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APRIL ISSUE 2017
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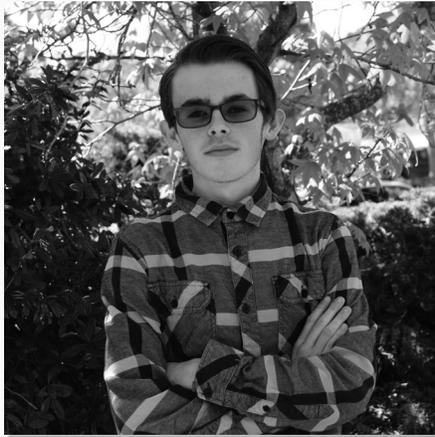
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EXPRESSIONS

APRIL 2017

3

Expressions' social media/ staff & editorial list

4 & 5

News

Recent bomb threats to Jewish communities

Students on the Cuesta Promise

Snapchat sex accounts contacting students

New art exhibits in SLO



6 & 7

Opinion

Why do we read old literature?

Societal constructs hinder SLOHS students

Stop the stigma, period.

Should more languages be offered at SLOHS?



8 & 9

Feature

Social Media's detrimental impact on millennials

Finstagrams

10 & 11

Sports

Injured Athletes

Interview: coach Ken Peet

Higgins brothers take track



12 & 13

Arts & Entertainment

"You dont own me"

How music impacts academic success

California comic-cons

Empty Bowls



14 & 15

People

Naivety to Maturity

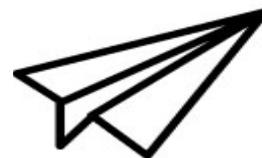
Ellie Janette - student with an odd job

Tigers with tattoos

16

Back

Jazz Band



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New Art Pieces Enhance SLO Community

By Abigail Dorman

Within the last two months, four new exhibits opened at the San Luis Obispo Art Museum. These exhibits showcase iconic Kimono robes and display an assortment of pieces from world renowned artists such as Ralph Bacerra, Leslie Hannon, and Ana Lisa Hedstrom.

"It's beautiful how people can create things like that...just combining two objects and they fit together so perfectly. I think geometric style is like one of my favorite styles. I'm just pretty ecstatic because I just like going to art shows to learn from different artists and their techniques and styles," said senior Heidy Hernandez.

Bacerra, in particular, is known for his geometric artwork. He lived from 1938 to 2008 and created meticulous "ceramic vessels and sculptures." These creations featured Bacerra's signature style of intricate patterns and vibrant colors. Bacerra was known for challenging "current conventions" by including depictions of Asian culture in his pieces as well as "aggregated design motifs and optical inventions." One of his most famous pieces is a ceramic pot adorned with blue, purple, and yellow shapes. Bacerra greatly impacted the world through embracing vivid colors and patterns. Prior to being showcased at SLO-MA, Bacerra's works were featured at the Otis College of Art and Design's Ben Matz Gallery which was curated by Jo Lauria, a previous student of Bacerra. Bacerra's works were on display at SLOMA until April 2, in an exhibit titled "Exquisite Beauty". Patrons at the museum had the opportunity to view Bacerra's works first hand and witness his unique designs.

"I am interested in seeing the different ways that you can use shapes and different types of styles," said junior Danielle Ponce.

For more information regarding the exhibits, visit sloma.org/exhibits.

What's the deal with sex accounts?

By Sawyer McSorley

In recent months, more and more young adults are expressing concerns after opening their social media accounts to find something very startling: a stranger asking to have sex.

This is occurring on multiple outlets of social media to many San Luis Obispo High School students and it's starting to become a real problem.

"I just thought it was super creepy and blocked them really fast," said senior Anna Walden, one of many students who have either been contacted personally by one of these people or have witnessed one of their close friends' Snapchats become tainted with disturbing messages followed by a link to what is most likely a very dangerous website.

The weirdest part is, no one is sure when

or why this started or who is doing it.

"Maybe it's the government, I can't think of any other reason why people would want to be so creepy," said sophomore Maya Nitzel.

Of all of the students interviewed about these mysterious online sexual proposals, none could elaborate on why they have so suddenly become a somewhat common occurrence, nor on who is behind these uncomfortable messages.

Action is being taken to prevent this from happening, however. Sites like stoptwitter-spam.com are being created in order to find these accounts and block them before they reach out to other people who are uninterested in what they have to offer.

Some think that these messages are simply coming from computer bots seeking personal information, others think they may come from real people; either way, these unknown sex accounts are keeping people guessing.

Update on the Recent Threats to Jewish Schools and Communities

By Jena Naficy

Beginning in January, the United States was hit by several waves of anti-semitic bomb threats targeted at Jewish schools and community centers. The frequency of these attacks has climbed from the starting number: nine, in January, one hundred by February 28, and in March, over one hundred twenty threats called in by eighty community centers.

