

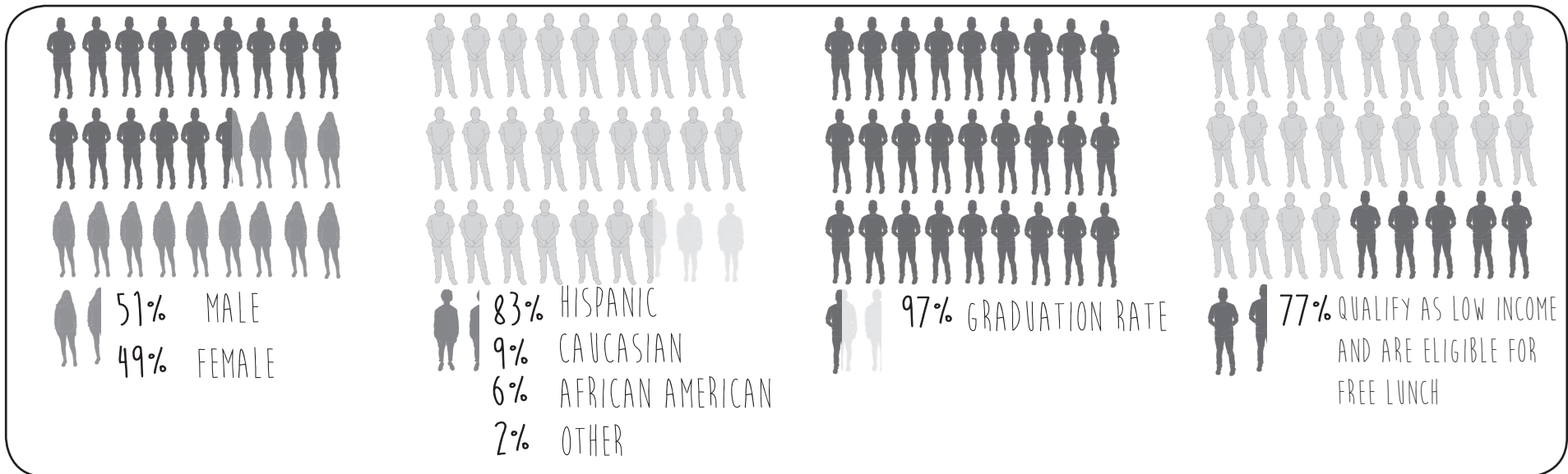


O.W. HOLMES HIGH SCHOOL



COLORISM PG 4
STRESS IN YOUR BODY PG 6
BODY POSITIVE PG 10
BODY ART PG 14

BODY ISSUE



STUDENT BODY STATS



Body Coaster
Senior Angel Montufar leads the student section in a "roller coaster" simulation during the Pink Out game this football season.

BODY ISSUE

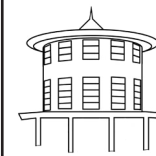
From the chemicals in our brains to the clothes on our backs, there is always a lot going on with the bodies of students. As a Student Body, we have this in common, and we can relate to many things, whether it's fashion trends, struggling with body image or feeling the physical stress of our daily pressures in our bodies. In this issue, we aim to tackle a range of topics that affect our bodies, physically and socially. We hope that you can kick back, relax and enjoy this issue as you find out what lies beneath the surface in "The Body Issue." Enjoy!

-Gavel Editors

IN THIS ISSUE:

- LEGACY OF COLORISM PG 4 — Students struggle with negativity toward darker skin tones
- EVERY BODY FEELS STRESS PG 6 — The body keeps the score when it comes to student stress
- WEAR IT OUT PG 8 — Clothing our bodies a form of expression
- THE SHAME GAME PG 10 — Trading body shame for body positivity
- YOUR BODY, YOUR RULES PG 11 — Importance of consent
- DRESS CODE PG 12 — Administrators, students discuss dress code policy
- SKIN DEEP PG 14 — Student tattoos tell their story
- DO YOU MAKE THE CUT? PG 15 — OPINION: Students should celebrate their natural features
- THE BACK PAGE PG 16 — Sports Shorts, Comic Relief, and Shout Out

Cover artwork by Adam Vasquez



THE GAVEL

FEBRUARY 2019 VOL 55 NO 2



TWITTER:

@holmesbcnews



INSTAGRAM:

@holmesbcnews



FACEBOOK PAGE:

Holmes/BC News

VISIT US ONLINE FOR MORE EXCLUSIVE ARTICLES & CONTENT:

<http://studentnews.nisd.net/holmes>

This magazine is published twice a semester, along with regular postings on the Gavel Online (studentnews.nisd.net/holmes), and daily news via our Facebook page (Holmes/BC News), Twitter, and Instagram (@holmesbcnews) by the journalism department at Holmes/Business Careers High School, as a laboratory project for students in advanced newspaper classes. Its purpose is to provide leadership in news and editorial content, and to create a forum for student and staff opinion.

Letters to the editor are encouraged, and may be submitted via e-mail to matthew.singleton@nisd.net, or presented in person in room F101. The staff reserves the right to edit all letters for length and/or appropriate language or libelous content. All letters must be signed. For advertising information or rates, e-mail Matthew Singleton, or call (210) 397-7054.

Executive Editor: Paige Borenheim

Print Co-Editor: D'Mitre Dimas

Online Co-Editor: Janice Ramirez

Design Director: Adam Vasquez

Managing Editor: Roslynn Briseno

Digital Media Manager: Lailah Villegas

Sports Director: Damaris Malave

Copy Editor: Abigail Wylie

News Directors: Natalia Martinez & Jarlyn Landeros

Staff Members:

Evan Alban	Harmoni Guerrero
Madison Chapa	Jake Lee
Anjelina Gallegos	Jonathan Long
Citlali Diaz	Julian Munoz
Victoria Garcia	Angel Tran
Lucille Gradillas	Alexis Trevino

Holmes/Business Careers High School
6500 Ingram Road, San Antonio, TX 78238

Holmes Principal: Ada Bohlken

BC Principal: Randolph Neuenfeldt

Adviser: Matthew Singleton

LEGACY of COLORISM

Students struggle with negativity toward darker skin tones

by D'Mitre Dimas, Co-Editor and Natalia Martinez, News Director

In a baggy hoodie and pants, a girl sits in the corner of her class in the D building, listening, staring at the ground. The conversation around her is about a post on Instagram of the latest influencer model. Her classmates talk about the model, "She looks beautiful. I wish my hair was straight like hers," and "I know! Look at her skin. It's flawless. Mine's too dark, so I try to wear sleeves during the summer." The girl listening tugs at her sleeves, trying to cover up her skin. She hates it. She hates her eyes. She hates her hair too. She's seen all the Instagram posts and she believes she's cursed with dark skin, wavy hair, and dark eyes. She stays up at night, wishing she could have blue eyes, blonde straight hair, and light colored skin.

