school grants, there's really no reason that the state can't just give us shorter tests to determine abilities. Taking a week out of our time to learn is outrageous. It'd be even better if the state would actually inspect the school and the learning environment at the school in person to have an even better idea of just how deserving the school is of a grant. If you must have a test, why does it have to be so long? What does the 1-week STAR test accomplish that a 1-hour test cannot? Nothing but time out the students taking it.

The timing of these tests couldn't be more flawed either. They're right before the AP tests. We are already on a very tight schedule regarding AP classes because we have to finish an entire year of college level work. When the state forces students and teachers to detract from the curriculum, it puts a greater burden on the students and teachers to work harder and faster.

The STAR tests are tiring, interrupt students education, hurt AP scores, and they take a week to do what could be done in one hour. It's time the state come up with some method of testing students in a more concise manner.

- LSD

### **You Should Enjoy AP and Finals Review!**



At the end of every semester it happens: finals. After much grueling study, the work culminates in a week of seemingly endless tests. Although most people hate studying for finals, and AP tests for that matter, this just simply should not be the case. We go through school not for a simple grade, but to learn. The entire point of school is to learn, and when one does so, he or she should feel proud of having learned something. That's where review comes in. At the end of each semester students get the priceless opportunity to recap on everything they learned throughout the semester. Review is a time to synthesize the material, and bring it back to your memory, hopefully for good. Now this mentality is not shared by many - because many (those who only see school as an opportunity to get into a good college) see finals review as a tedious process. Don't think that way, however. For every subject you review, think to yourself, "wow, I really learned a lot this semester - how great!" If you think that way, not only will you not mind studying for AP tests and finals, but you will find the entire experience to be quite rewarding. Don't believe me? Try it for yourself.

- Jack Davis

## Features

### Letters

Something on your mind? Feel free to email us with your comments, suggestions, praise, criticism, issues you are concerned about, etc. Here are some of the letters we have received:

Dear Editor,

The other day I fell victim to a shameless act of fraudulence. Those who commit them everywhere; we've all seen them - people who solicit usernames and passwords of innocent, apathetic students in order to get an edge on an ASB election.

Some candidates are using private information of others in order to **cheat** and vote for themselves. Frighteningly, they don't seem to care about slandering their political reputations through this blatant disregard for the truth.

I've seen sheets of papers covered with enough usernames and passwords to send my jaw plummeting towards the floor, filling my body with bewilderment, disgust, and fear. It is mind-boggling to think that so many people would comply to other peoples' deceitfulness, as if giving away the ownership of your identity is acceptable. Participating in the stuffing of ballots is unethical and morally wrong. Most importantly, our future is at stake. How can we criticize political corruption at a national level if we are taking part in our own **dirty politics** right here at Beverly?

We are in desperate need of action... and it can start with each person. Next time someone asks for your password, link their face to disgust, dishonesty, and corruption.

- "A Concerned Advocate of TRUE Democracy"

Beverly Hills, CA

I am writing to you in regards to the editorial article in the Los Angeles Times dated 3/12/2004. I live in Seattle, although I am an alumni of Horace Mann, and attended Beverly Hills High School in the mid-80's, and am now 31 years old. I was diagnosed with Hodgkin's' Lymphoma in 2001, at the age of 29. Although I cannot comment on a lot of the article, as I am involved in a pending lawsuit, I wanted to take a moment to thank you, for bravely speaking what most people don't dare to speak. I agree with a lot of what you said

in the article, and am amazed that it has come from such a young mind! I appreciate your hard work and effort to get the situation at Beverly noticed, and to bring it to people in an educated and straight-forward manner. I rely much on what I read in the online papers to keep me posted on what things are like down there right now, and it was a nice surprise to see the TRUTH in black and white!

- Allison Levy  
Seattle, WA

I wanted to let you know that I am very happy with all the press you have been receiving...keep up all your good work...you really are making a difference and I applaud all your efforts...take care.

- Jody Kleinman  
Beverly Hills, CA

I commend you and your staff for your bravery and distribution of the underground paper despite Step's denial. Keep up the good work.

- Anonymous

I am the editor of The Woodson Report, another underground high-school newspaper. I'd love to congratulate you guys for starting up, and for having such a great site.

- Alex Parker  
Fairfax, Virginia

I was pleased to finally see a balanced approach to the question of the oil well lawsuits. However, I would like to make a couple of points. You say that Brockovich and company are championing a "just cause." This phrase seems to reflect a conclusion that has already been drawn. I'm assuming that what you mean is that, because this concerns children and health, the investigation must be pursued vigorously. Knowing every member of the school board and several city council members, because our children attended school together, I can't imagine that their motives are anything but true. Still, we must all apply the same level of interest, healthy skepticism and due diligence to all sides into all of the facts are in.