Though none of the threats made as of yet have been legitimate, there will still be emotional costs and fears for the future. CNN reports have stated that community centers have experienced an increase in students dropping out of early childhood development programs and a cut in budgets, resulting in staff cuts. The parents pulling their children out of such programs are prime examples of how these threats, though not (at this point) physically harming, have an immense emotional effect on families and communities tied to the CCs. Here at San Luis Obispo High School, Jewish students express their thoughts and concerns involv-

ing these recent attacks. When asked about the cause of the attacks, Freshman Catrina Sada said, "I believe it is the partly due to our president's overt racism. He has emboldened those with anti-semitic beliefs. By expressing his hateful views unapologetically, these groups feel more free to express their views and to take anti semitic actions against Jews."

Jewish and non-Jewish students at SLOHS can help maintain respect and peace in San Luis Obispo County by joining together to abolish intolerance.

Sophomore Molly Foster said, "Hatred is a byproduct of human nature and I don't think there is a simple solution, if any. However, understanding and educating oneself on where other beliefs come from can help build tolerance. Finding human connection amongst each other despite differences is essential. We are all human." Similarly, Sada said, "I would urge people in authority to support the Jewish community through their actions and words. I would also like people to recognize that these acts of hate are horrible, unacceptable, and un-American."

Future Students comment on The Cuesta Promise

By Sarah Ardantz

The Cuesta Promise is a scholarship program which allows a full year of free college education for newly graduated San Luis Obispo County students. It is a result of a donation of \$8 million to the Cuesta College Foundation from the Charles and Leeta Dovica Family Trust. The scholarship pays for the per unit cost of classes, health fees, material fees, student center fees, and the student rep fee. The average full time student saves about seven hundred dollars per semester with the Promise Program. *Expressions* interviewed two soon-to-be SLOHS graduates planning on attending Cuesta College under the Promise Program.

Expressions: How do you feel about the Cuesta Promise Program?

Senior Kaylee Smith: It's really nice, it makes thinking about the future easier. Before I knew about the promise I was scared that I would be going to college somewhere, not knowing what I want to do, wasting my parent's money and what not.

Senior Zach Wise: I think the Cuesta promise is really nice in that it gives people from SLO time to decide what they really have interest in while not putting themselves in a huge financial hole.

Expressions: How will it benefit you?

Smith: It's going to make life easier on my family financially. My older brother and sister are also attending college.

Wise: It's going to allow me to go to Cuesta for free for a year and get some time to decide what I want to do.

Expressions: Do you think other schools should do the same?

Smith: I definitely think it would be helpful. I really support free higher education,

but the Cuesta Promise was a special circumstance. I think it would be great if it could happen but it probably won't.

Wise: I hope at some point down the line all community colleges can be free for anyone. Everyone deserves at least the opportunity for education.



SLOHS Drama Club's Spring Musical "Footloose"

By Jena Naficy

The San Luis Obispo High School theatre will be performing "Footloose," directed and choreographed by Drama and Advanced Placement European History teacher Kate Stephens, later this spring. The musical showcases the talent that SLOHS students' possess. The cast has practiced two evenings a week for eight weeks.

"It's a modern take we can base our dancing and the acting off of. It's like right now high school. What if dancing was outlawed, what would we do?" said junior Dasha Novotny.

"Footloose" is set in the 1950s in Bomont, West Virginia, a town where dancing and

rock music have been banned. The SLOHS theatre version of "Footloose" is based off of the newer 2011 film. They will be putting a modern twist on it.

When Ren McCormack, played by junior Colin Erno and senior Riley Hutcheson, moves to Bomont, he meets Ariel Moore, played by Novotny and senior Emma Jane Haas. The two of them break the rules in hopes of getting the restrictions overturned.

The characters are double cast because Stephens saw talent in many people and she thinks they deserve the opportunity. As a twist, she is choreographing different styles of dance for each song.

"I think it is upbeat and fun; the cast is a fun group," said Stephens.

The movie is not traditionally a musical.

"Well, I was interested to learn that 'Footloose' was a musical. I had just seen the movie, and was intrigued. I think the fact that it was adapted from a movie makes it different than any play I have been in," said Hutcheson.

"As far as obstacles go, I don't believe there will be any major ones. The people that are involved with directing the play are very knowledgeable and experienced, and the plays always always run (relatively) smoothly. Even with that though it's always a blast, and always fun to see, so I highly recommend it. It will be an awesome show," said Hutcheson.

When the musical comes around, be sure to show your support towards the cast and crew.

Why Do We Read Old Literature?

By Daniel Qenani

A core part of an English curriculum in high school is the study of old literature. Many students are forced to endure the troubles caused by Dickens's long novels, but what benefit do they receive? *Expressions* goes in depth to find the uses of old literature and its worth at SLOHS.

In order to fulfill the English requirements, all ninth grade students have to read the hefty "Great Expectations" by Charles Dickens. As freshmen in high school, most students aren't thrilled to read such a complex novel. Those who do not enjoy this type of literature are led down a slippery slope of misery that they must endure for the rest of high school.

Expressions: How many English classes have you taken at San Luis Obispo High School?

Junior Hannah Ryan: I have taken three

years of English.

Expressions: What old literature have you read during this time?

Ryan: Many novels such as "Othello", "Romeo and Juliet", etc...

