

## theNexus

Westview • 13500 Camino del Sur  
San Diego, CA 92129  
Tel: (858) 780-2000, ext. 3181  
Fax: (858) 780-1584  
Email: westviewnexus@gmail.com

**Journalism Education Association/  
National Scholastic Press Association**  
Spring National Convention 2015, Second Place  
Spring National Convention 2014, First Place  
Fall National Convention 2013, First Place  
Spring National Convention 2013, First Place  
Spring National Convention 2012, First Place  
Fall National Convention 2011, First Place  
Spring National Convention 2011, Fourth Place  
Spring National Convention 2010, First Place  
Fall National Convention 2009, Fourth Place  
Spring National Convention 2009, Fourth Place  
Spring National Convention 2008, Third Place  
Fall National Convention 2007, First Place  
Spring National Convention 2007, First Place  
**San Diego County Journalism  
Education Association**  
Grand Sweepstakes 2005-2008 First Place  
Newspaper Sweepstakes 2006, 2007, First Place  
**San Diego Union Tribune**  
Best High School Newspaper 2007, 2008  
**National Scholastic Press Association**  
Pacemaker Finalist 2003, 2004, 2008, 2009, 2014  
Pacemaker Winner 2003, 2008  
**Columbia Scholastic Press Association**  
Silver Crown Winner Spring 2012  
Silver Crown Winner Spring 2011  
Gold Crown Winner Spring 2010  
Gold Crown Winner Spring 2009  
Gold Medalist 2010

To advertise in *The Nexus*, please call or go to  
www.wvnexus.org

**Editors in Chief**  
Meilyn Shi\*  
Brandon Victor\*  
**Managing Editor**  
Yuchen Zhang\*  
**News Editor**  
Olivia Dealy\*  
**Opinions Editor**  
Dane Persky\*  
**Features Editor**  
Angelica Ilagan  
**Sports Editor**  
Alice Markman  
**Final Focus Editor**  
Allyson Xie\*  
**Photo Editor**  
Tonia Jaroszewska  
**Web Editor**  
Jacob Tao  
**Staff Writers**  
Neek Azar\*  
Evan Buckland  
Evan Charfauros\*  
Andrea Chen  
Ophelia Jacobson  
Grace Kim  
Tiffany Le  
Lina Lew  
Kevin Lu  
Nicole Musano  
Kristina Nguyen  
Kevin Pert  
Kyle Petrie\*  
Mollika Singh  
Mark Troftgruben  
Michelle Wang  
Lydia Zhang  
Julie Zhu  
**Adviser**  
Jeff Wenger  
**Assistant Adviser**  
Stephanie Tanaka

\*Member of the Editorial Board

## the Staff Editorial

## The Nexus' 'enemies of the people' give voice to student body

Every three weeks or so, an army of 28 enemies of the American people (at least, according to President Donald Trump) publish *The Nexus*.

They begin each issue by crowding around their operations room for something called an "Idea Meeting." Having spent the previous weeks compiling them, enemies of the people take turns suggesting ideas for articles, presumably—according to the president of the United States—for the purpose of publishing falsehoods and deceiving readers, as enemies are wont to do. It is a generally uproarious event in which enemies respectfully listen to each other's ideas and gauge whether they are fit to print, with special regard taken to the privacy of those being written about.

Once all the ideas are heard, the enemies disperse. They swarm to all corners of the campus and even beyond, likely seeking to expand their domain and assert their control over readers. Their mission is to gather intel, to talk to people, to conduct meticulous research, to seek answers, to collect and organize information that will lead to fully formed, nuanced articles. It's truly diabolical.

Just last year, one enemy of the people interviewed a student who had recently recovered from cancer after nine months of chemo. An immigrant from Syria, she had been unable to tell her family back home of her illness since having cancer was considered shameful there. Even after she had fully recovered, she was forced to omit any mention of her condition in conversations with friends and family back in Syria, friends and family whom she missed dearly. This story that touched the hearts of many is apparently the kind of thing that enemies write.

More recently, an enemy of the people gave his opinion on Trump's immigration ban, specifically as it impacts the sense of identity of Iranian Americans, who hail from nations that have been embroiled in conflict for close to four decades. In the days following the publishing of this enemy's article, he was told by several of his Iranian-American peers that the article gave them a voice where they had none before.

With every issue of *The Nexus*, enemies of the people shed light on topics that directly affect students on campus. Many attempt to create change, such as the enemy who shed light on the prevalence of concussions in girls water polo and the lack of measures in place to address them, addressing the issue from an unbiased standpoint and giving a voice to athletes, parents and coaches.