Students are expressing this longing for different physical features because of the color of their skin, because they don't fit the stereotypical standards of beauty that society praises and promotes. The standard of beauty praised on TV, in movies, and across Instagram posts and YouTube beauty videos is about having lighter skin tones and traditionally European features. This beauty standard says that those lighter, whiter features are superior. The term for this kind of supremacy of lighter, more European physical attributes is called colorism. Colorism is defined as being a practice of discrimination by which those with lighter skin are treated more favorably than those with darker skin.

These talks about wanting to change something about yourself based around standards of beauty are happening on campus, and are alive and well in the hearts and minds of students. Junior Katelyn Lopez recognizes this experience of colorism in the ways she compares herself and her friends.

"My friend has really pretty eyes and we always compliment her about it and I always say how I really

want her lighter colored eyes," Lopez said. "I think it's because you don't hear a lot of people talking about brown eyes, because they 'aren't as pretty' as people say. That's one thing I want to change about my eyes."

Lopez is not alone. Sophomore Alyssa Rangel recalls a moment in her childhood where she faced ridicule from classmates because of the color of her

"Social media portrays girls who look the same and who have the blue eyes, long hair, long lashes, and rosy cheeks. When people are looking at that, they are wanting to become that."

-Falon Rateua, senior

skin.

"In elementary, I remember coming home and crying to my mom because the kids would make fun of me for my skin color and the color of my gums," Rangel said. "Because of that, I wanted lighter skin, and lighter gums."

This experience of colorism doesn't only live in students' heads and in teasing from peers, but in the all-important and influential world of social media as well. Senior Falon Rateua recognizes it on her own social media timeline.

"Social media portrays girls who look the same and who have the blue eyes, long hair, long lashes,

and rosy cheeks," Rateua said. "When people are looking at that, they are wanting to become that."

Holmes/BC class of 2009 graduate, Denise Hernandez is co-founder of La Con Safos Beca, a scholarship for Chicana/Brown/undocumented students, and founder of Maestranza, a community service organization focused on education, outreach, and activism. As a member of the San Antonio New Leadership Council, Hernandez teaches and speaks about implicit biases, including the way colorism creates segregation and negativity about one's physical appearance for students of color.

"White folks have always been in power of media and politics, and they created the narrative that 'lighter is better.' Being lighter is beautiful, but it's not more beautiful than being dark or being whatever tone you are. It is beautiful too."

Hernandez connects colorism to the influence of white supremacy throughout history.

"There's this African proverb that reads, 'the story of the hunt will always be told from the perspective of the victor.' So whoever wins will be the one telling the story, shaping it, and creating that narrative," Hernandez said.

Senior Hakima Yussufu shares Hernandez's perspective and believes television contributes to the colorism problem.

"I think it comes from what kids see on TV, because on those platforms we see more of a white background. In the past, there hasn't been much representation of people of color," Yussufu said. "If you ever feel like you aren't beautiful, know you were made the way you are for a reason and you should accept that."

Hernandez also sees TV as a promoter of colorism, and offers a suggestion for those experiencing

the influence of colorism.

"I think it's due to what people see in the media, of what they uphold as beautiful," Hernandez said. "But ask yourself, who is profiting from you feeling bad about yourself. These make-up and hair companies are profiting because they can help you change the way you look and you pay them for that."

Yussufu believes that it's not just social media, TV, and beauty companies that promote colorism, but sometimes it comes from one's own family, right at home. Parents have been victims of colorism for most of their lives, and they often end up infusing this mentality into their children by default, carrying the mentality on from generation to generation.

"Colorism may never go away because it is already implanted in a lot of kids," Yussufu said. "Parents teach their children this because it's what they were taught, and they want to pass it down. But it is slowly changing because we are learning to be friends with one another and you can see that."

The use of colorism doesn't only come from our own families according to Hernandez, who points out that if we look to the political climate and the President, we can see the spread of colorism throughout the platforms there.

"With the President we have now, these ideas of colorism and supremacy are being reinforced and causing segregation within our communities," Hernandez said.

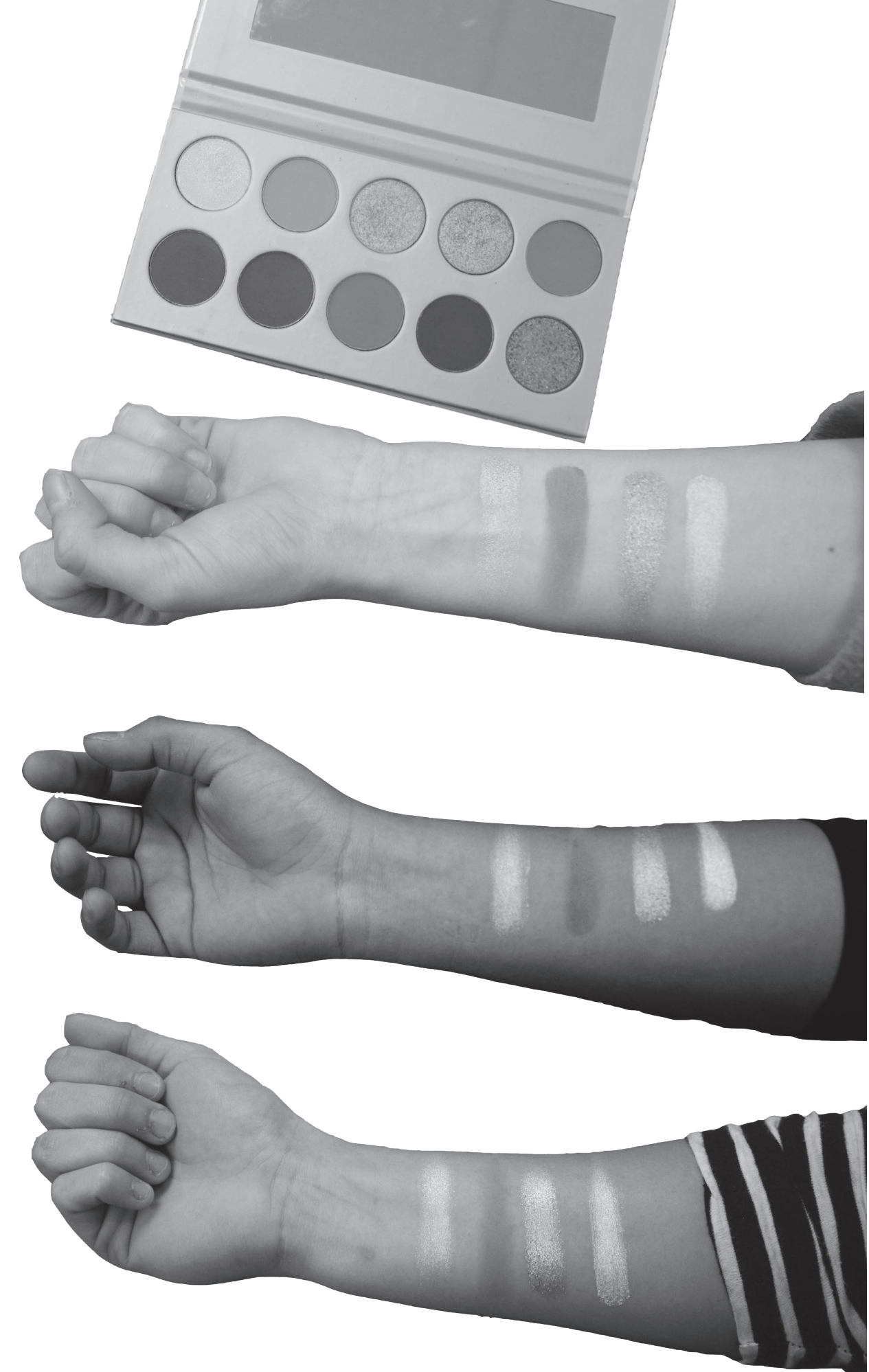
With all of these influences of colorism on students lives, it may be hard to see an end in sight, but Hernandez points to shifts happening that can give students hope.