Expressions: How do you think reading those books has impacted you?

Ryan: Though some books have really affected me as a person, most do not.

Expressions: If you could replace one novel, what would it be, and what would you replace it with?

Ryan: "Grapes of Wrath", it was long and tedious and I would prefer a novel that I can relate to more.

Though some students don't like older literature, there are some students that cannot quench their literary thirst. This balance between hate and love of literature raises some interesting questions regarding the SLOHS curriculum.

Expressions: Do you consider yourself a fan of literature?

Senior Natalie Sada: Yes, I do enjoy it.

Expressions: What are the best novels you have read in high school?

Sada: I would say "Grapes of Wrath" and "Catcher in the Rye".

Expressions: Do you feel you had time to really expand on the analysis of those novels?

Sada: I feel that I did. SLOHS really allows you to go into depth with literature that you study.

Expressions: Would you support the revival of elective literature classes and a lighter regular English load?

Sada: I believe extracurricular classes would be beneficial, but we should keep the pacing because three books a year isn't too bad.

High school is a time to broaden your horizons and expand your knowledge. Even if literature may not be your favorite thing, until we make a change, you have to deal with it.

Societal Constructs Hinder SLOHS Students

By Luca MacDougall

Of the eight sitting Associate Justices of the Supreme Court of the United States of America, five of them attended Harvard University at one point in their academic careers. The other three attended at least one other Ivy League University. Obviously, Americans want those deciding the legality of our nation's legislation to be well-educated, but for those who don't wish to be held in such high esteem, why is ambition constantly expected of them?

"Finding a passion and a purpose is success enough in my eyes," said sophomore Clea Wendt.

The history of humanity has significantly evolved, at some points for the better, at others for the worse, but always at the hands of a select few from each generation. "Human progress" is a concept created by humans that has determined the way we, as a society, conduct ourselves; it is responsible for the desire to attend a "good school"; it is responsible for the desire to climb the figurative ladder to success; it is responsible for the catastrophic letdown when it is discovered that only a select few achieve "success" through a combination of luck, skill, and privilege.

This notion that success is only achieved by reaching a certain benchmark spoils the minds of children and teenagers whose passions are only beginning to be

uncovered. What may be considered a good step concerning one's future may be completely different for another. Artists, musicians, CEOs, minimum wage workers, and everyone else in between may find meaning in what they choose to do and therefore aren't subject to the criticism the other receives.

High school is meant to be a place of discovery. We all grow, whether it be educationally or personally. Eventually, everyone is going to have to figure out what will happen with the rest of their lives, but it doesn't have to be immediate. In this time of growth, it is essential that what happens thirty years from now is no more important than what is happening at this moment in time.

Should SLOHS Offer More Languages?

By Jena Naficy

The French language program was cut several years ago at San Luis Obispo High School, raising the question: what languages are most relevant in San Luis Obispo? California? The world? Are the current ASL, Spanish, and Latin programs effective in teaching kids fundamental speaking and/or writing skills? The language department is often overlooked because it is put under the “elective” bracket, but the semi-recent development in necessity for multilingual citizens may bump language classes to the core class bracket.

SLOHS’s current language department offers incoming freshmen a somewhat limited choice, forcing students to think not only about their high school careers, but also their futures and what language would accommodate it.

“I heard that [ASL] was a fun class; I thought that Sign was a really cool language and something I could get into,” said sophomore Maya Nitzel.

According to most students, language classes are just as, or more difficult than, infamous math and English classes.

“Latin took more effort than both math and English, so making it a core class would be valid,” said freshman Basil Lloyd-Moffett. When asked if language classes affect students’ futures, Spanish II and III teacher Leif Hanson said, “Absolutely; just the relationship of words [does]. In my opinion, if you learn any second language, you will be able to make side by side comparisons of not only grammar but language.”

So, if students are putting so much effort into succeeding in their respective language courses, what are they getting in return?

“We have learned quite a lot of material so far that I think it will help me in other classes and areas of life,” said Lloyd-Moffett. While the language programs offered at SLOHS today are great, I think that more languages should be offered to maximize student interest in learning them.

Stop the Stigma, PERIOD.

By Joanna Padron

Most women in the history of humanity have had a period. This is a natural occurrence each month, and without it, the human race would be nonexistent. Yet, many of us loathe talking about it. In public, females hide tampons and pads up their sleeves and scurry off to the bathroom because they don’t want others to know it’s their “time of the month”.

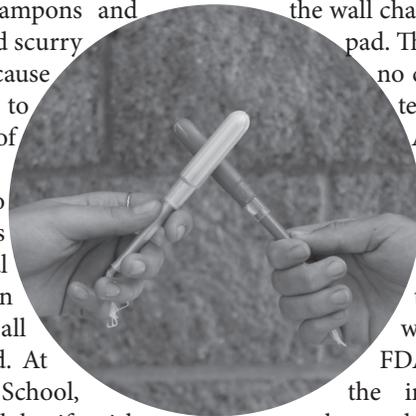
Men can walk into bathrooms with access to everything essential to them while women aren’t provided with all the essentials they need. At San Luis Obispo High School, and schools across the globe, if a girl needs a tampon or pad, she has to go to the nurse’s office and ask for one as if it’s more of an illness rather than a natural function. Society pushes aside menstrual problems, ignores the taboos, creates meager health education, and fosters a culture of silence, creating a stigma towards something as natural as a period--something half of the world’s population experiences.