When they've researched, interviewed, and written all these articles for a given issue of the paper, each time containing stories such as those previously mentioned, these 28 enemies of the people publish a newspaper. They spend hours interviewing, transcribing, designing, deliberating, drawing and writing, and when they're finished, they do it all again for the next issue, because they're devoted to telling the stories of students on campus, and they'll go to great lengths to make sure it's done well.

According to Trump, these are the enemies of the American people. If that is in fact true, perhaps it's a good idea to keep your enemies close after all.

## theNexus Mission Statement

*The Nexus* is an open forum for student expression that aims to provide information to the public, following standards of accuracy, truthfulness, ethics and professionalism. *The Nexus* aspires to be a source of news, opinions and entertainment for its readers while showing enthusiasm in depth and coverage. In reporting information, writers strive for impartiality by presenting multiple viewpoints on issues. When opinions of an individual are expressed, they are labeled accordingly. Members of the editorial board write and select the staff editorial.

*The Nexus* is published by Journalism 2 students, and as the official student newspaper of Westview High School, it strives to maintain the open flow of communication fostered at school. All editorial decisions are made by members of staff, with the guidance of adviser Jeff Wenger. The opinions published in *The Nexus* do not necessarily represent those of Westview administration, Westview staff or PUSD school board. Letters to the editor must be signed, as they represent the opinion of the individual. The editors select submissions for print based on relevancy to readers, and may be edited for space or content reasons.

# FIFA expansion fosters camaraderie

Neek Azar

STAFF WRITER

As a San Diegan and an Iranian, I've never had much fun cheering for my designated sports teams. In San Diego, all my local teams tend to either lose or leave, while Iran will only qualify for the World Cup once every eight years, if they're lucky. Iran's never made it out of the group stage of the World Cup, and has only qualified for two out of the last three World Cups, but I've been there every step of the way. In 2014, Iran returned to the World Cup after failing to qualify in 2010. They tied in their first game, but Iran's streets were still flooded that night, not with the typical protesters, but with people celebrating Iran's return to the international stage.

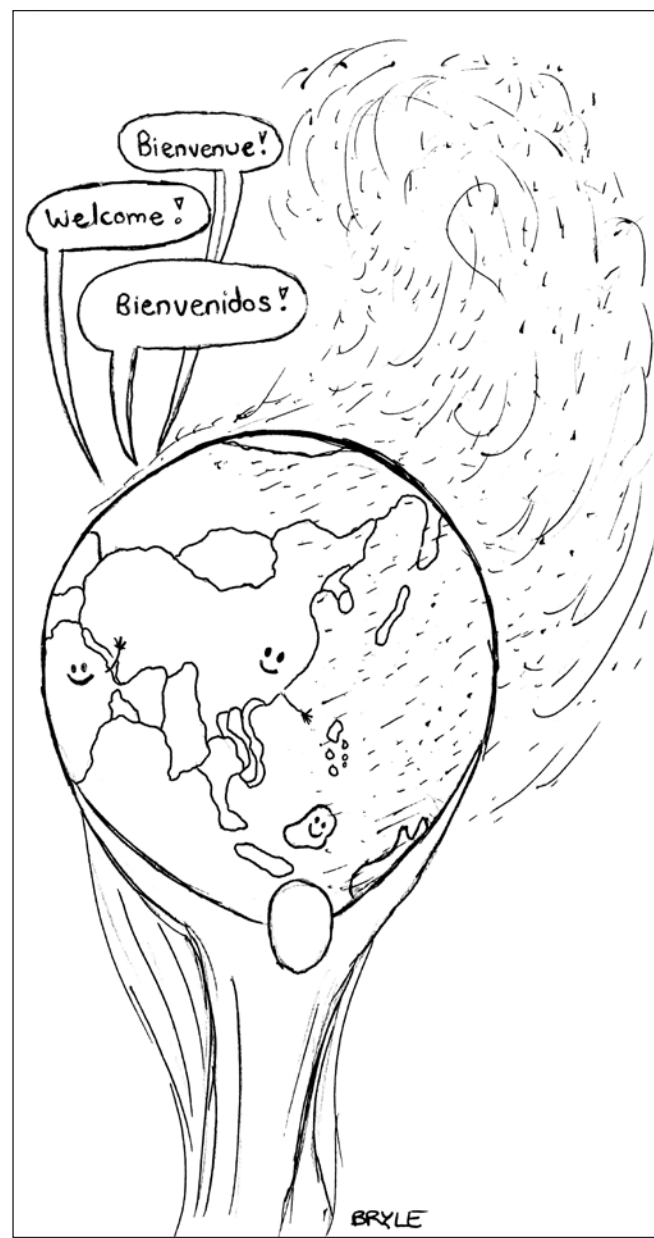
In January of this year, the Fédération Internationale de Football Association (FIFA) announced that, starting in 2026, the 32-team tournament will be expanded to 48 teams. While many indignant soccer fans broke out in outrage after the announcement, claiming that FIFA was only expanding the tournament for profit, or that the tournament's quality would be diluted due to weaker teams entering the tournament, this change has the potential to take the World Cup to a truly global level. Maybe it's just because I'm from some of the world's less-skilled countries when it comes to soccer, being a citizen of both Iran and the United States, but I truly believe that adding more teams will benefit the tournament, both in gameplay and international camaraderie.

