

SLOHS EXPRESSIONS

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SLOHS Students Flock to SoCal Music Festival

By Noah Nelson

Rapper Tyler, the Creator has been throwing his funfest Camp Flog Gnaw Carnival at the Los Angeles Exposition Park every year since 2012. It originally began as a single day event, but this year, for the second time since its creation, the festival spanned the duration of an entire weekend, encompassing October 28 and 29.

Flognaw, as it's colloquially referred, offers many more attractions than your typical music festival, allowing for much more

fun to be had outside of the stage areas. An assortment of rides were available for patrons to experience, free of charge. These included two Ferris wheels—big and small—a chair swing, and a slingshot type ride that launched daring riders up eighty feet into gut-inverting heaven.

When asked his opinion of the festival, attendee junior Rylan Hamari said, "It was super fun. I made a lot of friends and I would definitely do it again."

"The only criticism I have is how long we had to walk to get into the festival," said senior Joe Headrick, Hamari's companion.

There was "a far walk in between the two

stages, and the artists had overlapping sets, so I didn't get to see everyone I wanted," said Hamari, adding to the criticism.

Overall, the boys enjoyed lending their eyes and ears to the performances of rappers Playboy Carti, A\$AP Rocky, and singer Lana Del Rey. The sets of artists such as Vince Staples, Earl Sweatshirt, Solange, and countless others were also equally enjoyed by fellow festival-goers.

Attendance of the gathering is certainly a repeat occurrence for fans of alternative pop and hip hop, as well as an extremely worthwhile experience for first timers.

Measure D: TBD

By Morgan Hunting

The portables for the classrooms and the cafeteria have already been at San Luis Obispo High school for a year, leaving many students wondering how much longer their stay will be.

The reason they are here is for Measure D. The school is expanding the main building to have a new student union, cafeteria, cafe serving area, kitchen, and new classrooms. Until enough classrooms have been constructed to replace the ones that were demolished, the portables will remain on campus.

Many students take issue with these classrooms. "The placement of them is inconvenient because you can't get to them from everywhere on campus comfortably within a passing period," said junior Azul Blazquez.

Although they aren't always met with optimism, some students appreciate the portables as they are more modernized than many other established classrooms on campus.

"[The portables] are nice because they're always air conditioned," said junior Alyssa Block.

Luckily for students like Block, classrooms, restrooms, and the exteriors of the

buildings that are the focus of Measure D will be updated to achieve a more modern design.

These new changes sound really nice to a lot of SLOHS students, but the seniors will not be able to experience these new features.

"It's upsetting that we have to deal with construction and the messy campus without being able to also experience the new and improved school," said senior Eve Hedges.

Regardless of students' approval or lack thereof, the school is scheduled to begin construction in the summer of 2019.



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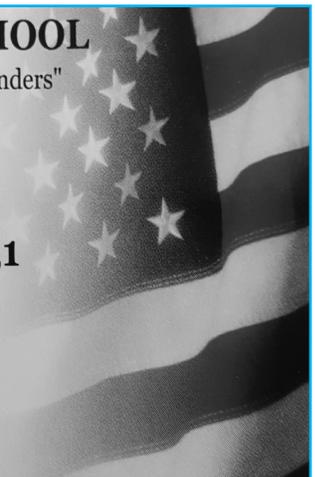
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How Will Recreational Marijuana's Legalization Affect SLOHS?

By Kailee Browning

Potheads all over California rejoiced with the passage of Prop. 64 in November 2016, which legalized recreational marijuana for California residents aged 21 and older. One year later, new legislation is in the works regarding the sale and taxation of cannabis and will go into effect on January 1, 2018.

"From a political perspective, I think we can identify two major strains of opinion that combined to make legalization a potent political force: growing libertarianism and a backlash against harsh drug laws," said government teacher Seamus Perry. "California has a strong tradition of citizen-directed initiatives and marijuana legalization is certainly a straightforward example of it. Even so, part of me thinks

that we ought to depend on the judgement of scientists and medical researchers who have expertise in marijuana's effects."

True to the overarching liberal attitude of the Golden State, many students at San Luis Obispo view legalization in a positive light.

"I think it's totally fine. It'll actually be harder for people to get a hold of marijuana, especially younger people, because it'll be way more regulated by the government," said senior Lili Turner McCurdy. "Hopefully it'll get tax revenue and be used for good things. I think it'll take a while to spread because there's still a stigma towards it, but because it's legalized it'll probably increase the number of people who use it."

Legalization aside, teachers and administrators on campus maintain that present restrictions on marijuana ought to be

strengthened. How will their zero-tolerance stance influence the student population at SLOHS?

"Things may change due to the increase in access and acceptance in our area; the uncertainty is how it will affect our campus," said Vice Principal Aaron Black. "Obviously, students at SLOHS are underage for marijuana use, so it remains illegal for their possession and consumption. As a school, we will continue to educate our students on the effects of drugs, provide access to drug and alcohol counseling on campus, and speak to keeping our school drug-free."