The presence of conformity within society undoubtedly contributes to this stigmatization. Young teenage boys don’t like the idea of this process simply because it’s completely foreign to them. Women’s bodies function differently than men’s, but society takes this difference and deems menstruation unimportant simply because

they don’t understand it. There’s nothing those who have periods can do about this natural cycle, and those who don’t shouldn’t express negative ideas about this topic, because quite frankly nobody would exist without it.

In most public and private places, women are lucky if there’s a cranky machine on the wall charging a few quarters for a pad. Then there’s the problem of no change. Across the globe, technology is thriving. As of now, we can pay to park with a credit card instead of change, but have you ever seen such technology on a tampon machine in a woman’s bathroom? The FDA doesn’t even require the ingredients in tampons to be on the box, yet women spend over one hundred thousand hours in their lifetime using them. Tampons are also taxed in multiple states across the country. It’s astonishing just how hidden this occurrence is.

Stigmatization within society has been present since the beginning of time--it’s often an exaggeration of biased ideas. Unfortunately, it is present in schools around the nation including our own. We need to utilize our understanding of this topic. Menstrual cycles don’t kill anyone, but they are still an important issue due to the fact that they affect how girls view themselves and their confidence, and confidence is vital to an individual in today’s developing world.



SOCIAL MEDIA'S DETRIMENTAL IMPACT ON MILLENNIALS

By Ella Jackson

As social media continues to be intertwined with this generation's everyday uses, it provides a platform for its users to post absolutely anything, whether it be a true portrayal of their reality or not. It allows for the reconstructing of an individual's "image" and this manipulation of one's lifestyle readily impacts millennials and therefore, San Luis Obispo High School students.

Not only do apps such as Instagram allow their users to connect with people all over the world, but they also allow them to explore the "fascinating" lives of others. In other words, they enable their users to post only what the user chooses to have his/her followers see. This freedom to pick and choose what others will later view however, introduces one of social media's greatest flaws: an inaccurate display of one's lifestyle.

"Social media tends to portray us in an unsustainable state of perfection that is not a reflection of who we really are," said senior Maggie O'Hare.

This can lead to effects as large as depression. According to a study at the University of Pittsburgh School of Medicine, the more time people spend on social media, the more likely they are to be depressed. Whether it be a vacation photo of a friend exploring the white sand beaches of the Bahamas or a selfie of a celebrity looking like a goddess, social media never fails to make its users envy others and feel like they're living a life that will never be as glamorous as the ones they see online.

"I think in general, social media tends to marginalize our sense of individuality and has us constantly comparing ourselves to other people, in a way that's completely harmful for our psychology as human beings," said senior Logan McNichols.

What students must take into consideration, however, is the fact that what is viewed on social media is not as perfect as people make it out to be. A person's feed portrays only a small percentage

of their reality.

Senior Shey Dorji humorously placed in his Instagram biography, "Welcome to the best ten percent of my life."

Someone isn't going to choose to post a unflattering selfie of themselves in tears over the loss of their pet hamster, a photo of their microwavable dinner, or a screenshot of their dream school rejection letter. Instead, people choose to share only the best moments in life which creates somewhat of an illusion for their followers.

"I think people portray themselves in the most flattering way possible on social media. It definitely gives us a convoluted sense of who they are because in reality we don't know anything about what could be going on in their lives," said senior Haley Block.

With social media, millennials are capable of tailoring their images to their liking without regard to reality.

The Higgins Brothers Take Track

By Sarah Ardantz

Junior Nate Higgins and senior James Higgins are San Luis Obispo High School students who both run for the track and field team. *Expressions* interviewed the brothers about their involvement in track and field.

Expressions: What is it like being involved in a sport with your sibling?

Junior Nate Higgins: Fun.

Senior James Higgins: I love having my brother at every track meet to cheer me on, and I love cheering on my brother. It's really inspiring to see what he does on the track and in return it really helps my performance to see what my brother can do.

Expressions: In what events do you compete?

Nate Higgins: I run the four hundred.

James Higgins: This year it is pretty sporadic. I haven't really figured out what I'm actually doing. In the past I really jumped around; I did high jump, triple jump, ran the one hundred, pole vaulted a little bit, hopped in the three hundred meter hurdles. I really do whatever the coach tells me to do.

Expressions: Are you competitive with each other?

Nate Higgins: No.