"Their days of reigning supreme are coming to an end. We've seen it in the last political cycle where we have elected more women and women of color to represent us. [Those promoting colorism] are a wounded animal that's in the corner lashing out for the last grip of power because they aren't going to have it forever," Hernandez said. "I completely welcome them to come join us. We should work together for the world we want."

In the meantime, if students ever feel ashamed of the way they look or their skin tone, Hernandez has some helpful tips that can turn their insecurities away and ease their mind.

"Start doing research on what career you want to pursue and you will see all these people of different backgrounds who have done amazing things being who they are," Hernandez said. "Also try doing 'I am' statements. Just say something every day that you love about yourself and it will start to shift your mind. What you say is true, and it's a power we have as people."

For more of discussion on colorism, check out our extended coverage on this topic on the Gavel Online by visiting studentnews.nisd.net/holmes.



EVERYBODY FEELS STRESS



The body keeps the score when it comes to student stress

by Paige Borenheim, Executive Editor & Harmoni Guerrero, Staff Writer

Imagine sitting in your room surrounded by homework, the deadline being your worst enemy. Your parents in the other room yelling about bills they can't seem to pay. Your mind wanders to thoughts about an upcoming test and the drama your best friend inserted you into. You push your homework aside, plant your head into a pillow and decide to take a nap, hoping the stress eventually goes away.

According to a stress and mental health awareness poll conducted by the social network After School, nearly half of students admit to feeling a great deal of stress during or before their secondary years of school. Whether it being school related or at home, students are finding it harder every day to cope with their stress and eventually, in some cases, it can leave a traumatic mark in their brains and in

their bodies forever.

Many students believe that they know exactly what stress is. Freshman Adriana Piedra is one of those students.

"Stress would be when there is too much going on and there's just lots of drama," Piedra said. Family problems, or things that make you feel like there's too much in your hands, and like the world is depending on you."

Sarah Picken, a Licensed Master Social Worker (LMSW), describes it this way:

"Stress can be any type of emotional, mental, or physical strain or tension that happens in life," Picken said. "You can think of stress as kind of the day to day things that happen. It can be small or big."

The way we can differentiate stress from our everyday obstacles is that when stress happens over

and over again, it can get intense and eventually becomes something traumatic, or when something traumatic happens, it can stress you out whenever you are faced with that situation again.

Sophomore Jayson Ponce understands how stress feels when something traumatic happens.

"There was a time I was flying to Honduras, and I was about 4 years old, and the plane almost crashed," Ponce said. "It did scare me a lot because I like riding in planes and for that to happen really scared me."

Although he is still able to ride planes without fear, it still startles him from time to time.

One major misconception among adults is that students don't know what real stress is because they're still 'children.' Though some students may not understand all of the complications that adult-

hood brings, adults often dismiss the personal feelings of a student despite the fact that, in the end, everyone, young or old, will feel stress at some point in their life.

"Everybody feels stress," Picken said. "Even babies in the womb can feel stress and there's been research that shows that if a mother is pregnant, the baby is actually feeling the same amount of stress that the mother is feeling."

Many students find it unfair that teachers and parents push the stress of students to the side, acting as if it doesn't matter.

"Just because adults do have more experience, there is a new generation, new people, new insults, and new everything," Piedra said. "We feel stressed out all of the time. I feel stressed out all the time and no one helps me."

In order to recognize stress, we have to break it down and understand that it's actually a chemical reaction within the body.

"Children and teens are even more vulnerable to stress than adults," Picken said. "Their bodies and brains are still developing and when teens and children experience high amounts of stress or chronic stress, those hormones that are released by the stress can alter their brain or body development in a really negative way."

When children grow up in a stressful home environment; it can negatively affect them in their later years.

Stress also differs from person to person. What stresses one person out may seem simple to another.

"Different types of and amounts of stress can affect everyone differently," Picken said. "Teenagers and children should practice self awareness, so they know whether stress is affecting them negatively or not."

According to Picken, there are warning signs that students can pay attention to.

"For example, if a student is unmotivated, is not sleeping well, feeling chronically ill, constantly irritable, consistently apathetic, or exhausted, they may have too much negative stress in their life," Picken said.

Noticing stress within ourselves is a good example of self awareness. Once we notice the stress, we

can start to take action to conquer it.

"When students practice self awareness, they can know when they are overextending themselves, or when they have a manageable amount of stress," Picken said. "With that information, they can try to reduce the thing that they can't control."

Students can have stress management strategies that produce chemicals in the body that cancel out the negative stress chemicals that stress releases.

"Every stress response in your body needs an equal distressing response, or your body still feels the effects of that stress," Picken said.

Stress management strategies vary from working out, listening to music, crying while watching a movie, taking a nap, or even just having a light-hearted conversation with your friend. Many students already know of things that help them create destressing chemicals.

"To destress, I sketch, write, talk to people I am comfortable with, or I just hug my pets," Piedra said.

Ponce also has a few tactics he uses to destress.

"I listen to music, talk to my friends about what is going on, or to my coaches because they are really good help and they understand most of the stuff I'm going through because they have been through all of it," Ponce said

While Ponce and Piedra practice healthy stress management strategies, not all students do the same.

"It's important for students to notice when they are 'numbing' their stress responses and when they are actually healing from the stress. It is easy to numb by looking at phones, playing on the computer, or bingeing TV shows, but none of those responses actually release those 'de-stressing' chemicals or hormones needed in the body. While your brain may be distracted, your body is still feeling stressed," Picken said. "With those stress chemicals still in your body, even though those 'numbing' activities can be temporary relief for ten or twenty minutes, they will not help you feel less stressed, in body or mind, in the long term."

Piedra also has advice for those who might want to dismiss or insert themselves into someone else's struggle with stress.