Though the authorization of marijuana in California is a baby step in eliminating pot from the ongoing "war on drugs," consumers are still strongly advised to proceed with caution when using any type of substance, legal or otherwise.

Cha-Ching: Students in the Work Force

By Kailee Browning

Getting a job for the first time is commonly regarded as a rite of passage for teenagers. Fortunately, with the abundance of local businesses in San Luis Obispo, employment is readily available for students of all interests.

Many students gravitate toward jobs in food service.

"I started working at Cowboy Cookie around six months ago because I needed the money for gas and I had friends that worked there," said senior Camryn Goodwin. "Most of the time I'm in the back making cookies or in the front taking

orders and helping customers. I only work once or twice a week, so I still get all my schoolwork done. I would definitely recommend it as a first job to have; it's a good environment."

Other students prefer to work in retail.

"I work at Upscale Resale, the cutest little consignment shop in the whole world," said senior Karla Pascual. "I started in the summer because I wanted an income, but I didn't want to go back to my previous job. I made a resume and, ironically, wasn't going to apply at the shop, but then decided that there wasn't anything to lose. My boss told me to come back the next day. At first I found it difficult, but grew to love it."

Some students are employed in fields that

play into their plans for the future.

"I've worked at Coastal Pediatric Dentistry since June, and I really enjoy it," said senior Skylar Garris. "It was actually easy to get the job; all of the Cal Poly students had just graduated, so it was perfect timing. My boss is super nice, and I get to work around my school schedule. I sterilize all of the tools we use, and help out whenever a hygienist needs assistance. I think it's a great job for anyone interested in dentistry."

Though getting a job may seem like a daunting task for some, it's clear that local employment is a viable option for any student interested in earning cash, gaining work experience, investing in their future, and a good time.

the production of nude art

By Molly Foster

Picture an illustration of the word 'nude' in your mind. If you're envisioning an erotic image, this is a result of society normalizing the sexualization of the naked figure. Companies and industries objectify certain body parts as a mechanism to advertise and sell their products. Social media has made these images easily accessible, and therefore, has created a greater influence on the way the majority of the population views the naked body.

However, the problem with creating nude art at San Luis Obispo High School is not naked bodies, but rather the way American culture exploits and perverts them.

Nude art has evolved to reflect the common beliefs or values throughout each era. Initially gaining popularity in ancient Greece, the naked male form was used to depict his role in society or social class. Females were given less important symbolism, such as fertility.

In response to these prevalent issues, contemporary artists use nude art to voice personal experiences and show that all body types are beautiful. Artist, curator, and director of Untitled Space New York, Indira Cesarine, compiled an exhibition of twenty nude women, all captured in different forms of visual media. This project's purpose is to depict women in their most natural form, which sends a message of body positivity and feminism. Since males have dominantly represented the public arts for centuries, very few pieces have realistically captured the honest female form, and rather, have displayed it in a way to appease popular standards of beauty.

Works of art are often censored because they expose certain truths or threaten those in power. This alludes to a desire within these leaders to control, not only representation of the human body, but the ideas of an audience as a whole. During the Italian Renaissance, widespread Catholicism deemed nudity as obscene and immoral. Pope Daniele de Volterra ordered the naked figures in *The Last Judgement*, by Michelangelo, to be covered in loin cloths.

"It's difficult, and even offensive, to change an original painting without changing the context. We aren't just painting erotica, but a story with a meaning," said junior Jenna MacGregor.

Nudity is often associated with shame or sin, which leads to discomfort in one's body. As a result, people today suffer greatly from lack of self-love and the awareness that all bodies are beautiful and unique. Whether it be religion, societal influence, or personal agenda, some continue to feel that as students, it is inappropriate to portray nude art at SLOHS.

"The reason for showing body parts in textbooks is usually for an allegory or metaphor. For example, showing that a woman is vulnerable. Back then, everything was for a reason, and nowadays I don't see art as a big thing anymore," said junior Oliver Santana.

Human emotion is timeless. Capturing someone in their most primitive evokes honest emotional response from the viewer. Art is a platform of free expression that has the potential to communicate ideas, emotions, experiences, and injustices without words. As long as the human experience exists, art will have the power to change the world.



"Nude art is one of the most pure and vulnerable forms of human expression, to censor it would restrict our capabilities to communicate human beauty through the craft," said senior Alyssa Schlickeiser.

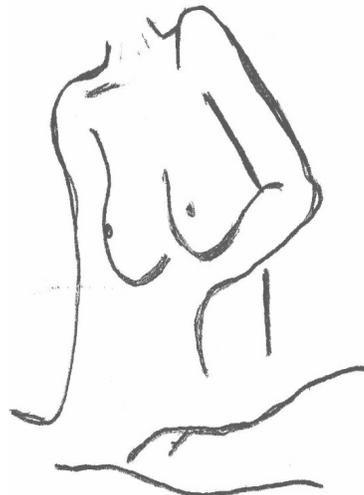


Photo courtesy of Emi Mulay

Religion in the classroom: How far is too far?