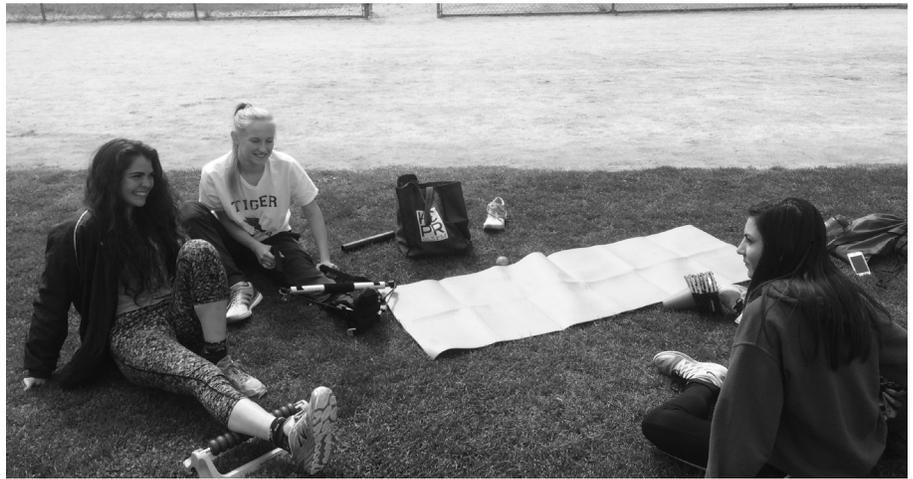
James Higgins: I mean, it's not competition, he has no chance of competing with me, so no it's not competitive.

Expressions: What's your most embarrassing moment at track?

Nate Higgins: I don't know.

James Higgins: At league finals I was put in the three hundred hurdles, I had never ran this race, and to make matters worse I was in the heat by myself and had no one pacing me. So I hopped out of the blocks and was running as fast as I could and coming around the turn I did the hurdle and did a nice face plant. The entire stadium was watching me, and no other races were going on. I was laying on the ground and I looked up and everyone was looking at me. It was pretty embarrassing.

Injury: An Athletic Nightmare



By Ellie Janette

Injury: A mere six letter word that strikes fear into the hearts and souls of recreational and competitive athletes alike. With the vast majority of San Luis Obispo High School students participating in at least one school sport, athletic injuries run rampant on campus. Some injuries take students out for only a day or two, while others require months of rehab or even surgery.

In the wise words of track and cross country coach Steve Boaz, "injuries are a part of life and you have to learn to deal with them." This is not as easy as it sounds, as most athletes have a strong love for their sport and injuries can be devastating. In my high school athletic career, I have only had the opportunity of competing in one sports season: track my freshman year (2015). Since then a tibial stress fracture and hip labral tear have kept me from training and competing the way I would like. Eight months after surgery, I am only barely getting back to running. It's safe to say I have a lot of experience with sports injuries.

In his college running career, Boaz dealt with an Achilles Tendon injury, which resulted in him having to take six months off from training. Junior Sarah Attala injured her hamstring running hurdles in the 2016 track season. Senior Andie Rup-

precht is also dealing with hip impingement and a labral tear, causing her to miss out on both track and cross country her senior year. Different injuries, but all severe cases resulting in months off from training. Inability to participate in one's beloved sport can be incredibly difficult mentally on an athlete and can reduce self-confidence and make it difficult to concentrate in school.

"I remember sitting down on the couch with my mom and just crying because deep down I knew I wasn't going to be able to keep running," said Rupprecht. For many athletes, myself included, our sport becomes our passion and a huge part of how we are. I can attest that I too, have shed lots of tears over training and competition time lost due to injuries.

Injuries are often easy to prevent or treat early which can prevent months of from training.

"It's important to make sure you are doing everything you can do to get better quickly," said Attala. This often entails missing a few practices. In the long run, it's much smarter to miss a few practices and heal rather than making the injury worse and missing a season. At the first sign of pain, talk to your coach or a trainer.

"Being healthy is the first priority," said Boaz. Gradually reintroduce training to reduce the risk of re-injury, and above all learn to train in a way that is "both enjoyable and rewarding".

All-Star Tennis Coach Ken Peet

By Roy Ihatsu

And His 35 Years of Coaching

Next spring, San Luis Obispo High School coach Ken Peet starts his thirty fifth year of coaching tennis. Peet has picked up a reputation for his positive attitude, sense of respect and love for tennis. He has already guided his players to 16 league championships, and is aiming for at least one more this season. *Expressions* sat down with Coach Peet to find out more about his coaching career.

Expressions: When did you start coaching?

Tennis Coach Ken Peet: My first year of coaching at SLOHS was in 1983. After coaching at Cal Poly, they had an opening at the high school, and I wanted to go for that opportunity. The main reason I coach is because I love tennis, working with kids, and seeing them improve.

Expressions: What has motivated you to coach all these years?

Peet: I enjoy the energy of young people and love to help to channel that energy to become better. It's really that motivation of seeing kids improve year over year. I love people and interacting with them. Coaching is a great way to meet new kids and their families, and do something I enjoy.

Expressions: What is your personal tennis history like?

Peet: I began playing at the age of seven, and also played high school tennis. Other than kids group lessons, I have never really had a tennis lesson in my life and kind of had to teach myself. After playing at Palomar Junior College at San Diego, I

was offered a scholarship here at Cal Poly. We ended up ninth and tenth in the nation during those two years I played. After graduating I started coaching the team. Two years later it got too busy as I got married and was running a business.