"Everybody I know deals with stress, so to go and make fun of them for that when you yourself probably have it, makes no sense," Piedra said. "Just keep to yourself and don't get into others' business because chances are that just stresses them out more."

"If a student is unmotivated, is not sleeping well, feeling chronically ill, constantly irritable, consistently apathetic or exhausted, they may have too much negative stress in their life."

-Sarah Picken, LMSW

SIGNS OF STRESS

When it comes to stress, our bodies keep the score. Look for these signs, and it could be stress taking it's toll on you.



- unmotivated



- lack of sleep



- feeling chronically ill



- irritability



- consistently apathetic



- exhaustion

HEALTHY STRATEGIES

When you recognize stress in your life, it's important to give your body a release by practicing a healthy de-stressing technique. Here are some examples:



- talking to friends



- listening to music



- eating good food



- crying during a movie



- getting a hug



- drawing



- reading

UNHEALTHY STRATEGIES

Not all activities are actually able to de-stress us and give our brains and bodies a chance to heal from stress. Some activities are just "numbing" and can ultimately make the stress bottle up and get worse. Avoid these activities when stressed:



- scrolling through social media



- playing games



- binge watching TV



- getting into drama



we are all

Clothing our bodies a form of expression

by Roslynn Briseno, Managing Editor and Anjelina Gallegos, Staff Writer

How we clothe our bodies is often about how we want to be seen by the world. For many students, fashion trends go beyond simply looking their best, as they attempt to express a piece of who they are by what they wear. We picked twelve students known for their unique styles and asked why they wear what they wear. Here's what they said:



"Style plays a big role in various ways whether people choose to agree or not. It's often said that no one will care what shoes you wore, or what shirt you put on. But really choosing this certain item and wearing it may not necessarily matter to anyone else but to the individual wearing it. Style is something that allows me to actually be able to reveal the inner me that tends to be trapped inside."
- Brittany Valdez, 12th

"Style plays a big ol' part for me. It has been a way for me to express myself, especially as I got older. As I got older, I lost ways to express myself and this is one of the very few ways I can. I don't care what others say, but what I wear defines me."
- Adalina Torres, 12th

"My style says that I'm happy and free. It says that I'm very outgoing, not simplistic. Style lets people create themselves, define who they want to be and lets people show who they really are."
- Roderick Mitchell, 11th

"My all time favorite rappers would be to blame for the attraction that I now have for clothing that lead me to my style. Who I think I picked up my style from would be Bones and Chris Travis."
- Joshua Barsch, 11th

"My style makes me stand out from others. It helps define me from every other person you see. It expresses my mood, my personality and me as a person. It's who I am and the way I dress shows it to the world."
- Madison Hyton, 9th

"I think my style says that I'm unique because I always put together outfits that I feel look good, regardless of what other people wear or think. Style plays a part in defining me by giving me an outlet to express myself and reflecting my personality and character to others."
- Arianna Agueros, 12th

"My style definitely plays a part in defining me. Honestly, my style is based off the music I listen to, the vibe it gives me, and the era it's from. Definitely with a modern twist, but it shows that I have an old soul you know?"
- Damian Valdes, 12th

"I think my style shows that I'm chill and easy to approach, but it also shows that I'm not girly. In middle school, I really didn't know myself and that's why I dress the way I do now, because there's so many different ways to express myself and differentiate me from others."
- Lailah Villegas, 11th

"My style shows how I don't like the same old stuff and wear what most people wear. I like to be different and create my own sense of style, something that's out of the ordinary, like myself. I'm weird and when I dress, I see that as well."
- Rene Munoz, 12th

"My style says I'm different from everyone. Most people stick to the same trends and never really have their own sense of unique style, so I feel that mine falls under something different."
- Aniyah Gibbons, 12th

"My style says that I like to do things a little different. It defines me in the way that what I'm wearing sends a message."
- Julia Lopez, 12th

"My style is my personality, and how creative I am when it comes to styling clothes. It all depends on how I'm feeling. When I'm happy, I dress in something casual, and when I feel anything else I dress grunge."
- Demetri Garcia, 11th



THE SHAME GAME

Trading body shame for body positivity

by Janice Ramirez, Co-Editor

They fear a label in a tag, because they think it should be a size smaller or a size bigger. They look at the mirror and they can't seem but feel unsatisfied with what they see. They desire to look a certain way because of how society depicts a "perfect body". Doubts about their appearance fill their heads and it slowly overpowers them to the point where every day they find something else to be insecure about. And then they hear it on TV, in the hallways, and on their timelines: "too much," "not enough," "almost," "not right."

Students experience body shaming whether it comes from themselves or from other people around them, but there's a way to put an end to this mentality of having to look a certain way.

Being unsure about your body is not a good feeling to go through, because students start to question if their appearance fits in with what society thinks they should look like. People who are unsure about their body image also might feel isolated because they sometimes desire to look like someone else.

"I've felt insecure about my body and it wasn't the best feeling in the world," junior Alexia Gonzalez

said. "It makes you feel anxious and left out a little, to a point where you start comparing yourself to others, which is not okay."

This common feeling of being unsure about the way we look may seem like something that can be fixed in a matter of a day or two with shifting feelings, but that's not always the case, and it can be difficult for some people to feel better about themselves.

"Body image is not the easiest thing to change in the world," Dr. Carolyn Becker, professor at Trinity University and Fellow of the Academy of Eating Disorders said.

Though it may be hard to change the way we feel about ourselves, it's not impossible. The Body Project is a program that helps people build better self esteem based on the psychological reasons for why people experience negative thoughts about their body. Becker's Body Project is based on the theory of cognitive dissonance, which is a psychological state that occurs when your actions and beliefs don't match up.

"This program presumes that one of the reasons people feel badly about their body is that they have

internalized messages about what their body is supposed to look like," Becker said. "We refer to this as the 'appearance ideal.'"

The shaming body messages that Becker describes as working their way into our minds can come from anywhere; TV, movies, social media, or conversations and off-handed comments from friends at school or family at home. Programs like the Body Project go into schools to provide a source for others experiencing body shaming. With something like this on campus, students would be able to practice certain exercises to help gain self confidence. This way, there are more happy people on campus. Becker describes some of the tasks that they train students to do through the program.

"We encourage people to stand in front of a mirror wearing very revealing clothing and write down only positive things about themselves," Dr. Becker said.

Something we should take into consideration as well is the fact that not only do people shame themselves, but people body shame others. There have been cases of body-shaming on campus, and students have been victimized by it. Sophomore Jenifer Hernandez has witnessed it happening.

"I've heard body shaming around campus plenty of times," Hernandez said. "I kind of got mad because nobody is perfect, and these people were talking about how an individual was overweight."

Negative body talk around campus is something students can stand up to. Becker suggests that there's always a solution to this culture of shaming, and that students should find a way to approach them. Taking action might mean that if you hear someone talking negatively about someone's body or even your own body, not being scared to speak up and say what you have on your mind.