By Delaiah Hastie

Last year, former San Luis Obispo High School special education teacher Michael Stack wrote a letter to *Slohexpressions.com* in response to the May 2017 LGBTQ issue of *Expressions*. In the letter, he condemned homosexuality through quotations of the bible. The controversy has brought attention to an important question: Should religion be discussed at school, and how far is too far in regard to using religion to state opinions that some may find offensive?

The discussion of religion at a public school, such as SLOHS, should not be permitted. Due to the large and diverse student body, multiple religions are represented. Too much emphasis on one can make students feel excluded.

"It can be discussed but only in objective circumstance to avoid either intentional or accidental offense," said senior Jaime Radding.

If a religion such as Christianity, which,

according to ABC News, eighty-three percent of Americans identify as, is being discussed frequently, students of Muslim faith may begin to feel marginalized. On top of this, there are students who consider themselves atheist. There should be no reason that they should be forced to discuss religion at public school, a supposedly non-denominational place of study, where every student can have their own autonomous beliefs. On top of this, many religions have specific codes of conduct, and look down on the actions of others. None of the guidelines should be talked about, because many discriminate against certain groups of people.

There are those who believe that religion should be allowed to be discussed at school. Many believe that as long as the discussion is not harming anybody, it should be permissible on school grounds, and students and even teachers should be able to freely discuss religion for personal reasons.

"I think that the discussion of religion between teachers and students should be allowed at school. I find it comforting

knowing that other people believe what I believe at this school, but that comfort goes away when I am not allowed to talk with others about my beliefs," said senior Paige Anderson. A permissible place on campus to discuss religion are clubs relating to that specific religion.

"I think clubs are a great place to talk about religion with peers as long as they aren't forcing a specific ideology on people," said senior Susan Roodsari.

Students who want to discuss a particular religion can do so in this setting, and students who do not want to be included don't have to be. This way, nobody is being forced to participate in a conversation that they do not feel comfortable with, and students who want to talk about a specific religion have a place to go, and be surrounded by likeminded people.

School should be a place where one can believe anything they want. Whether it be religion or other controversial topics, letting everybody think what they want, and believe what they want, is one step towards a more harmonious campus.

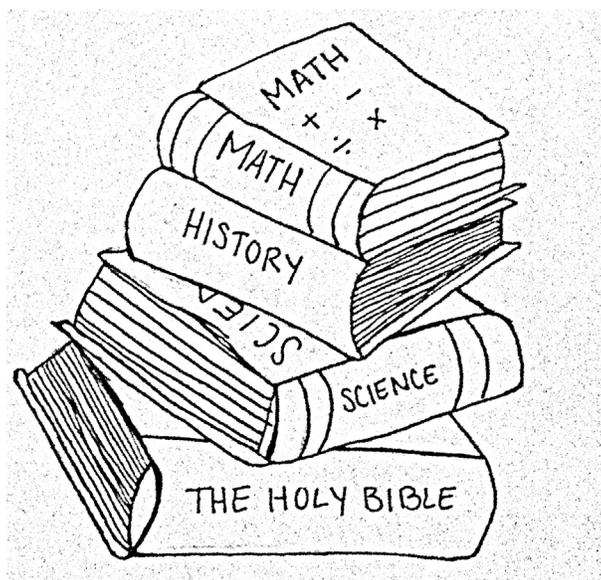


Photo courtesy of Molly Foster

Racism: Then vs. Now

By Oliver Hicks

Given the recent rise of white nationalism and nationwide socio-political fissures, coupled with the emergence of immense interconnectedness through social media, politics and social commentary have become attached to almost every part of our lives. Because of this, society should begin to reevaluate how we treat each other. Sixty years ago, American activism was defined by the Civil Rights Movement, geared towards abolishing segregation and, more broadly, fighting back against racial prejudice and injustice. Now, Americans are beginning to realize that racism is not dead, it's just more nuanced and subtle. This raises the question: How did we get here?

From a historical perspective, there is no obvious birth or death of racism--it has simply evolved over time. Throughout the twentieth century there have been a variety of causes and symptoms of racial tension, ranging all the way from World War I to segregation to 9/11.

"The middle of the twentieth Century brought some advances in the US [regarding racial justice] through the Civil Rights movement, but the reactions against it showed that racism was still strong," said history teacher Kate Stephens. "The end of the 20th Century was more harmonious, but after events like September 11, new prejudices and racial profiling became common," said Stephens.

Decades ago, prejudice may seem to have been more common simply because it was more explicit. Eras like Jim Crow did not attempt to

hide its purpose with layers of confusing and superficial rhetoric; it literally called for "colored" signs above bathrooms and drinking fountains--something that would incite huge outrage today. Instead, we see more implicit tactics of racial discrimination in areas like housing and wage discrimination, where African-American incomes are only 73 percent of their white counterparts and Hispanics are 69 percent. Furthermore, despite there being a softening of language surrounding race and growing PC culture that outlines the way we discuss these issues, there is still a severe lack of legal justice for minorities. It seems as though society is quick to pounce on anyone who publicly uses the N-word, but in the case of an unarmed black man being choked to death on a street corner, there is no police officer indictment to be found.