Soccer, generally regarded as the world's most popular sport, can be considered a global game, with frequent one-off international matches throughout the year—something that is rare in other sports. In many ways, the World Cup embodies the spirit of

global camaraderie, with millions of people across the world either traveling to the event or gathering together in their own countries to support their own teams and root for other favorite teams. Countries that have historically been at odds, like the U.S. and Iran, have come together when playing against each other, even giving gifts, with the Iranian side giving white roses, which are a symbol of peace in Iran. In other parts of the world, countries like the Ivory Coast have paused entire civil wars (and reached peace treaties) in honor of the World Cup, having the whole country gather for the event.

In their current format, because of size limitations, World Cup qualification rules render many teams that are more than qualified to compete within the competition unable to even reach the tournament. Expanding the World Cup gives spaces not only to those who are good enough to compete, but also to underrepresented nations, allowing them to connect to the world at large during the competition. With more opportunities to represent one's country on the largest international stage in sports, more athletes will be encouraged to pursue soccer, accomplishing one of FIFA's tasks—expanding the reach of soccer. In addition, when exposing the countries to the world stage, their development as a soccer country grows greatly as well, contributing to the quality of the sport in the long run.

While the format of the tournament isn't set up optimally, with three-team groups encouraging draws, which are perceived to be more boring, these type of logistics have almost a decade to be sorted out, as this format shift will take place in 2026. The important part of this change is that the global game is only becoming more global, and inclusion is rarely a bad thing. As the saying goes, the more, the merrier.



## Excessive coverage of fake stories limits access to truth, breeds lack of awareness

Kyle Petrie

STAFF WRITER

On Feb. 18 at a rally in Florida, President Donald Trump mentioned a terror attack in Sweden, which he explained had occurred the day before. Trump claimed that the attack had come as a result of increased immigration into Sweden. The speech dominated the news, being covered on nearly every major news channel.

The next day, Sweden sent a message to the White House, asking what Trump was talking about. As it turns out, Sweden saw no terror attack on Feb. 17. Trump's comments were a misinterpretation of a Fox News segment on Swedish immigration.

While Trump's blunder was entertaining to an extent, the immense amount of coverage that the fake story received was not. As a result of the President spreading false news, several other news stories during the following days were pushed from the spotlight. For example, on the same day of Sweden's non-existent terror attack, an iceberg the size of Manhattan broke off of Antarctica. On top of this, a man in Florida was arrested for plotting to blow up Target stores along the east coast, seeking to lower Target's stock prices so he could purchase cheap shares. Both of these stories would have benefited from more attention, but because of the in-

tense coverage that Trump's mistake was given, they received very little airtime.

It is no secret that fake news is harmful. It results in a less-informed public and makes finding a solution to controversial issues next to impossible. But the neglect to cover many issues by real news sources is just as detrimental. The selective nature of nightly news programs like *ABC World News Tonight*, *CBS Evening News* and *NBC Nightly News* causes certain stories to slip through the cracks.

An article by Eric Boehlert for *Media Matters for America* found that virtually all of the coverage on these large news programs is devoted to terrorism, foreign policy, immigration, LGBT issues, police, and the Environmental Protection Agency. Boehlert cites the Tyndall Report, in which reporter Andrew Tyndall found that these news sources spend little to no coverage on outside issues, including commerce, healthcare, gun control, climate change, poverty, drugs, infrastructure, and monetary deficits. As Tyndall says, "To the extent that these issues have been mentioned, it has been on the

[presidential] candidates' terms, not on the networks' initiative."

This phenomenon is not one that started with Trump's blunder over the fictional terror attack. Tyndall also found that last year, during the Republican primary season, news networks spent on average 333 minutes per week of airtime focusing solely on Donald Trump. By contrast, the same networks spent slightly more than 30 minutes per week covering other issues for the entirety of 2016. Tyndall also found that news programs spent nearly three times longer covering Hillary Clinton's email scandal as they did other issues.