I would like to address the issue of censorship as well. I graduated Beverly in '73 and was editor of Highlights. With the perspective of time and age, I am able to understand an administration's concern that, since young people like you do not have the knowledge and education to fully understand the scientific facts and implications behind a case like this, (nor do most adults and journalists), conclusions might be drawn emotionally and without a true understanding of the subject. Even the most liberal of school principals would be very concerned about the impact an ill-conceived article about a subject that brings together children, school and cancer in the same breath could have.

- Myra Reisman Gabbay  
Beverly Hills, CA

A few minutes ago I was searching Google and typed in "underground newspaper" Your paper happened to be the first thing that came up... I was actually wondering if you could help me out. How do u start an underground school newspaper? It's just a sudden idea of mine that I really want to act on. I'm a junior at Southampton High School in New York. Everything we do in our school is so restricted especially the official school newspaper. I'm not looking to start anything as big as what you seem to have going for your newspaper but I was just wondering where to start. All right, thanks for your time - I appreciate it!

- Jenny

South Hampton, NY

### **How To Breach Internet Restrictions At School**

We've all seen it: the foreboding stop sign that appears every time you visit what Beverly deems a "forbidden site". How many of you, however, have ever said, I want to go to that site, so let me do something about it. Well here's your chance. Like all computer systems, the school's system to block certain sites has its downfalls. Lets examine these downfalls so that you can surf the web freely and without the internet police stopping you.



The first and easiest method to visit some restricted sites is to type in the ip address of the site. The IP address is the numerical (and actual) address of the site. It looks something like: 172.12.24.3

Although this doesn't work with many of the sites the school's filter blocks, sometimes typing the IP address of the website into internet explorer will allow you to bypass the restriction. To find the IP address of a website, you can do a number of things (just search on google for how to find the IP address of a website). One site that will allow you to find the ip is <http://www.dnsstuff.com/>. Just type in the URL into the "Ping" box and it will give

you the IP address. Then just type that address into the address bar of the web browser.

The second way of bypassing the filter is by using a proxy server. Since the school already uses a proxy server (it is the proxy server that allows the school to block certain pages), one can bypass the restrictions on the internet at school. There are a number of such proxy servers that one can choose from. The CGI proxy servers which encrypt the URL (which means the site you go to is invisible to the school) is the best choice for two reasons: the first is that the school can't see the site address you went to in their logs, and number two - the school filter might block some URLs if there are certain words in it - thus, if the URL is encrypted - it looks like a bunch of gibberish. Remember though, if the school really wanted to, they could find what sites you visited even if the URL is encrypted. That means that this is great if you want to do a little shopping on ebay, but save your hacking and pornographic adventures for outside of school.

Here is one such CGI proxy: [click here](#)

If the above stops working because the school catches on to this story, go the page linked to below and use another CGI proxy. If those stop working too, search Google for another CGI proxy.

To see a long list of proxies that one could use to bypass the censorship, [click here](#).

Although there are various other ways of bypassing the internet filter at school, these two methods are the easiest.

- Absolute Zero

### **Speech Before BH City Council Regarding the Oil Well**

For those who are interested in reading one parent's still unanswered concerns regarding the oil wells on campus, the following is a speech given before the city council. Be advised that a new Ultra Systems Inc. environmental report (commissioned and funded by the city) is set to come out shortly. According to superintendent Jeffery Hubbard, the report answers some questions and allays some fears (see point 5 below) regarding the oil found 10 feet below the north parking lot .

Honorable Members of the Council,

We like the Beverly Hills High School. We like the city and the people. We want to make sure that our children are in a safe environment. These are the reasons that we are devoting so much time and effort to try and learn about the use of radioactive materials in the oil wells at the school. We hope that the facts that we present are helpful. We also hope that all people who might be related to this issue would want to know all the facts. We hear from many parents, who tell us that it is our obligation to present the facts, so there will be no regrets in the future.

We received many calls from parents and Beverly Hills residents who asked us to elaborate in more detail on the subject of radiation at the high school. We are trying, but it is impossible to present to you even a fraction of the information in 3 minutes. We have asked the school board to place this item on the agenda.

By now you probably had a chance to check and verify the facts that we presented to you in the past. You probably realized that all the information was correct. So was there any action taken? We keep finding out about tests that are misleading, and officials keep telling us that everything is wonderful.

We hope that the city and school officials are interested in finding out THE WHOLE

TRUTH. For example: We are told that the oil well pipes are 7000 feet deep. In fact, the pipes are going 500 feet down from the surface, and then they turn in an angle. That means that at least 18 pipes, that potentially contain toxic, carcinogenic and radioactive materials, are going down 500 feet right next to the school's bleachers. Please try to visualize the distance between the first few feet of the 18 pipes, and the athletic field. Another example: a pipe that starts at the school, goes diagonally and ends under Rodeo Drive at a depth of 7000 feet. By using simple elementary geometry, you can calculate how deep are the pipes under the school building. It shows that the pipes might be much closer to the school than we thought. The possibility of constantly present radioactive materials in those pipes, need to be evaluated and monitored continuously. After all, damage from radioactive materials to the human body could accumulate, but the damage might not show until many years later.