Regarding how we got to this point, there is a variety of potentially confounding causes, all of which have deeply troubling effects.

"I don't believe racism has gotten any better or worse over the years, it's just gotten more exposed by the internet and social media," said senior Nate Higgins, who is African-American. "That's why there's been more tension in the past couple years."

Higgins' point is supported by the fact that our world simply interacts differently today. Good or bad, social media and the internet have globalized our lives like never before and connected us with people of different communities, religions, and ethnicities--exposing us to richly different cultures as well as the horribly dark xenophobia that it often provokes.

"Once when I was ten, I was proudly wearing my 'Selección Nacional de Fútbol Guatemala' [Guatemalan National Soccer team] jersey on the old port SLO pier, waiting in line alone at a dodgy seafood place. Two young men were behind me and, unprovoked, one of them said 'go back to your own country.' They didn't laugh afterwards, and I don't think they even saw my face. I remember that having a tremendous impact on me," said senior Miguel Ajanel.

This anecdote is an example of the toxic disease that still infects a great deal of Americans. While the existence of racism may not have changed in the last hundred years, the way we treat it certainly has.

"The form of racism that is everywhere now is jokes between friends which, if heard by the wrong person, can be very offensive," said Higgins. Oftentimes we find ourselves denouncing the actions of others but are less aware of our own words--it's easy to call someone a racist for discriminating against someone else, but it's a lot harder to call someone out for a bad joke. It's in these moments that our generation will have the opportunity to shift the direction of progress. In an ever-connected world, there are plenty of opportunities to hate, troll, or divide people, but an equal amount of opportunities to stand up for each other as well. Whether or not we can achieve this, and move towards a more equal society, is up to us, but history has made one thing clear: hatred and bigotry will not disappear on their own.

Source: <http://www.pewresearch.org/>

Illustration Courtesy of: Abigail Moore

Why is the N-Word so Powerful?

By Nabeel El-Sayed

Looking at the English language, we can find plenty of words that have meant vastly different things throughout history, yielding both positive and negative connotations. This simple fact creates the question: What makes a word good or bad? Is it the word itself that dictates a good or bad meaning, or is it mankind's use of the word that truly defines it? The N-word has been subject to this argument for decades and it seems as though we may never reach a consensus.

When discussing the N-word, it is very clear that because of its original use the word was abusive and derogatory.

"I don't like it, don't approve of it, don't appreciate it. I know it's a tremendous part of today's hip hop world but if you think about where it was derived from, and how it was used, it was hurtful. Just because it is common vernacular doesn't make it any less hurtful now. There should be no place for it on a school campus," said Paraeducator Ricky Ruffin.

This raises the question: Why does an educated, middle aged paraeducator feel so strongly about the N-word? The simple answer is "because he is African-American." But when African-American junior Kahil Harrigan was asked the same question he said, "the only way it affects me personally is if the dialogue it is said with is offensive. If we are having a regular conversation, you can use the word freely and I'm not gonna worry about it unless you use a hard R."

The stark difference between these two answers sheds light on

the idea that a hatred of this word doesn't stem from just being African-American--it stems from an individual's background and personal exposure to that word. Ruffin is an adult. He has lived a much longer life than Harrigan and his exposure to the vast negativity surrounding the word has cultivated a certain perspective that is specific to his experience. Kahil, although certainly understanding the denotation of the word, is a teen growing up in a nice area, with peers and cultural influences that allow for a much more positive connotation of the word.

This dichotomy of beliefs perpetuates the idea that it is more than the intrinsic value of a word that truly defines it. One must have a contextual understanding of the usage of a word in order to fully understand its meaning.

"I think the N-word has a very historic and hurtful past, but it's the people that give it its negative power that cause it to be held in such high regard," said junior Adian Atwell. Regardless of understanding the power humans have to create meaning, it is clear that the N-word warrants caution, especially on campus. However, everyone on campus should consider the reality that being timid when discussing sensitive ideas simply gives those ideas too much power. Are we so afraid to say the N-word that we have to censor it? Can we have an intellectual discussion about racism without a single word governing everything we say? I urge students and educators alike to pause and consider the power that words have before they are uttered, before they are given meaning, before they become taboo.

Meet M.E.X.A Club

By Delaiah Hastie

At San Luis Obispo High School, clubs are one of the ways students can show what they are interested in and who they are. Whether it be a club about a hobby or a sport, meeting with like minded people about the things one is passionate about is a highlight of school. One of these clubs is MEXA club, or Movimiento Estudiantil Xicano de Aztlán. Run by adviser Rita Delkeskamp, this club has put on many fun activities for students to enjoy, such as teaming up with ASB to put on a dance last spring, La Baile De Primavera, or Dance of the Spring, and selling fruit skewers and jicama at lunch and break. They also began playing music in Spanish once a week at lunch during Hispanic Heritage Month. The members of this club are very invested in bringing their culture to the SLOHS campus, and *Expressions* decided to catch up with the members of this exciting club.