"If somebody engages in negative body talk, instead of going along with it which would actually make you feel worse about your own body, you can say to the person, 'I don't believe in engaging in negative body talk,' and change the conversation," Becker said.

Becker believes that nobody should experience body negativity, whether it comes from themselves or from someone else, and many students understand that no one's body is perfect, and that we all have flaws.

"People who feel insecure about their body should never feel that way, because everyone's body is different and beautiful in its own way," Gonzalez said. "We should accept how we look because we are our own selves and we should be able to walk this earth with no shame whatsoever."

For more information about the body project visit <http://www.bodyprojectsupport.org>

FEBRUARY 2019

YOUR BODY YOUR RULES

Importance of consent

by Jonathan Long, Staff Writer with original artwork by Citlali Diaz

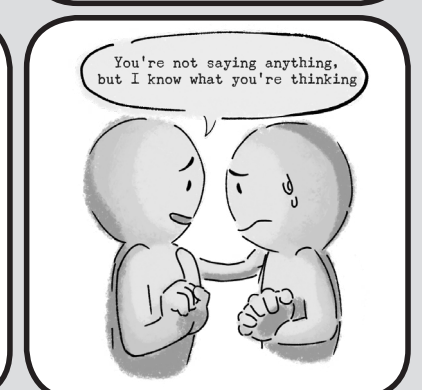
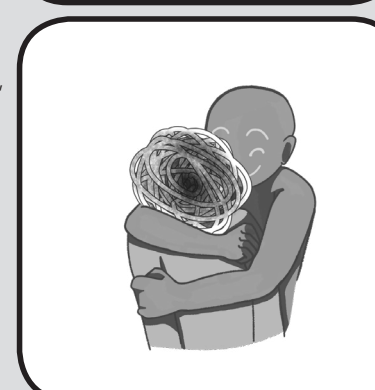
With the #metoo movement inspiring people to speak out about their experiences as victims of sexual assault, clearly defining consent is important to everyone. Here's a beginner's guide to how consent works when it comes to the rules for our bodies and personal space, as well as others.

-You can decide what you do with your body, no one else is entitled to decide what you do with your body. Not friends, not strangers, not adults you know.



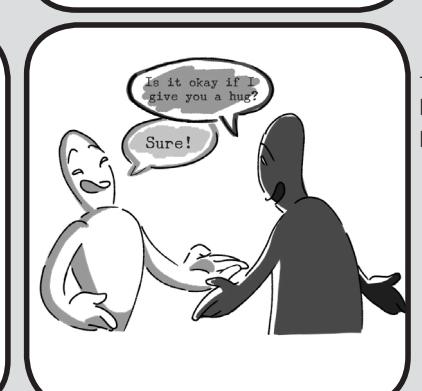
-Someone is not giving consent by the way they dress, or because they are at a certain place or event. If someone is impaired due to sleep or substance use, they are unable to give consent.

-Can someone just hug someone at random? Nope, they need consent. Some people love to hug, some people hate to hug, and they get to decide what they are comfortable with. Always ask first, and don't be angry or offended if the answer is no.



-If you ask someone about doing something and they haven't said yes, then they haven't given consent. And just because they've said yes before, doesn't mean you don't still need consent the next time.

-If you bribe someone or threaten someone to say yes, it's not consent.

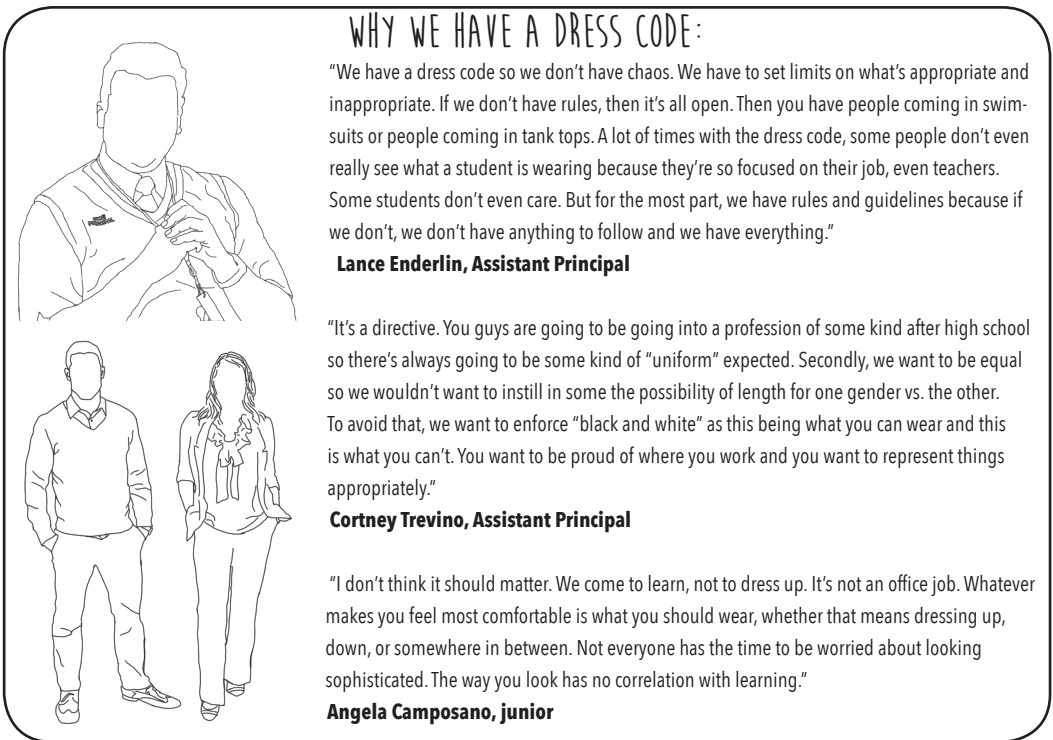


-It's simple to know if you have consent. Just ask, then listen to the answer.

info on consent gathered from Blue Seat Studio's "Consent for Kids," plannedparenthood.org, and TeenVogue.com's "Everything You Need to Know About Consent"

DRESS CODE

- Administrators, students
- discuss dress code policy



WHY WE HAVE A DRESS CODE:

"We have a dress code so we don't have chaos. We have to set limits on what's appropriate and inappropriate. If we don't have rules, then it's all open. Then you have people coming in swim-suits or people coming in tank tops. A lot of times with the dress code, some people don't even really see what a student is wearing because they're so focused on their job, even teachers. Some students don't even care. But for the most part, we have rules and guidelines because if we don't, we don't have anything to follow and we have everything."

Lance Enderlin, Assistant Principal

"It's a directive. You guys are going to be going into a profession of some kind after high school so there's always going to be some kind of "uniform" expected. Secondly, we want to be equal so we wouldn't want to instill in some the possibility of length for one gender vs. the other. To avoid that, we want to enforce "black and white" as this being what you can wear and this is what you can't. You want to be proud of where you work and you want to represent things appropriately."