Please allow us to focus on the subject of testing. As we mentioned in the past, the circumstances of past testing are questionable.

1. Radiation testing was done after pipes that might have been contaminated with radioactive materials were removed.
2. The tracing tests for leaks were done shortly after the old pipes were replaced with new ones. Twice within a year. If everything is wonderful and safe, why would an oil company spend hundreds of thousands of dollars on replacing pipes and doing "maintenance" twice within one year, right before testing?
3. According to the California Radiological Branch, the soil that was tested for radiation was collected from the surface, instead of a deeper layer. WHY? They must know that there is a possibility that new soil might have been added during maintenance before the testing. If that is the case, it is like testing for radiation a bag of soil in a store where it is being sold.
4. In April 2003 we suggested testing the drinking water at the school for radiation. Was any water testing done since then?
5. In the summer of 2003, when digging a hole in the north parking lot, a contractor accidentally found an "Oily substance". We were told that the hole was less than 10 feet deep. We were also told that the "substance" might be crude oil. Crude oil is toxic, carcinogenic and might contain radioactive materials. Was it ever investigated how did it get there? Was there a leak? If it was, how many more undetected leaks could there be under the cement and under the school? Was it located where the new science building is supposed to be built? If there are leaks at 500 feet or less, could it affect the drinking water?
6. Each material was tested separately. Did anyone test the impact of the combination of all the chemical and radioactive materials that exist at the site? Research has shown that the presence of oil well chemicals increases the radioactive exposure by 10 times. What other interactions are there?

At this point, can anyone say that there is nothing to worry about? Can anyone guarantee that our children are safe, knowing that crucial tests were not conducted the way they should have been conducted? Please make sure that all these issues are properly investigated.

Being under a magnifying glass, we are sure that NOW, everything possible is being

done to minimize pollutants that might be detected in tests. So we hope that at least some of the environmental conditions at the school have improved. At the last school board meeting we requested AGAIN the regular use of radiation monitors in some of the classrooms. Since the school Board would not comment on public address, we asked them to place the issue on the agenda.

In order to be fully informed, the public needs to know and learn about the tests and the way they were conducted. In order to form an educated opinion, we believe that everyone should learn more about this subject. The facts are simple. You do not have to be a scientist to understand these facts. In an effort to help the school and the city, we concerned parents hope that a Beverly Hills Citizen's Environmental Committee will be established, and we hope that you will agree to participate. Thank you.

- Marrina Waks

### **Speech Before the School Board Focusing On the Radiological Concerns of the Oil Well**

Honorable Board Members, (School Board 6/8/04)

Large sums of taxpayer money were spent on radiation tests that do not answer the most important key questions. Here are the facts:



1. According to the California state Radiological Branch, the soil for radiation testing was collected from the surface, instead of being collected from a deeper layer. Fresh sod was placed on the field at the end of June 2003. The soil sample was collected in the beginning of August 2003. Therefore, the tests results could reflect the levels of radiation in the new fresh soil.

2. Radiation testing was done after pipes that might have been contaminated with radioactive materials were removed and replaced with new ones. Twice within one year. Many people wonder: if everything is wonderful and safe, why would an oil company spend **hundreds of thousands of dollars** on replacing pipes and doing maintenance twice within one year, right before testing? According to the California state Radiological Branch, replacing the pipes could affect the tests results.

3. In August 2003 a very sensitive instrument that tests for radiation was placed between the oil wells heads on a tripod. Out of many radiation tests that were done at the Venoco site, there are no test results available. The report reads: "Unable to quantify activity due to unique geometry or unknown depth of concrete or asphalt". Yet, an attached photo shows the space around the instrument is free of any obstructions.

4. The results clearly show that at the school, the closer you get to the Venoco site, the radiation levels are rising . The test results show the highest levels at the softball field next to Venoco. Quote from the tests results report: "High Thorium 232 reading may be due to the proximity (approximately 15 feet) to the concrete block wall separating the Venoco site and the BHHS softball field."

5. On April 2 the representative of the Department of Health measured the accumulating radiation on a sensitive radiation monitor. We were told that from 8:00 a.m. to 2:30 P.M., it measured 140 millicuries. According to the county Radiological Branch, this measurement consisted of 2 hours at the Venoco site, 2 1/2 hours on the street and at the school, and 2 hours of radiation levels "in a restaurant" (at lunch break). These facts were not mentioned in the tests results report.

6. Each material was tested separately. Research has shown that the presence of **oil well chemicals increases the radioactive exposure by 10 times.** Did anyone test the impact of the combination of all the chemical and radioactive materials that exist at the site? What other interactions are there?