"Our goals are to promote higher education, cultural awareness and community building. They are all positive goals not only for Latino students, but everybody who joins us," said Delkeskamp. MEXA clubs were started in the 1960s by people who wanted to honor their indigenous roots and be politically active through pursuing a higher education, which has become a cornerstone of the club.

"We are very welcoming and try and provide cultural awareness and try and raise money for people who need it. Last year, we gave money to the Red Cross," said senior and MEXA club vice president Juliana Castellanos.

MEXA club is full of students who are innovative, passionate, and want to build a stronger community within the school.

"During meetings we play some team building games, and then get down to business on fundraising," said senior and MEXA club president Marco Ramirez.

MEXA club is an important and unique presence on SLOHS campus, and due to the dedication of the students involved, our campus is a better and more diverse place.

Illustration Courtesy of: Quique Ajanel

SLOHS ATHLETES DISCUSS CLUB VS. VARSITY

By Oliver Hicks

While the majority of student sports that are highlighted in our community are JV and varsity, many athletes on campus don't only play for San Luis Obispo High School. Whether it be baseball, volleyball, soccer, or rugby, a multitude of students on campus participate extensively in club sports outside of SLOHS. These students choose to balance both high school commitments and extracurricular ones as they play for teams all across the county, state, and country.

"I've played for teams all the way from San Diego to San Francisco and they've taken me all across the country. New York, Florida, Iowa, Nebraska, Arizona, Oregon, Washington, Georgia, and Nevada, all for baseball," said senior baseball player Noah Cracknell. Cracknell is one of many students on campus who balance varsity sports, club sports, and schoolwork throughout the year. In his case, the majority of conflicts between teams are avoidable, however it does require a certain degree of prioritization.

"Normally club sports take a priority because they offer a higher level of competition and more exposure to college coaches. My high school coach knows that I'll be playing travel ball all summer and fall, so he kind of expects that some

of his kids will be playing club ball," said Cracknell.

Despite having to choose which sport to prioritize, both teams always have their pros and cons. While year-round club teams usually offer more exposure and intensity, varsity is also something that student-athletes have to look forward to each season.

"Honestly I love both [varsity and club], but I think I like high school a little better. It's only a couple months a year and there's a different vibe when you're representing your school. It's also awesome when there's a crowd watching you," said junior Olivia Ortiz, who plays soccer. "Doing both gets hard at some points, but it depends on the classes I'm taking. Over the years I've learned how to balance it."

For others, they don't have to choose between varsity and club because SLOHS simply doesn't offer a varsity team. Rugby players like senior Daniel Duffy don't have a season to look forward to where they get fifth period off or free transportation to games and practices; instead, they deal with their extracurricular sports commitment all year long.

"It obviously would be nice to have resources that the school supplies to their sports, but I hope that making those little

sacrifices will allow me the opportunity to grow the sport so that in the future rugby could be school affiliated. I usually forget about not having those resources though because I'm getting the chance to play a game I truly love," said Duffy.

Whether it be purely for the love of the game or for college aspirations, certain club athletes are granted the opportunity to play at a collegiate level. While there are a number of student-athletes on campus who have committed to play their sport in college, sophomore Malia Gin told Expressions her story of committing to Oregon State University.

"I went to many college showcases with my club and was invited to some Elite ID camps from some colleges. I knew I wanted to stay on the West Coast for the most part, so I sent out many emails to schools that I was interested in. When I went up to Oregon State for my camp, I really loved the campus and the whole coaching staff. It worked out financially and academically, and I knew that OSU was the place where I could be successful at and play and live at for four years."

Regardless of the challenges, student-athletes at SLOHS are clearly able to balance their responsibilities between club and high school sports.

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Fall Sports Rankings

By Max Lober

San Luis Obispo High School fall sports has officially come to a close. Based on each team's overall and league record as well as CIF ranking, *Expressions* brings to you our own SLOHS fall sports rankings.

1. Girls Golf: Overall: 10-1 (League: 5-1)*
2. Boys Cross Country: Third in CIF
3. Girls Tennis: Overall: 23-4 (League: 18-1)
4. Girls Cross Country: Eighth in CIF
5. Boys Water Polo: Overall: 20-6
League: 5-2
6. Girls Volleyball: Overall: 19-14
League: 9-5
7. Football: Overall: 2-8 (League: 0-4)

* League Champions

Expressions: What are your thoughts on how your season went?

Junior football player Chad Lincoln: I'm proud of our season this year. Although we didn't always find success we hoped for, we all stuck together and continued to work hard until the end. I've learned a lot more and have grown into more of a man after being a part of this team and I'm sure many of my teammates feel the same way.

Junior water polo player Jordan Troy: Overall, the season was great. We started off as a team that many people expected to get fifth in league but ended up finding our rhythm and finished third in league and had a 20-7 overall record. I'm really proud of how much we improved as a team.

Sophomore volleyball player Franki Phelan: I think our season went really well especially for having a really young team with eight underclassmen.

Senior cross country runner Stephen Zagrodny: I think we did really well and had a really strong underclassmen presence.

Senior tennis player Riley Quinn: I thought overall the season went really well and we performed to the best of our ability. We were strong in both singles and doubles and dominated most of our league matches.