Cortney Trevino, Assistant Principal

"I don't think it should matter. We come to learn, not to dress up. It's not an office job. Whatever makes you feel most comfortable is what you should wear, whether that means dressing up, down, or somewhere in between. Not everyone has the time to be worried about looking sophisticated. The way you look has no correlation with learning."

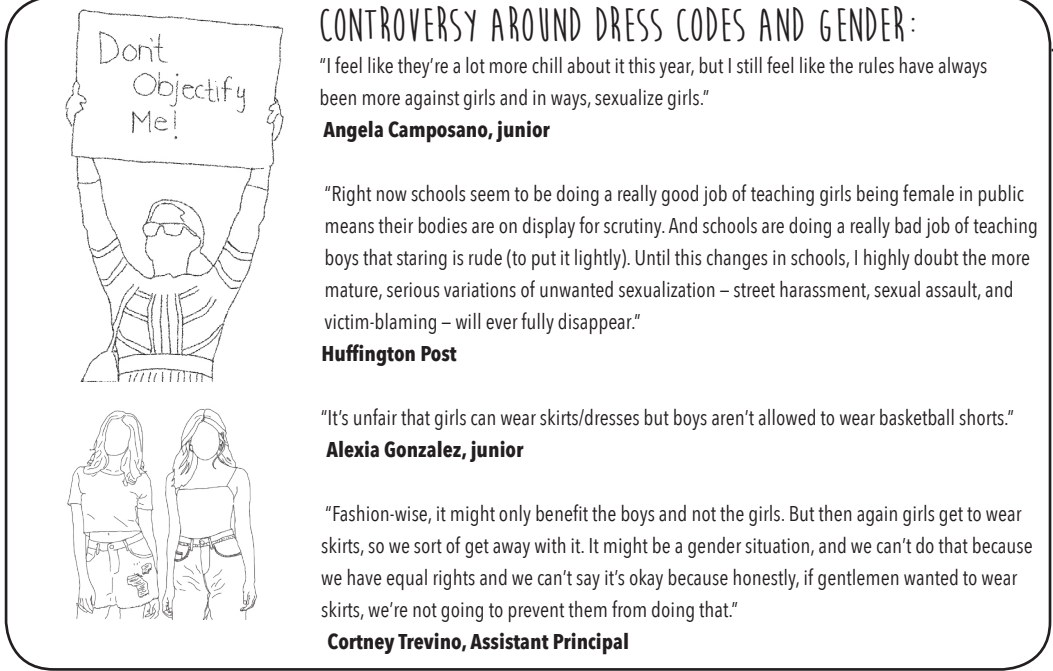
Angela Camposano, junior



A "DISTRACTION"

"It's unreasonable. It's nothing new. We're all used to seeing pink or purple hair. Same thing with piercings or "distracting" shoulders; we've all seen it. I think we're mature enough to just let it be and not let it distract us."

Angela Camposano, junior



CONTROVERSY AROUND DRESS CODES AND GENDER:

"I feel like they're a lot more chill about it this year, but I still feel like the rules have always been more against girls and in ways, sexualize girls."

Angela Camposano, junior

"Right now schools seem to be doing a really good job of teaching girls being female in public means their bodies are on display for scrutiny. And schools are doing a really bad job of teaching boys that staring is rude (to put it lightly). Until this changes in schools, I highly doubt the more mature, serious variations of unwanted sexualization – street harassment, sexual assault, and victim-blaming – will ever fully disappear."

Huffington Post

"It's unfair that girls can wear skirts/dresses but boys aren't allowed to wear basketball shorts."

Alexia Gonzalez, junior

"Fashion-wise, it might only benefit the boys and not the girls. But then again girls get to wear skirts, so we sort of get away with it. It might be a gender situation, and we can't do that because we have equal rights and we can't say it's okay because honestly, if gentlemen wanted to wear skirts, we're not going to prevent them from doing that."

Cortney Trevino, Assistant Principal


CURRENT DRESS CODE POLICY

Final determination of acceptable dress and grooming rests with the principal or his/her designee.

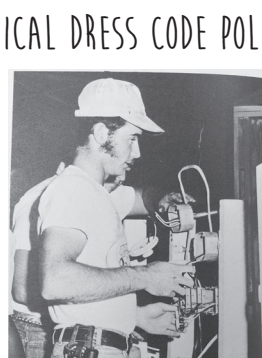
1. Shorts and skirts may be worn at the elementary school level. In grades three through five, they should be no more than four inches above the top of the kneecap. Shorts and skirts are prohibited in grades six through twelve.
2. In grades three through twelve, skirts, dresses, and culottes must be no more than four inches above the top of the kneecap. There should not be a cut or slit in the clothing that extends beyond the four inch limit. These requirements also apply to school uniforms.
3. Appropriate footwear must be worn; footwear which has toes reinforced with steel, hard plastics or similar materials are specifically prohibited.
4. Hair must be neat and clean. Unconventional colored, multi-colored or spiked or Mohawk hair styles are not permitted.
5. Headwear must not be worn in buildings.
6. Any clothes that are suggestive or indecent or which cause distraction are not acceptable. Specifically, oversized clothing, tank tops, muscle shirts, halter tops, spaghetti straps, exposed backs or midriffs, and see-through garments are not permitted.
7. Indecent/inappropriate patches, writings, or drawings on clothing are prohibited.
8. All pants are to be full length (Capri pants should be no less than four inches below the bottom of the kneecap) and worn at the waist (no "sagging" or "bagging"). Tight fitting pants (e.g., tights, Spandex, bicycle pants) are also prohibited. Cut-offs and intentionally frayed pants are also prohibited.
9. Body piercing jewelry is prohibited except for rings, studs or other traditional jewelry worn in the ear. Tongue rings and tongue studs are not permitted.

Because fads in dress and grooming are subject to sudden, and sometimes radical change, a basic rule to remember is that student dress and grooming should not be suggestive or indecent, or so bizarre and unusual as to detract from the classroom environment.