7. We are told that the oil well pipes are 7000 feet deep. In fact, the pipes are going 500 feet down from the surface. Then they turn in an angle. That means that the top of at least 18 pipes, they potentially contain toxic, carcinogenic and radioactive materials, that are located next to the school's bleachers, are going down 500 feet, and then some of them go under the school. It shows that the pipes might be much closer to the school than we thought. The possibility of constantly present radioactive materials in those pipes need to be evaluated and monitored continuously. After all, damage from radioactive materials to the human body could accumulate, but the damage might show only 5-40 years later.

9. In April 2003 we suggested testing the drinking water at the school for radiation. There was no data that indicated any water testing at the school.

**We found these important facts, but how many more facts are there that we did not find and should be aware of?** World-renowned scientists who reviewed the facts

of the testing stated that the tests are misleading and incomplete. Crucial data is missing. Our trust was betrayed.

After evaluating all these facts it is easy to understand why we have so many doubts. One of the parents asked why scientists, who are specialists in the radiological field, would allow us a false sense of security. Another asked who is supposed to oversee the whole picture. For instance, we did not need to spend large amounts of taxpayers' money to find the levels of radiation in brand new oil pipes. We did not need to spend large amounts of taxpayers' money to find out how much radioactive materials exist in FRESHLY APPLIED soil. Radiation levels in a local restaurant should have never been calculated as radiation exposure at the school. How can we trust future tests AND WHO IS REALLY LOOKING AFTER THE STUDENTS AND STAFF?

In September 2003 the city council approved the purchase of radiation monitors for the fire department. Considering we have asked the school board for radiation monitors since April 2003, we asked why there were no monitors approved for the school. We were told that the school board should have requested them, but they never did. Could you please request them NOW?

We hope that just like us, you would like to know all the facts that might affect the student's health. We also hope that NOW that you are aware of the faults of past tests, you will take the right steps. Ignoring the issue is wrong. Denial is the wrong answer. Please review all the facts again. Please allow radiation monitors to be placed in some of the classrooms to test for accumulating radiation.

- Marrina Waks

### **Notable Quotes**

After Meyran Khanbabapour explained to Mr. Ryan how humans cannot control some urges, Mr. Ryan proceeds to say, "Meyran, just give me a call, and I'll get you a condom."

"You just take a magnifying glass and burn the little ants and they all go 'eeeeeeee!'... it's so cute."

- Mr. Knowlton

(While screaming at the top of his lungs) "I'm not screaming, you just aren't listening!"

- Mr. Zadeh

Mr. Morris - "When is AP Physics?" Andrew Platt - "It's offered, just not taught here."

"Next time someone tells you money or love makes the world go around, tell them no, it's angular momentum."

- Mr. Morris

"While you are sitting here in this classroom, there are kids in South American mines making it possible for you to wear your t-shirt."

- Andy Rafison

"If you're not sure someone is human or alien, ask them to describe a spiral staircase. If they do this (makes a twirling hand motion) then they are human."

- Mr. Morris

Please Email Us if you have any funny or thought provoking original quotes. Be sure to include the quote and the name of the person who said it.

## **Wide World of the Walrus**

### **The Fight For Control**

If you don't see it around you, then I guess you don't have a clue. It is in an elders nature to want, and even need control over the young. This is an inherent fact, seen throughout the natural world. Of course, eventually, the young prevail to inherit the responsibility of the incoming generation. My question is why is this control so coveted? Why is it that a teacher needs to be older than his/her students? That never made sense to me. Of course experience and wisdom come into play, but why is it the golden rule that the old rule and the young follow? I believe that some people are born to lead, and born to teach. Unfortunately the world doesn't see it that way, for the young are generally thought of as foolish, self indulgent, and just not ready for such responsibility. This is a major flaw in modern society. I believe that a person's merits make that person eligible for whatever they can strive in. We hear stories of 14 year old kids graduating from college, and high school students inventing extraordinary things to aid the world. Why not stories of young people governing countries, or directing movies, or teaching other youths? Why not? The answer: because it takes away what the elders subconsciously need most - **control**. Think about that the next time you are involved in an argument with your parents and you are right, but receive punishment. Think about that when you can't vote for elected officials, who can pass legislation deeming you unfit to drink, but ok to die on the field of battle. These are questions and debates that must be had, because control is wasted on the old, and kept from the young.

### **The Smothering of Creativity**

As our world becomes ever processed and manufactured by the book, we are losing our abilities to create. In a world where a college degree is more important than imagination, creativity is being lost to efficiency. This trend is being seen in classrooms throughout the world, where an A is more important than an original idea. Of course people in the fields of medicine and science have always been advancing new ideas and technologies, but this is only from a selected few. Explain to me why a test score is more important than a person's ability to think and create? Computers are built for tests, but not human beings. The world of education is slowly killing off creativity in the world's youth. School just simply doesn't focus on it. They say there's too much curriculum to get through. "No time for such nonsense," they say. Of course basic skills must be taught to survive in this world, but a person shouldn't have to be a mathematician, scientist, historian, linguist, and English professor all together. Specialization is a necessity seen in many fields of work, so why is it impossible to be seen in high school? Why is it impossible for students to have the chance to truly specialize in a particular subject? Not only would this amplify a student's ability to create and contribute to the world, but it would also advance our civilization a hundred fold. Many students get discouraged when they have to work and work at a subject in which they simply are not good at. We must stop this overflow of essentially useless information, and begin accessing the true genius that lies in all of us.