Senior cross country runner Alexis Lewis: We had a lot of injuries this year which kind of hurt us, but I think we can make state which would be great.

Senior golf player Violet Udlock: The season went well. We won league and everyone on the team is super fun.

AYSO Players: True Ballers

By Erin Lewis

When students at San Luis Obispo High School think of the American Youth Soccer Organization (AYSO), they think of little kids running around chasing the soccer ball wherever it goes. What most people don't think of is that there is a U-19 girls division that consists of many high school students here at SLOHS. *Expressions* interviewed a few of those students who have been playing AYSO this fall.



Photo Courtesy of Erin Lewis

Expressions: What are the main reasons for you wanting to play AYSO?

Junior Katherine Freeman: I wanted to play to play soccer for fun without a super intense environment.

Senior Hannah Ryan: I wanted to play because I really enjoyed it growing up. I thought it would be something fun to do senior year with my friends.

Sophomore Julia Voss: I wanted to keep up my skills for high school soccer. Also, I played a lot of soccer when I was little and I fell in love with it.

Expressions: What has your experience been like so far?

Freeman: It's been really fun and a very positive experience.

Ryan: This year has been really fun and laid back because there's only one other team in our league.

Voss: It's been great.

Expressions: Is it more for the fun and the exercise or for building skills?

Freeman: It's more for building skills for the high school season.

Ryan: I'm just playing AYSO for fun.

Voss: It's definitely more for building skills.

Expressions: Do you think it gets more aggressive when you get older?

Freeman: Yeah, it definitely gets more aggressive.

Ryan: I think so, but people also become less clumsy so you get stepped on less.

Voss: Yeah, it definitely does. There's more pushing and it gets more aggressive.

Expressions: What would you say to someone who told you you're too old to play AYSO?

Freeman: I would tell them that anyone who can still play in AYSO can't be too old to play. Even though it gets less and less popular as you get older, you can't be too old because it's still fun.

Ryan: I would tell them it doesn't matter because I'm enjoying it.

Voss: It doesn't matter what our age is. If we love playing the sport, we should just play. It's for all ages.

By Max Lober

Film cameras: the original way of taking pictures, and up until a few decades ago, the most popular version of photography. Digital photography has taken over the world by providing photographers with the ability to take pictures and immediately see them instead of waiting to develop the film. Even with the elapsed time of seeing your pictures, as well as many other “disadvantages,” somehow, the film camera has made its way back to San Luis Obispo High School. *Expressions* interviewed two avid film photographers at SLOHS about their stance on film cameras and what separates them from standard digital cameras.

Expressions: When did you start taking pictures with a film camera?

Senior Camryn Goodwin: I started avidly taking film pictures during last spring. I initially took them on disposable cameras because they were easy to pick up on the way to concerts or road trips, but I didn't start using an actual film camera until late in the summer.

Senior Gen Basich-Pease: August.

Expressions: What separates film cameras from digital cameras?

Goodwin: I like the way film looks as far as coloring goes. In pictures taken with a digital camera, every aspect is very defined, but in film pictures you get to be more creative with colors and objects.

Basich-Pease: Film cameras give off a more vintage feel that can get lost in digitals.

Expressions: Do you see yourself taking pictures in the future either as a hobby or a career?

Goodwin: Not likely. I enjoy being creative with photography and I'll keep it up as long as I have time, but I will probably try to incorporate some of the same creative technicalities into a different occupation.

Basich-Pease: I'm definitely going to continue photography as a hobby, but I don't think it will ever turn into a career.



Students Going into the Arts

By Grace Berscheid

Everybody has dreams and plans of who they want to be in the future. Whether it be an architect or a singer, work for NASA, or Oprah. *Expressions* interviewed some San Luis Obispo High School students that look forward to careers in arts and/or entertainment.

Expressions: What career do you hope for in the future?

Senior Mercedes Sutton: I'm going to go into graphic design.

Junior Ryan Walker: The career I want to have in my future is to be a choir teacher. Teaching and learning music is

something I'm super passionate about.

Expressions: How did you decide that's what you want to do?

Sutton: Because this is basically what I do every day, because people always ask me to make things for them. So I figure, why not put a price on it?

Walker: It has been caused by a long series of events. I joined choir in middle school because a friend wanted to do it together and then moved. But I couldn't switch out by then and ended up really enjoying it.

Expressions: Is there an ideal place to live for that?

Sutton: There isn't an ideal set place, but a big city would bring in the most profit, just due to the need of advertisements

and the amount of people.

Walker: Though I'm sure there is an ideal place to be a choir teacher I really want to live in a small town in Idaho and have a golden retriever named peanut.

Expressions: When do you hope to have achieved that dream?

Sutton: I was originally planning to get into this right after high school, but after searching around, I discovered that to ensure that I will get the job, I will have to get a bachelor's degree in Digital Arts.

Walker: I hope to have achieved my dream by the time I am thirty, but life is constantly changing, and setting goals so far in the future may be an impossible task.