Expressions: What else do you do?

Peet: My full-time job is a family-pastor at Grace Church here in town. I was a youth-pastor for many years; I like working with kids at the church and the tennis court. I'm also just kind of a sports guy and love watching almost any sport. I consider myself very competitive and enjoy still getting out and playing tennis myself.

Expressions: Do you have any unique or unforgettable experiences throughout these years?

Peet: There's been a lot of things to remember. I've yet to win a CIF championship, even though we've been in the finals five times. All those years getting deep into CIF were unforgettable and had special moments. We also dominated through 1995 to 2001 and from 2004 to 2009. We had a stretch of about eighty and ninety pac-8 wins, which was pretty incredible.

Expressions: How does it feel to make it to 35 years of coaching?

Peet: I'm laughing, because physically it feels much harder now than 35 years ago. But I do enjoy it as much as I did, though I never thought I'd make it this far. The hard part is to not being able to grind on the court as I used to, but overall it feels great seeing you guys improve.



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“You Don’t Own Me” is the ultimate feminist anthem

By Emma Jane Haas

This past year has been abundant with inspiring women, from the eloquent and intelligent Hillary Clinton, to the powerhouse that is Beyoncé. It seems that the feminist movement is in full swing, with men and women alike making strides to stress the equality of women. When examining the history of the feminist movement, it is important to take notice of its roots. While we will always credit those such as Mary Wollstonecraft and Elizabeth Cady Stanton for being leaders of the female faction of fairness, it can be easy to overlook other women who have aided in the progression of the movement throughout the years, one key person being 60s singer, actress, and composer Lesley Gore. One song stands out as particularly defiant: “You Don’t Own Me”.

From the very first line Gore coos, it be-

comes clear that she is absolutely through with being taken advantage of by boys. She begins with a calm, yet clear “You don’t own me,” making her intentions obvious even in the opening line of the song. Her subtext, however, is sharper, like a warn-



ing as if to say “don’t try and control me or else.” From then, she continues to grow louder and louder with each verse, until her powerful voice reaches a booming belt with the line “I’m young, and I love to be young. I’m free, and I love to be free!” It

feels like a declaration of liberation, and must have been inspiring to teenage girls during the 60s, developing and coming to terms with their bodies, sexuality, and roles as women.

At a time when women were typically just thought of as housewives, singers like Gore were particularly important, as they instilled values in female children and young adults to remain confident, secure, and proud even when the males in one’s life act bossy and superior. The most powerful line is without a doubt “Just let me be myself, that’s all I ask of you.” It is such a simple request, although it is one that has not always been honored throughout history. “You Don’t Own Me”, is still relevant today and continues to serve as a teenage anthem and reminder to females everywhere to demand respect.

Sources:

<http://www.sheramag.com>

How music impacts academic success

By Roy Ihatzu

Music plays an important part in many students’ lives. Aside from entertaining, new studies have found that listening to music and playing instruments can also be beneficial to your academic success. Many students find listening to music relaxing, and helpful with studying. Playing an instrument out of school has also been proven to have numerous positive effects.

Research has shown how integral learning a musical instrument is to a child’s development (Dovey), and that “exposure to music lessons physically stimulates the brain and changes it for the better.” Health Fitness Revolution lists numerous positive effects of listening to music, like reducing stress, helping with memorizing and sleeping, and increasing happiness.

We can witness this in many of our SLOHS students, who have found music

as an important part of their life. Senior Kannan Freyaldenhoven believes music has had a positive effect on his academic success, because it is something “to turn to when feeling burnt out, and has a rejuvenating impact.” He feels like music helps him to keep efficient. Another SLOHS student, junior Gus Billing, also considers music helpful with learning and beneficial to the improvement of multitasking and time management.

Having a regular extracurricular hobby generally helps you with control of your time and activities. When asked how music affected her, senior Shaina Morris said it has “made her more disciplined more than anything” and believes it has had a positive impact on her work management skills.

At the least, having music as a hobby offers

a great opportunity to connect with other people. It is a good way to relax and spend extra time. Billing describes his hobby of music as a great way to make new friends and have something in common with a lot of people.

As school continues to stress students in increasing numbers, music offers a pathway to a relaxing, but academically beneficial hobby. We should not ignore the perks of music, but encourage everyone at school to start jammin’.

Sources:

<http://www.medicaldaily.com/music-education-improves-students-academic-performance-active-participation-required-314508>

<http://www.healthfitnessrevolution.com/>

California Comic-Cons Worth the travel

By Aric Sweeney



Living in San Luis Obispo has its positives and negatives. Although many concerts and live musical events are held in the area, there is a noticeable absence of comic-cons and other geek conventions. However, if you're willing to drive a bit, there is a good amount of conventions to attend.

Disclaimer: I won't be including San Diego Comic-Con in this list, as it is essentially

the biggest convention in North America and a six hour drive to San Diego is not reasonable.