### **The Night of Charades: After-Prom**

Year after year, one night is given to the senior class to show themselves off and to become what they aren't. The prom is, of course, just the formality for what is later the after prom. After prom 2004 was a crazy one I must say. Yet it just doesn't, nor does any after prom, distinguish itself from the rest. Lets face it, After Prom is really a costume party. People show up with all their glitz and glamour, attitudes changed - where every girl is Paris Hilton, and every guy Snoop Dogg. I walked throughout the Sunset Mansion, quietly surveying the crowd, which made it near impossible to get through the dance floor. It was amazing to see everyone let themselves go, amidst the gray haze and earth shaking

beats. People who you thought you knew were no more once inside this party. And over course everyone thinks they are it, all eyes on them, when they are just another character in an incredibly vain attempt to have fun. Of course most of the crowd was drunk beyond help, but they still had their senses about them. They knew what they were doing, what they were saying, etc. I guess what I am trying to say is that After Prom is just one big catwalk, with everyone fighting for the spot in front of the camera.

- The Walrus

## **The Rabbit Hole**

### **The Conspiracy Behind All Conspiracies**

#### **"What Lies Beneath"**

Since the first issue we have uncovered the fact that there is significant evidence of conspiracies in many aspects of public life: the moon landings, September 11th, the Oklahoma City bombing, the Federal Reserve, the Kennedy assassination, the Reagan assassination attempt, and so on, all display an undeniable conspiracy signature.

The reader may wonder why any of these conspiracies are being pulled off and what the conspirators are trying to accomplish.

In the case of the moon landings the reasons were numerous: the Soviet competition in space exploration seemed unsurpassable, Kennedy had made a promise to land on the moon by the end of the decade, and the US would lose credibility had it not performed. While the moon landing was a huge conspiracy, its political and social implications are far less significant than most other conspiracies.

Therefore, let's take a look at the major "terrorist" conspiracies that we talked about: September 11th and Oklahoma City. Why would it be in the interest of our government to sponsor and/or perpetrate such horrible events?

The answer is simple: these events are being introduced to condition the minds of the American people. Both of these events have created primarily two emotions within the public: **fear and anger**. These emotions can then be exploited by the conspirators in several ways - the most biting being the tough and restrictive laws that the American people allow to be passed. See the Patriot Act after 9/11 or Anti Terrorist legislation after OKC, both of which severely limit civil liberties.

The name "Patriot Act" in itself suggests that if you are against it you are not a "patriot". As a further outcome of the attacks, the government offers "protection" from the "terrorists" in exchange for the public giving up their rights granted to them under the Constitution.

As far as the emotion of anger goes, the government can use this emotion to further their agenda through wars (Afghanistan and Iraq, both of which were planned far in advance of the actual attacks) and not having to worry about lack of public support. It has worked in the past and it will work in the future. In short, the government creates a "problem", waits for the predictable public "reaction" and then offers it's "solution". This is not the first time this has been done. It has been done by various rulers in the past, most prominent of which was Adolph Hitler, who, by creating conflict after conflict, conditioned the minds of Germany to blindly follow behind him.

When (not if) we have another massive "terrorist" attack in this country later this year it will set the scene for the coming draft already quietly put into place now.

See [Draft Legislation Link](#)



Another attack is the only possible way to gain public support for future war as well as a possible suspension of the Constitution. Just keep in mind that the law for an all out takeover is already in place: by executive order the President of the United States can appoint new members of Congress in the event present members are killed in a terrorist attack - how convenient is that if the president is the "terrorist"?!

But why, you may ask, does the government want tougher and tougher laws, gun control or even gun confiscation (very conceivable after another attack) and more and more control over its people?



To answer this question we have to look at the century old quest of the Illuminati/Secret Societies (see the rED pILL article....) for world domination which has been pursued by them for many, many generations. This goal of world domination is the center of the agenda and has been for centuries. It can only be accomplished with total deception and total control. World domination cannot be accomplished without first gaining control of the world financial market: That's why we already have the "World Bank" and a "World Trade Organization".



However, the biggest obstacle for the Illuminati to overcome is the United States of America and its Constitution. They have to bring the US down because with its prosperity as well with its Constitution, which allows its citizens to bear arms so the people can never be oppressed, it is not possible to achieve a world government (New World Order = NWO). The NWO, under the leadership of the United Nations, will be an all socialist, de-industrialized, population controlled fascist regime.