Expressions Newspaper's Holiday Playlist

By Luca MacDougall

The holidays are a time for fun and celebration. Tons of families get together to celebrate the beliefs they hold dear, whether it be for religious reasons or simply to be surrounded by loved ones. While the most recognized holidays stem from Paganism and Judaism, there are over 35 different holidays celebrated during December. Let's take a moment to appreciate some songs representing the different cultures that contribute so much to the holiday season.

1. "Here Comes The Sun" by The Beatles
Starting off with one of the oldest practices, Yule is a Pagan holiday that celebrates the rebirth of the Great Horned God on the Winter Solstice. On Yule, Pagans celebrate the days getting longer and the Sun's pro-

longed presence. Get in touch with nature, sexuality, and hunting during this holiday while this song plays in the background.

2. "All I Want For Christmas Is You" by Mariah Carey

While Mariah Carey fights to stay relevant from January through November, she metaphorically rises and feasts on the souls of the weak during December as her influence grows to extreme heights. This song is everywhere, whether it be shopping centers, the radio, or even school. When asked his expert opinion, senior Stephen Zagrodny said "[Mariah Carey] is the queen of Christmas. The song brings me to tears every time I hear it."

3. "Chanukah Song" by Adam Sandler

Adam Sandler is known for making crude-humored movies that have an incredibly high budget. However, he has ac-

tually contributed to his religion's celebration of Chanukah with this catchy comedic tune. "Best song invented, it always cracks me up," said senior Hannah Ryan. This song is guaranteed to spread holiday cheer.

4. "The Kwanzaa Song" by William Scott

This song has a catchy array of guitar chords in the background while Scott's vocals will simultaneously calm you and teach you about the basics of the holiday.

5. "Mistletoe" by Justin Bieber

"Under The Mistletoe" is considered by many to be Bieber's best album. "Justin Bieber sounds so good on this song and it makes me love Christmas even more," said junior Olivia Ortiz. "Mistletoe" is the lead single off his Christmas album and it perfectly ends this playlist with a warm, lovely feeling of holiday happiness.

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The Annual Hour Long Lunch is on December 21

By Sophie Yasumoto

According to the San Luis Obispo High School Website, December 21 is the traditional Staff Luncheon. This is the day before Winter Break starts. That means, traditionally, that SLOHS students and staff get an hour long lunch break instead of the usual 42 minutes. If this actually happens this year as usual, students need to start thinking about their options.

By the time lunch rolls around, many SLOHS students are famished and in a rush to scarf down their food in 42 minutes. The lunch is extended to give the staff time to have a holiday party. The majority of the school will go off campus, except for the freshmen class who are forced to stay

behind.

"I would probably drive to a place out of SLO because I normally go to places in SLO for lunch. If I had an hour, I'd probably optimize my time and go to In-N-Out or somewhere farther away. Normally, they have food trucks when it's a longer lunch, so probably make sure you bring some money so you can buy food instead of bringing it straight from home," said Senior Ashleigh Cindrich.

The handful of freshmen who can't go off are left pondering what to do during the hour long lunch.

"During the hour long lunch, me and my friends sat on the grass for a little while. A couple of other friends brought us back barbeque and then we went walking around campus. I would tell the freshman

don't try to go off because everyone else has to wait for their turn to go off," said sophomore Jayde Malzone.

A few years ago, ASB brought in a band as well as food from Sue's, a sandwich joint, and Taqueria Santa Cruz, which turned out to be a not so big hit.

"If you bring in a band from LA, you would want 500 not 200 students to stay on. We [ASB] try to arrange a lunchtime activity or something fun because we have a lot of freshman who can't go off," said ASB adviser Jim Johnson.

All in all, whether you're a freshman who can't go off, or an upperclassmen driving to In-N-Out for a juicy burger and creamy milkshake, the hour long lunch is something that benefits students at SLOHS.

What Does Your Back Say About Your Front?

By Will Anderson

Backpacks say a lot about San Luis Obispo High School students as individuals and intellectuals. *Expressions* sought out students with interesting backpacks to seek the meaning behind them.

Expressions: What does your backpack look like?

Senior Cole Bumen: My backpack is a 32 liter patagonia black hole, it's navy blue with orange zippers.

Senior Jackie Maddalena: It's the classic Gucci from the 1980s and it's really cool because it has hints of pink which I really like.

Senior Steven Saavedra: It's a black leather backpack with one outside flap with two leather straps.

Expressions: Can you tell us what the backpack means to you?

Bumen: My backpack to me is like a commuter man's prius, it's something you don't necessarily want to have on you, but it's required, it's necessary for your success throughout your day but you just feel



Photo Courtesy of Will Anderson

weird using it and don't really want to. Like if it were up to me I wouldn't carry a backpack. And if it were my Prius, my Prius would be tricked out, lifted, and would look super cool. See the analogy I'm trying to make here?

Maddalena: It was a gift so it was really special, and I really enjoy fashion and dressing up at school.

Saavedra: Well it's waterproof so it helps me bike to school and not get my books wet. And it's also a bit stylish so I have all the functionality and the style.

Expressions: How does the backpack describe you?