HISTORICAL DRESS CODE POLICIES



"The dress of the young ladies at this school will not wear tight fitting sweaters, blouses, dresses or skirts."
-1965 Habits for Huskies



"Sideburns may reach a point one inch below the ear. The sideburns should be kept neat and trimmed and, no wider across than the natural width of the hairline."
-1979 Habits for Huskies



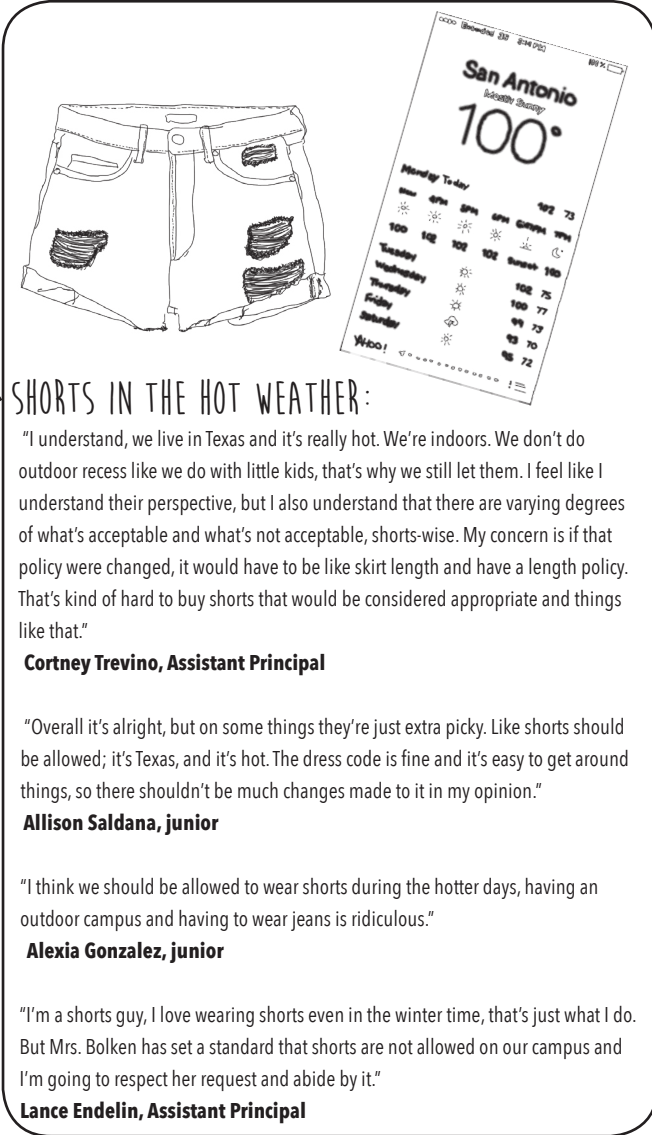
"Hair must be neat and clean."
-1984 Habits for Huskies

1965 1979 1984

photos from past Holmes yearbooks. 1965, 1979, & 1984

by Lailah Villegas, Digital Media Manager

When we ask our readers what topics they want covered in The Gavel, the dress code almost always makes the list. We spoke to both students and administrators, as well as dug through our archives to examine the dress code on all sides, from shorts in the hot weather, to what is or isn't a "distraction."



SHORTS IN THE HOT WEATHER:

"I understand, we live in Texas and it's really hot. We're indoors. We don't do outdoor recess like we do with little kids, that's why we still let them. I feel like I understand their perspective, but I also understand that there are varying degrees of what's acceptable and what's not acceptable, shorts-wise. My concern is if that policy were changed, it would have to be like skirt length and have a length policy. That's kind of hard to buy shorts that would be considered appropriate and things like that."

Cortney Trevino, Assistant Principal

"Overall it's alright, but on some things they're just extra picky. Like shorts should be allowed; it's Texas, and it's hot. The dress code is fine and it's easy to get around things, so there shouldn't be much changes made to it in my opinion."

Allison Saldana, junior

"I think we should be allowed to wear shorts during the hotter days, having an outdoor campus and having to wear jeans is ridiculous."


Alexia Gonzalez, junior

"I'm a shorts guy, I love wearing shorts even in the winter time, that's just what I do. But Mrs. Bolken has set a standard that shorts are not allowed on our campus and I'm going to respect her request and abide by it."

Lance Endelin, Assistant Principal



Here the latest news?
Chikin
 is better than
beef!

 Ingram Park (inside and outside the mall)

Skin Deep

Student tattoos tell their story

by Abigail Wylie, Copy Editor and Jarlyn Landeros, News Director

For many, a tattoo is a way to tell about who they are on their body. Texas law allows individuals who are 18 to get tattoos, and some get them by other, less safe means before them. We asked students on campus with ink to tell us the stories behind their tattoos. Here's what they said:

1 "It's life or death. You live your life to the fullest, but at the end of the day you're going to die. You're living your life but you're slowly dying at the same time. It's a time bomb."

Harley Valdillez, 12th



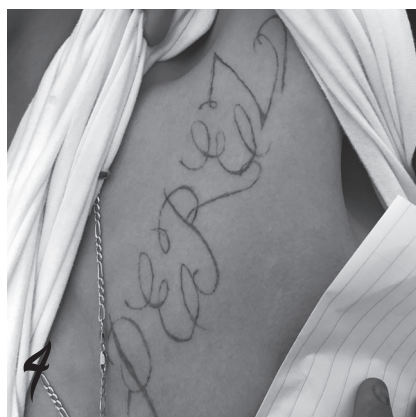
2 "I wanted to get it because it represents my family and sometimes they go to church. I just decided to get praying hands."

Alex Gonzalez, 11th



3 "It means pain. Back in my childhood, it was hard for my family and I. We struggled. It took a lot to get here and to be the person I am today."

Justin Mitchell, 12th



4 "I just wanted to get it at a younger age. My dad told me 'I'm not gonna let you get a tattoo,' but I still got it."

Cesar Perez, 10th



5 "[My twin and I] ended up getting it the day before our 17th birthday, and we were sure we wanted to get tattoos. We already knew they would be for each other, since we are so close. We've been best friends since I could remember. We basically got the tattoos to memorialize each other. I went first and I almost passed out, and him being the supposedly stronger brother, he went second. When we were done, we knew it was a good idea, and we were both happy with how it turned out."

Noah Contreras, 12th



14 THE GAVEL

6 "The story behind my tattoo is that it represents my twin brother. It's his birthday, and birth time since he was born a minute before me. It didn't really hurt, it felt like I was getting a shot for thirty minutes. I didn't cry either, but Noah cried and almost fainted. We got the tattoos for each other because we're each other's other half."

Nathan Contreras, 12th

7 "I lost my cousin, because his best friend killed him. So it says realize everyone ain't loyal."