The Globalist Illuminati have vigorously pursued the destruction of America over the last 50 years. Don't fool yourself: Bush and his ruling cabal (Cheney, Wolfowitz, Perle, Kissinger, Rumsfeld) even though they may be Americans, they don't give a damn about this country. They want to advance the NWO, and hey want world control under a United Nations-type agenda.

In the 60's the Illuminati, through the CIA, infiltrated LSD into this country in an attempt to undermine American society. As a matter of fact, LSD is an invention of the CIA/NWO team. Developed in Switzerland by Sandoz Pharmaceuticals, the CIA ordered 100 million doses at that time.

See <http://www.a1b2c3.com/drugs/lsd09a.htm>

This undermined a whole generation with drugs. The Beatles sang : "Lucy in the Sky with Diamonds" = L.S.D., reflective of their generation's mindset at the time. In a Playboy interview in 1980 John Lennon stated, "We must always remember to thank the CIA and the Army for LSD."

See [John Lenon Link](#)

To this day the CIA remains in control of the drug trade in America.

But the destruction did not stop there. The borders were opened wide. Millions and millions of illegal immigrants undermined and effectively diminished the social system. Schools became overcrowded and the process of the "dumbing down" of America began. Only by reducing the level of education can America be brought down, and the effects of the reduced education are beginning to show now.

To further this agenda, the social fabric of society had to be undermined as well, as evidenced by the destruction of the family unit in our society. The feminist movement, although it may seem just a 'sign of the times', was a carefully engineered illuminati plot, implanted into our minds over decades through television and movies.

See [Feminism Page](#)

The male was effectively removed from his traditional role as head of household and replaced by the single parent concept, which is now the norm.

Next came the destruction of the manufacturing base in America. After World War II, America was the largest exporting nation on earth. In the eighties and Nineties most manufacturing jobs were transferred abroad, mainly to China. Today America does not even manufacture a single television set nor even one washing machine. Everything is imported, not much is exported. How can a country retain its leading position in the world if it does not manufacture anything? The answer is, in the long run, it cannot.

To further bring down the US , it's money must lose the 'reserve currency' status, which keeps our currency the "world trade currency" of choice. The changes are well underway, ever since the Euro was introduced a few years ago. Without its reserve currency status, the US's wealth will go down the tubes.

But ultimately it will take another terrorist event - and maybe another war - to finish off the rest of America's glory . Then, and only then, can the Constitution be suspended (as mentioned by Gen. Tommy Franks in an interview with "Cigar Aficionado"), can the guns be grabbed from the citizenry, and the NWO in the form of the United Nations can take over the streets of America, just like Henry Kissinger, the NWO's #1 henchman, envisioned back in 1992:

"Today Americans would be outraged if U.N. troops entered Los Angeles to restore order; tomorrow they will be grateful. This is especially true if they were told there was an outside threat from beyond, whether real or promulgated, that threatened our very existence. It is then that all peoples of the world will plead with world leaders to deliver them from this evil. The one thing every man fears is the unknown. When presented with this scenario, individual rights will be willingly relinquished for the guarantee of their well being granted to them by their world government."

Henry Kissinger in Evian, France, on May 21st, 1992, at a meeting of the Bilderberg Group (Europe's Secret Society).

See [History of the New World Order Page](#)

NEVER GIVE UP YOUR MIND - NEVER GIVE UP YOUR GUNS - AND NEVER ACCEPT UN "PEACEKEEPING TROOPS" ON AMERICAN SOIL. NEVER.

- tHE rED pILL

## **Ask The Shrink**

**Have issues? Let Beverly Underground help you! If you have a problem and would like confidential, expert peer advice from someone who cares, email Advice Kid at [Advicekid@beverlyunderground.com](mailto:Advicekid@beverlyunderground.com).**

### **Online Love, Real Life Confusion**

Ok, here's my problem:

There's a girl I really like. We talk online a lot where we're very close in flirty. However, as soon as we're in person she's totally cold. I don't understand. Does this mean she doesn't like me and is just messing with me? I feel like just confronting her and asking her up front - would this be a good idea?

-Online and Annoyed

A question of our generation. Instant Messaging is a lot of fun, but an entirely unreliable basis for a relationship. Never depend on the impression you get from an internet conversation because it's an artificial medium - people have a chance to edit what they say before they say it, and despite all the smileys and whatnot, you can never quite tell how much meaning any one comment has without hearing the tone in which someone says it.

With that said, I don't think you have a hopeless case, but I would not go running to pour your heart out to her. Start by analyzing your behavior. Have you been at all reserved when you're around her? Often, people are uncomfortable around the people they like because they are intimidated or scared of making a bad impression. In fact, this girl may be playing it cool because she doesn't know how you feel. Unless you've actually told her you like her, she can't know for sure (no matter how many hints you've dropped). So here is what I would do: ask her (casually) if she would like to hang out. Make it in a non-pressure situation, maybe with mutual friends. If she puts you off or rejects you, then you have probably read more into the relationship than she has and should start trying to shake off the crush. However, if she says yes, start building an in-person relationship and gradually phase out the internet one. Good luck!