Monterey Comic-Con: June 16-18, Monterey Conference Center, Monterey, California

Requiring a mere two hour drive from San Luis Obispo, Monterey Comic-Con is a small-scale convention that's perfect for anyone wanting a day trip that doesn't require a large sum of money. However, it seemingly lacks large scale guests and panels that these other events have.

Stan Lee's Los Angeles Comic-Con: October 27-27, Los Angeles Convention Center

LA Comic-Con was my first experience at a convention. It has substantially grown in attendance every year, and 2016 was by far its greatest one yet. Filled with guests, panels, and fan meetups, this is the perfect first convention.

Anime Expo: July 1-4, Los Angeles Convention Center

Although not a strictly comic book related convention, Anime Expo is a big event within the pop culture community. Featuring tons of guests, panels, and special

events, this is a great way to spend your fourth of July weekend.

Silicon Valley Comic-Con: April 21-23, San Jose Convention Center

Put on by Apple co-founder Steve Wozniak, Silicon Valley Comic-Con is a large-scale con featuring guests like "The Flash" star Grant Gustin and Steve Yeun of "The Walking Dead" fame. It's held in the San Jose Convention center, which makes it a quick three hour drive from San Luis Obispo. If you're looking for a con with not only pop culture influences, but also a slew of Silicon Valley inspired tech-events, this is the one for you.

StocktonCon: August 19-20, Stockton Arena, Stockton, California

StocktonCon is a relatively new convention, as 2017 is its sixth year in existence. This is the essential, if not cliché, comic-con. Featuring "Power Rangers" and "Star Trek" stars, StocktonCon offers a wide variety of entertainment, ranging from television, movies, comics, and games. Additionally, the event encourages cosplay, so break out your best costume and attend a fan meet-up!

Eedle's Empty Bowls

By Ellie Janette

San Luis Obispo High School Ceramics AP Art History teacher Amanda Eedle and her ceramics classes are the highlight of the day for many students here at SLOHS. Pottery is a fun and relaxing way to get art credits and is popular among students with many students at our school having taken at least one class. This year ceramics classes are giving back to the community and participating in a fundraiser called Empty Bowls.

Empty Bowls is a worldwide project conducted one community at a time. The main idea of the event is that local community artists make hand crafted bowls

that are then sold to the community with food inside, with all profits going to charities fighting poverty and hunger. Materials to make the bowls as well as the food the bowls contain are donated by community members to ensure all proceeds from bowl sales go directly to charity.

Eedle said she "wanted to bring this project to our school because she participated in it when she was in high school, and it had a profound impact on her and her community." Eedle described herself as "a firm believer that we should be educating children to not only better themselves but also take their skills to help others who aren't as fortunate." Students in Ceramics I, II, and III will all be participating in the project this trimester

and using the skills they learned in class to benefit the community.

The San Luis Obispo event will be donating all proceeds to the new homeless shelter, 40 Prado. Our school is assisting the cause and aims to create roughly 500 bowls. Sophomore Sam Simard says "we were all so passionate about helping the new women's homeless shelter," and this passion really shows in the work of all the talented students taking Ceramics classes at our school. Each bowl purchase costs \$20 and comes with a free meal. The bowls will be sold at the local farmers market in May, so make sure to stop by and purchase a beautiful bowl handcrafted by a classmate. Remember, all proceeds go to charity!

Elizabeth Janette: A Student With an Odd Job

By Kiet Nguyen

As high school students, many people have part time jobs. These jobs include being a cashier, or a receptionist for a dentist office, or some other strange job. While most students have regular jobs, junior Elizabeth Janette is an exception. Instead of getting a regular job, she decided to strive for something greater in life while being in high school, and thus became an employee for a nail salon.

Before beginning her career, she never thought she would find herself working at a nail salon. After she started working, she made a name for herself in the field of mopping, gaining a spot among the legends.

Expressions: What has your experience working at a nail salon been like?

Junior Elizabeth Janette: Before I started working at the nail salon with an in-

itation from my boss, I never thought I would work there. For the longest time, I tried to apply to work at Trader Joe's, but I didn't get accepted. Now I'm kind of glad I didn't because I don't think I would last long working for a stranger in a strict environment.

Expressions: What's it like to work at a nail salon?

Janette: It's really nice and laid-back and fun to work at night; there is no one there besides me and my boss, and my boss is super-duper nuggety cool.

Expressions: What aspects of the job do you enjoy the most aside from gaining money?

Janette: It's not easy work but it's not mentally hard work either and it goes by pretty fast, plus it's really fun.

Expressions: Did you have any misconcep-

tions of the job before working there?

Janette: I didn't understand how hard mopping would be, like it's really hard, but I do double lotion my hands so that's a perk.

Expressions: What part of the job do you wish was better, and if you have to choose a different part time job, what job would you take?

Janette: Sure, the pay is really good, but getting paid more is always nice, but that's not really realistic, so I don't think there is anything else that needs to be improved. But if I had to choose a different job, then it would be working at my dad's dental office as a receptionist.