Due to their own selection process, news networks focus on certain issues above others. This results in the public having less access to issues that need airtime. It certainly doesn't help that fake stories like the Sweden attack and the confusion that follows in their wake do nothing but take up this airtime, which could serve as an invaluable tool for understanding problems and discussing possible solutions. As a result, certain stories do not receive the recognition they need. A lack of coverage makes

topics like climate change, drugs, or poverty seem to lose their importance when, in reality, they are just as important as subjects like immigration and foreign policy that currently dominate the news media.

Not being informed of something, much like receiving false information about it, solves nothing. For example, in the cases of the ice breaking off from Antarctica and the Florida man's bomb plot, being aware of these events is paramount. Not knowing about these incidents due to lack of coverage proves to be a major problem. If the public remains in the dark on issues like climate change, they will be severely underprepared when climate change does become a major problem. Similarly, without the proper knowledge of at-home terror attacks like the one that was luckily thwarted in Florida, we will have less of an idea how to prevent a future such attack.

By increasing the amount of coverage these underappreciated issues receive, we not only can improve how the public is informed but also how we deal with less well-known issues. Not being informed about topics like climate change or at-home attacks only worsens the situation, and if issues like these take a back seat to blatant falsehoods, we will not be prepared for the truth when it actually arrives.

## Students need education in personal finance

Jacob Tao

WEB EDITOR

I've come to the realization that I have almost no idea how to perform several important life skills. I've realized that pretty much all of my transactions have been in cash, and I don't understand credit cards. I'm not quite sure how to do taxes, buy a house, pay loans, and other grownup things of a similar nature. These are skills that I will be using for the rest of my life, and I don't think I am alone in my ignorance of them either.

The curriculum of current economics classes focuses more on the economy as a whole, but personal finance is quite a different beast to tackle and it largely ignored throughout America. Sure, my Economics class will teach me about the market and taxes as a whole, but, from what I hear, I don't think I'll learn much about my own finances.

After high school, almost everyone dives straight into the world of personal finance, often with little preparation. Like birds learning to fly, we're forced to learn personal finance by falling and hoping that we don't die. Jae Crabtree, a student teacher who took Civics/Econ at Westview, describes her own experiences.

"Probably about six months after my graduation from college, I received letters saying I was late on loan payments," Crabtree said. "I was like, 'What?' because no one had notified me of this. A lot of stuff I learned because I thought, 'Okay, I need [to pay loans] now and I should probably start researching what it is.'"

Fortunately for Crabtree, she was able to get a handle on her personal finances. Regardless, this initial panic caused by a lack of knowledge is an experience most of us would like to avoid.

In 2013, California passed Assembly Bill 166 to include personal finance in school curriculums. Textbooks and curriculums would integrate "fi-

nancial literacy, including, but not limited to, budgeting and managing credit, student loans, consumer debt, and identity theft security." Although many were optimistic about this bill at first, their optimism was short-lived. This bill unfortunately did not mandate any changes in curriculum, such as an inclusion of money management, and ultimately ended up becoming a list of suggestions for teachers. Currently, it's up to teachers to include personal finance in their curriculums, but a 2015 poll conducted by professional service firm PwC showed that nationally, only around 10 percent of all K-12 teachers included personal finance in their teaching.

"In terms of personal finance, there's nothing," Civics and Economics teacher Dennis Sosnowski said. "There's nothing in the state curriculum, or Common Core, or anything that's come out involving economics that deals with or addresses personal finance. There is information about taxes, but there's nothing about how to do taxes; [it's] just about the broad spectrum of taxes."

The PwC poll also found that 56 percent of teachers want financial literacy classes to start from a younger age.

"If I had more time, I would definitely try to incorporate a personal finance unit," he said. "The way that it's structured now, there's not enough time."

In Canada, financial literacy is promoted in school curriculums a lot more than in the U.S., and it may be a good idea to take a map leaf out of Canada's checkbook. Recently in Ontario, Canada, schools decided to begin personal finance classes starting in 10th grade. Some areas in Canada even start teaching financial literacy as early as first and second grade, starting with very basic ideas such as the difference

between needs and wants. By implementing personal finance lessons across multiple years, there's less of an impact on existing curriculum.

According to the Spring 2015 Bank of America Better Money Habits Millennial Report, 33 percent of all millennials have to learn from their own financial mistakes, and seven percent learn from classes or books. But there's no great reason for people to have to learn only from their own personal mistakes, and unfortunately, for some there is no recovery from their financial mishaps.

It's strange to think that even though every single high school student will have to deal with personal finances throughout their lives, we don't learn how to do it in school. I'd like to learn about how not to fall into crippling debt and collect unnecessary stress, and the best place to do that would be in high school, before I'm forced to suffer the very real consequences of the financial actions I make.