-Advice Kid.

### **Creative Writing**

#### **"Dancing In The Rain"**

Dancing with no cares  
Dancing with no audience  
As everyone looks  
With only nature as your guide

The rain dips down and the sound  
Of splattering beads on all the leaves  
Provides the beat for you to dance  
In the disregard for dryness

The people gawk at such a sight  
To see you fully clothed

Moving in a gyrating fashion with all your hips  
To the sound of your soul

But it isn't crazy  
It's healing to believe that they're still times  
When the world is so compacted  
And you choose to break away

Break away is crazy they scream  
As they only see a boy become drenched  
Ready to be sick from the cold  
Deserving it from the spectacle

But you see him not wet  
He is free as he assimilates  
Without the control of life  
And abandons the hold

Thirty-five seconds from when the rain began  
It ceases to fall and the crowd cheers  
But you notice that all the beauty in life  
Is usually just too ephemeral

- Robby Nadler

**"I Was Just A Girl"**

I was just a girl

Who didn't know

Much too young

To feel what you did

I was just a girl

Who fought for her dolls

Much too innocent

For your touch

Did you know?

Yes you did

You did it to me

As well as others too

Do you know now?

I don't really know

You're old and frail

But I bet you know

The way you grin

When I kiss your cheeks

I know you know

I was just a girl

Not so strong

Not so weak

Just a girl

Wanting attention

Wanting love

You did me wrong

You did them wrong

You hurt me so

Not then but now

You've frightened me

In so many ways

I was just a girl

Who didn't know

Much too young

To feel what you did

I was just a girl

Who fought for her dolls

Much too innocent

For your touch

I'm older and wiser

Yet weaker and lost

I've found someone new

Someone whom I love

I'm washing you away

I hope I can be strong

You've imprinted my mind

I'm filled with images

It was long ago

And I don't know why

But you're still in there

And you're still hurting

I wish I could tell

I wish you were fake

You're old and frail

I think you're dying

So I'll keep shut

You're lucky

You got away

I hope you enjoyed it

With me and everyone else

- Anonymous

**"Too Good"**

It's only good  
but not too good  
the way I feel about you  
with your faded jeans  
complimenting your faded eyes  
past a smile I barley recognize  
since your face became so harsh  
and all the naïveté left  
in a breath of exhaustion

That was the time when the  
unruly crowd watched and you  
made your choice  
forcing mine to leave  
but I loved you

Past the halls you stopped running  
and the avoiding was the only thing  
I saw from you  
you couldn't take it  
take the heat from it all  
and melted like cotton candy  
leaving a sticky residue and  
a tearful child in the hand you besmirched

And here you are now with your faded jeans  
and faded life  
and I still love you as  
the sun loves to eclipse the moon  
but it was all too good  
but not good enough for now  
or ever more because of the way  
you left me standing there  
waiting as I will always continue to  
wait for you

- Robby Nadler

**The Unconfirmed Report**

**Pigeons Try To Take Over Beverly**

Unseen to many, a threat more volatile than the benzene spewing out of the oil well is plaguing Beverly Hills High School. It is a threat so imminent that it could succeed any day now. It is a threat so cunning that every student can feel the subversive elements of it, yet never fathom the outcome. The threat: the pigeons.

Nowhere is safe from the pigeons. You might think the hallways would provide safe refuge

from the homely beasts, but you would be mistaken. Not even the classrooms and the very place we eat in, the cafeteria, is immune. The pigeons are everywhere and nobody is doing anything about them. According to a Beverly student who wishes to remain anonymous due her fear that the pigeons might retaliate against her, the pigeons are hated, but not seen as a threat. Herein lies the problem - the lack of fear. Beverly Underground decided to find the motives of these festering pigeons. Just why would they try to invade our school and wretch the beauty of the campus from those whom it belongs to: the students?

**What we found was shocking.**

The pigeons are not on campus to eat or prance around, quite the contrary, they are trying to take control of the school. One by one, they are killing administrators at Beverly. As outlandish as that may sound, our reporters found that this is in fact true, and not only that, but the administration is trying to keep the truth from the students. Our reporters found one such administrator that died at the hands of the pigeons: Mr. Rick Muniz. Many might remember that he "retired" last year from the Beverly administration, but a photograph obtained exclusively for Beverly Underground shows that this is not the case. Mr. Muniz was pecked to death by the invading pigeons.



Although it might seem like a Hitchcock film, the pigeons at Beverly truly are sinister. Cognitive tests that we performed show that the pigeons' brain waves act much like those of a sociopath serial killer. The tests also showed that what the pigeons wanted was to rule the school. After finding a stack of twigs on the roof of one of the bungalows, our behavioral scientists concluded that the arrangement meant the pigeons were planning on destroying the administrative infrastructure of the school. Will Beverly and its administrators survive, or will there be more pigeon-killings? Only time can tell.