Bumen: My backpack is waterproof and allows me to hold a lot of stuff and to be prepared for whatever my day brings. That describes me because I'm always prepared.

Maddalena: I think Gucci is a really great clothing brand. I love all the art Gucci has, especially in the new collection.

Saavedra: Well it holds just the right amount of stuff in it. It crosses the plains of stylish and functionality.

SAYING GOODBYE TO DAVID SPRAGUE



*Sprague on his last day at SLOHS with his last class
Photo Courtesy of Scott Nairne*

By Jack Miklik

Whether you had David Sprague in an English or theatre class, he was undisputedly one of the most interesting teachers at San Luis Obispo High School. In his classroom it was not uncommon for his lesson to turn into a debate on travel or how anyone can succeed after high school. Sadly, SLOHS beloved teacher Sprague decided to retire. *Expressions* sat down with him to learn about the interesting timing of his retirement and to reflect on his years at SLOHS.

Expressions: How many years have you been teaching at SLOHS?

English Teacher David Sprague: I have been at SLOHS for 22 years and have been teaching for 28.

Expressions: What was your favorite memory from your time spent teaching at SLOHS?

Sprague: I have great memories about every year and every class, but I would have to say the highlight for me running the theater program, which was what I was hired for. I did that with (English teacher) Mike Lara. We co-ran the program for seven years. It was a great experience and many of our students have gone on to do theater and film all around the country.

Expressions: What made you decide to retire?

Sprague: Mostly because, it's time for me to reinvent myself again. So I actually think of this as an opportunity for me to create my own self renaissance. The one thing that's been on my mind ever since my accident, when I was shot. My mindset has been to give back and to make a difference in people's lives. I have been focusing on teaching since then. Now I have an opportunity to go back and create another purpose. I'm not quite sure what that is, other than working at home. I love art, reading, and literature, as well as building and doing home projects, so that's what I am going to be doing.

Expressions: Why did you choose to retire mid-year?

Sprague: Mostly because I am turning sixty years old, and I can do it. Just like the advice I give my students, sometimes you gotta get out of the institution and go out and find your life.

Expressions: When is your sixtieth birthday?

Sprague: My sixtieth birthday is November twenty sixth, the Sunday after Thanksgiving. My first day of retirement however is Monday the 27. It is the greatest gift I could give myself!

Expressions: What is your message to your current and past students?

Sprague: If I had to narrow it down to one thing it would be; listen more and talk less.



Photo courtesy of Emi Mulay

Junior Kit Scriven is Hesitant About Interviews

By Emi Mulay

San Luis Obispo High School's favorite communist and top-hat-flaunter junior Kit Scriven discusses all of life's unknowns.

Expressions: What happens when you die?

Scriven: I think you just die. If the brain is where consciousness happens, then when the brain stops working, the consciousness stops.

Expressions: What do you want your tombstone to say?

Scriven: I don't exactly have any accomplishments to speak of, but I would probably want those on my tombstone, if I ever have any accomplishments.

Expressions: What is reality?

Scriven: Well, there are two things in which someone can say reality is: what you see the world as (your sensory perceptions), and what physical things are/are not real. For instance, this object may or may not be evaluated as real based on any given person.

Expressions: Who decides what morality is?

Scriven: Well, I don't think it's a who. I

categorize it more as a what. If you start from the assumption that suffering is bad, then whatever minimizes that suffering is said to be good, or "moral".

Expressions: If everything evolved from amoebas, how are their still amoebas?

Scriven: Well, everything did not evolve from amoebas. Everything evolved from a single celled prokaryotic cell, and there are different niches that certain organisms fit in. Evolution isn't this ladder where we start as single celled organism and then ascend to humanity. Whatever is evolutionarily successful has direct effect on our progress as organisms.

Expressions: Would you rather wear a shirt as pants or pants as a shirt?

Scriven: Now we've gotten to the really hard questions. First, I think a shirt as pants because you can barely wear pants as a shirt. The only place you could put your head is near the zipper, and that doesn't serve as a functional shirt, so definitely a shirt as pants.

Expressions: What are numbers?

Scriven: Numbers are concepts that are used to describe the difference between amounts, like the difference between having one orange and two oranges is

defined by a number.

Expressions: Can you confidently say you know anything to be a fact?

Scriven: What I can say I have confidence in... Hmm.. Given certain premises, and conclusion can be entailed, like if A and B happen, then C will later occur. The classic example being how all rhombuses are quadrilaterals, and all squares are rhombuses, then that means all squares are quadrilaterals. Regardless of what those words mean, you know that with a premise, a conclusion can be drawn.

Expressions: Do you believe that the answer is always hidden in the question?

Scriven: No, because answers require outside information aside from the question. If all answers were in the question, we wouldn't need questions, right?

Expressions: How many eggs are suitable for one person?

Scriven: To eat, or to have? I mean if having eggs makes you happy then as many as you want. There shouldn't be a set limit you should have--wait--there is though. The upper limit of eggs a person should be allowed to have is when it affects the environment by the sheer number of eggs that you are taking out of said environment.