Many people have different jobs, strange or not, and sometimes their jobs come to them unexpectedly. So the best thing anyone can do is find a job that they truly enjoy that would put a smile on their face

From Naivety to Maturity: How Seniors Changed From Their Freshman Selves

By Maya Caminada

As freshmen, students are naive and innocently dream of themselves four years older. Senior year seems ages away and freshmen make goals to be their best self when they reach their final year of high school. *Expressions* interviewed five seniors about their thoughts freshman year and who they wanted to become by the time they finished high school.

Expressions: When you were a freshman, what kind of person did you want to become by senior year?

Senior Kaylee Smith: I knew I wanted to be nice to people and super approachable.

Senior Maddie Brogno: Mature and I wanted to know what college I was going

to and for everyone to like me.

Senior Caroline Petithomme: Know where I was going in life/college/career, and still wanted to be super involved in school and be a role model for others.

Senior Victor Dekhtyar: The same person as I was as a freshman.

Senior Noll Richardson: I thought I'd be really into auto and car design.

Senior Aidan Biggs: I thought I'd get older and go wherever the wind would take me.

Expressions: When you were a freshman, what career did you want to have?

Smith: I wanted to be a recording artist with sold out stadiums and all that.

Brogno: I wanted to be a preschool teacher because I like kids.

Petithomme: Landscape architect because I like the mix of design and environment.

Dekhtyar: Engineer, because I like it.

Richardson: Car designer working with luxury cars.

Biggs: I didn't have any solid goals, maybe a video game designer, because I like playing them.

Expressions: How do you think you have changed from freshman to senior year?

Smith: Not as naive and more realistic. I'm not a pushover anymore.

Brogno: I don't want to be a preschool teacher and I surround myself with people who care about me. Also, I learned that grades don't define people.

Petithomme: I don't think I really changed, just a little more mature. At least I hope so!

Dekhtyar: I grew a beard.

Richardson: I became more mature and better able to deal with stress.

Biggs: Slightly taller and I have more regrets.

Tigers With Tattoos

By Danielle Ward

Tattoos are a way to show something meaningful that is going to last forever. Most tattoos are covered by clothing, not making them visible to everyone on our campus. *Expressions* took a deeper look into the tattoos of San Luis Obispo High School students and their reasoning behind getting a tattoo at a significantly younger age.

Expressions interviewed seniors Maddie Brogno, Whitney Burns, and Sierra Dana to get the inside scoop on their tattoo choices.

Expressions: What is your tattoo

and what is the meaning of it?

Senior Maddie Brogno: It is my birth sign, a Pisces symbol.

Senior Whitney Burns: My tattoo is an equality sign for the human rights campaign.

Senior Sierra Dana: It is three flowers, a couple of leaves, and a butterfly that form a woman's face. To me it represents mother nature, the good and the bad.

Expressions: What age did you get your tattoo?

Brogno: Fifteen.

Burns: Eighteen.

Dana: Eighteen.

Expressions: Where did you get it done?

Brogno: In my house...

Burns: Traditional Tattoo

Dana: Traditional Tattoo

Expressions: Where on your body is your tattoo located?

Brogno: My left hand on my middle finger.

Burns: It's on the right side of my body.

Dana: It's on the bottom side of my right leg.

Expressions: Do you plan on getting any more tattoos in the future?

Brogno: No.

Burns: Yes, but way too many to list.

Dana: Definitely. I'm still thinking on what I want to commit to.



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Getting jazzy with the SLOHS jazz band



By Zane Leslie

Hands dancing across keys, fingers flowing between frets, and an astounding solo devised by the second from the saxophone player in the front row. Complementary, but contrasting, each instrument weaves together seamlessly and ends the song with a bang. Both performer and audience sit breathless before erupting into a standing ovation. Every morning at 7:00 AM, (Number of students in jazz band) students make their way to the band room. Although they are decorated with countless awards from numerous competitions. Expressions gave a few Jazz Band members to voice their opinions and ideologies regarding Jazz Band.

Expressions: How does Jazz Band impact your life?

Junior Noah Galambos: I wake up earlier.
Junior Cisco De La Garza: I get to play music with the band and it gives us an opportunity to play more jazz.
Senior Thomas Green: It's great because it's in the morning and it wakes me up, it's an adrenaline band.

Expressions: What do you think about how Jazz Band is treated at the school?
Galambos: We don't deserve any more recognition than any other class and I think that's fine.
De La Garza: I play the saxophone, I'd say my role is to be mediocre example to kids and lead my section. I feel we get adequate recognition.
Green: It's given a pretty good spotlight most of the time.

Expressions: What is your role in the Jazz Band?

Galambos: I'm the bass player, I think my role in the band is general worrier about the overall well-being of the performance, and also to torture Grant Cindrich which I love a lot.

De La Garza: I play the saxophone, I'd say my role is to be mediocre example to kids and lead my section.

Green: As the lead trumpet player it's all about being loud and showing people the style.

Expressions: What do you think is the best part of being in a Jazz Band?

Galambos: It's a chance that we get to play the genre that we like the most

De La Garza: It's a good experience and it gives us a chance to work with other musicians, it can really be applied later in life.

Green: I think it's just waking up and being like "cool I can play music now."

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