- Jim Moore

**Profilez**

**An Experiment Gone Wrong**

Profile for: Chris Bushe

(of course we wouldn't be referring to Mr. Busheé!)

Beloved by all, one man has had to struggle through disaster time after time to devote himself wholly to the learning of his students. One man attempts to rid the world of a terrible disease that left him with a short stature and superhuman strength. This one man is Chris Bushe. Bushe acquired his copyrighted short muscular body while working on a cure for the common cold. While mixing various enzymes he concocted a poisonous brood. Not knowing the results caused by drinking the substance, Bushe accidentally devoured the potion instead of his lemonade. The potion turned the skinny 5'11" man into a muscular 5-foot beast. His muscle gain was tremendous. Whenever he moved anything, such as his blackboard, he destroyed it with a powerful thrust.

The potion also gave Bushe an enormous heart- not a physical heart with the pumping, but a caring heart. Bushe spends countless hours teaching his students to succeed in chemistry and other scientific subjects. He also spends a large amount of time beating escaped convicts and then returning them to the police. "Chris saved my life, I was being held up by the Notorious K.I.L.L when he broke my window and broke K.I.L.L's neck. It was amazing," one grateful K.I.L.L detainee said. Also, Bushe has been involved in the brutal dismantling of the Beverly Hills Asian Gang called AZN INVAZN, onto which he threw various chemicals and scientific formulas to force the members into chemistry competitions. Bushe's accomplishments also range beyond rescuing helpless people. Once he used his strength to intimidate AP graders into giving all the students in his AP Chemistry class 5's. When investigated by ETS, Bushe was reported to have awed the inspectors with his vast power and led them to call off the investigation. Aside from his superpowers, Bushe leads a great chemistry class, consisting of extremely little homework and very easy A's. One student said, "What the hell are you talking about "easy A"? Are you an idiot?! I'll kill you!" Of course we are serious, as Chris Bushe is the hero amongst heroes and the fighter for all that is golden in education.

**If you have any recommendations of non-vengefull (we don't like lawsuits) students or teachers to get profiled, send an email to [profilez@beverlyunderground.com](mailto:profilez@beverlyunderground.com)**

- The Demenator & The Paki Partisan

## Cartoons

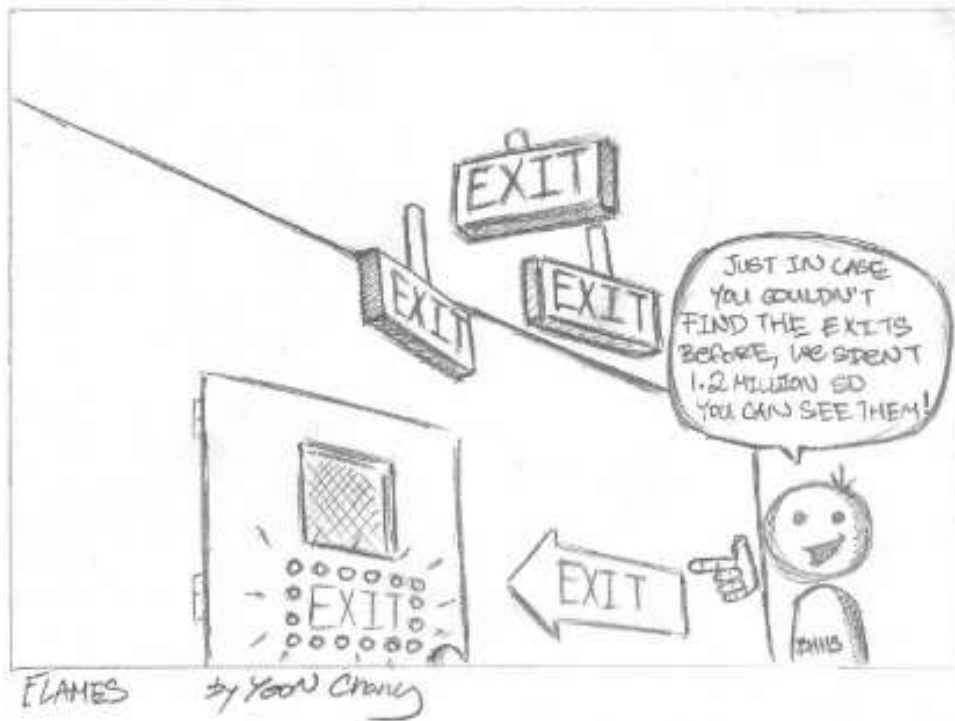
### Campaign Promises

ASB candidates make lots of promises, but do they ever come true?



## District Spending

I really don't understand how the board can approve a measure that called for \$1.2 million in emergency exit signs and light



## Cafeteria Food

Don't you just love a cartoon that really goes somewhere, has a plot, and is very climatic? Well, that's not what the cafeteria food is like.



-Yoon Chang