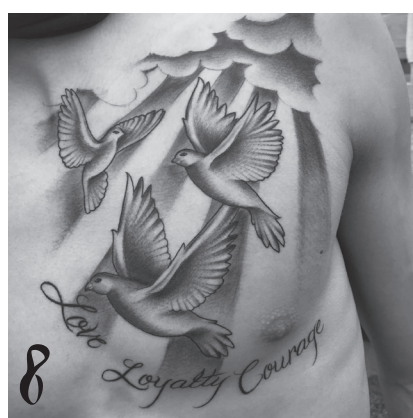
Demarea Pleasance, 12th

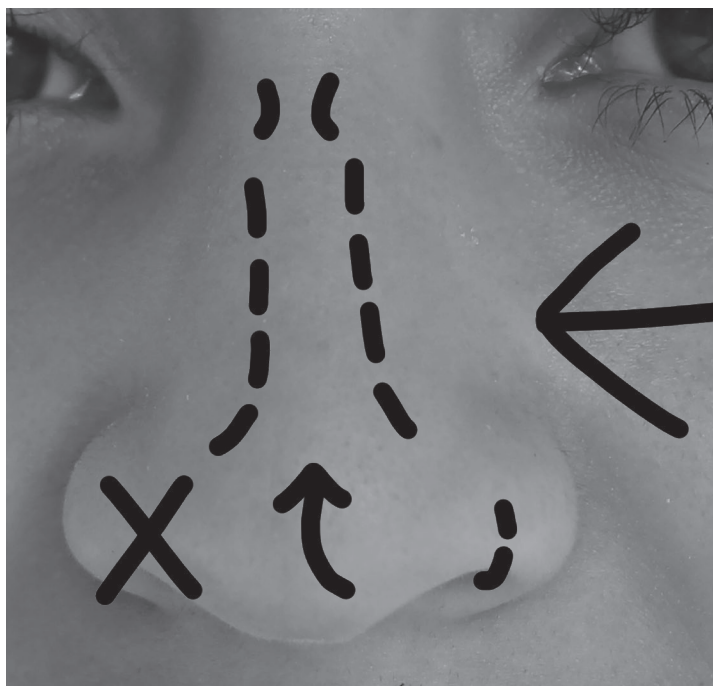
8 "Honestly, I've just been trying to get a tattoo since I was little, but my mom told me I couldn't live in the house if I got a tattoo before eighteen. I had to wait, but now that I'm eighteen, I finally got a tattoo. It means that I'm loyal to all my friends, it says faith and courage also because it's what describes me. As for the birds, I just put them in there because it looked cool."

Joey Ortiz, 12th

9 "The stems actually form a music note, and that's because I love music, and I grew up around music."

Sydney Hernandez, 12th





DO YOU MAKE
THE CUT?

OPINION: Students should celebrate their natural features

by Lucille Gradillas, Staff Writer

Have you looked in the mirror and thought, “I hate my nose” or “I wish I could get a nose job”? Having a nose that you think is “big” or “ugly” can make some teens feel insecure about their appearance. In fact, rhinoplasty is the most popular cosmetic surgery done for teens according to the American Society of Plastic Surgery. However, fewer and fewer people are actually going through with the procedure. Nose jobs are at their all time low with a 43% decline since the 2000s, according to the American Society of Plastic Surgeons. Why has this historically popular procedure gone down drastically in popularity?

The first ever plastic surgery to make someone look better was a nose job done by John Orlando Roe in the 1800s. Since then, men and women have been going under the knife and coming out beautiful, confident, and sometimes much worse than how they went in. Since 1997, the number of aesthetic plastic surgeries increased 446% according to the American Society for Aesthetic Plastic Surgery. Rhinoplasty, commonly known as a nose job, has always been prevalent in the plastic surgery world, until now. In the 2000s rhinoplasty was seen as a right of passage to upper middle class teens who wanted to make their noses more balanced and smaller. Nowadays, thanks to the increase of diversity in modern media and body positivity, people are accepting their noses in all of their unique glory.

Since the dawn of aesthetic plastic surgery, people have been trying to erase their ethnicities to opt

for a more desired stereotypical eurocentric nose (which is considered the “ideal nose” due to beauty standards rooted in white supremacy). In the 1800s nose jobs were targeted to Irish and Jewish immigrant men to help them “fit in” and get “American noses”. When the aesthetic plastic surgery industry learned that young women were more impressionable, they started to target them. The industry told women that having a small, thin, symmetrical nose would make you more beautiful, appear younger, and overall have a better life. Unfortunately, the sales pitch worked for many according to a study by the US National Library of Medicine and the National Institutes of Health which concluded people who underwent plastic surgery had higher self esteem and improved mental health.

Our noses are a unique snapshot into our lineage, a lineage that many have insisted we try to hide or erase throughout history. Why would you want to change that? Jennifer Grey is a famous Jewish actress who had the lead role in *Dirty Dancing*. In 1989 she had surgery to get rid of her dorsal hump (bump) on her nose.

“I went into the operating room a celebrity and came out anonymous,” she says. “I’ll always be this once-famous actress nobody recognizes because of a nose job,” Grey told the *Mirror*.

Grey regretting getting rhinoplasty isn’t uncommon. Now more than ever people are straying away from the classical nose jobs and are instead adding fillers to their noses to give them a more

pronounced look.

“Patients tell me that they do not want perfect contours all the time,” Alexander Rivkin, a Los Angeles plastic surgeon, told *Allure*.

“They want to maintain their individuality; their unique look. The perfectly straight and symmetrical noses individuals once aspired to are now considered boring. Patients will frequently tell me to improve a feature, but to hold back from making it too ‘perfect’ or symmetrical in an effort to preserve the character of their face,” Rivkin says.

Thankfully as media is becoming more diversified, people are embracing their heritage along with their noses. Appreciate your unique characteristics that make you you, and you and the rest of the world will appreciate it too. We are the people who make up society and we determine what’s beautiful, and what’s more beautiful than your own personal trademark? The next time you look in the mirror and start to hate on your features, think: are they really ugly or am I taught to think that they are ugly because they don’t fit our strict beauty ideals based on old, bad worldviews? If you want to read more about this issue and how to end the cycle of hating your natural features, check out these article that goes in depth about it:

<http://www.drublik.com/should-teens-get-nose-jobs.html>

<https://raisingchildren.net.au/pre-teens/healthy-lifestyle/body-image/body-image-teens>

SPORTS SHORTS

by Jake Lee, Sports Reporter

SWIM

Boys Relay wins 1st at District Meet

David Dana, Joshua Benson, Anthony Miklaucic, and Terrin Boehmer placed 1st in the boy's relay at the district meet, making them the fastest team in NISD for the first time since 1981.

VARSITY BOYS BASKETBALL

Current Record: 3 W - 12 L in District

Senior De'quare'yon Haney brings the ball up the court against the John Jay Mustangs, looking to set up the Husky offense on another possession.

JV BOYS BASKETBALL

Current Record: 12 W - 3 L in District

Junior Gabriel Contero shows his shooting form after releasing a three-pointer from well-outside the three point line against the rival Warren Warriors.

VARSITY GIRLS BASKETBALL

Current Record: 9 W - 8 L in District

Varsity starter sophomore Larisa Sanchez dribbles past a double team from Taft defenders, looking to make the assist for a score. The team has more than doubled their district win total from last season, and shows major growth from only a single district win in the 2016-2017 season.

JV GIRLS BASKETBALL

Current Record: 9 W - 8 L in District

Junior Meranda Liserio pushes the ball up court, using her speed to beat the press from Warren's defense.



photo courtesy Jeffrey Segrest



photo by Katelyn Lopez

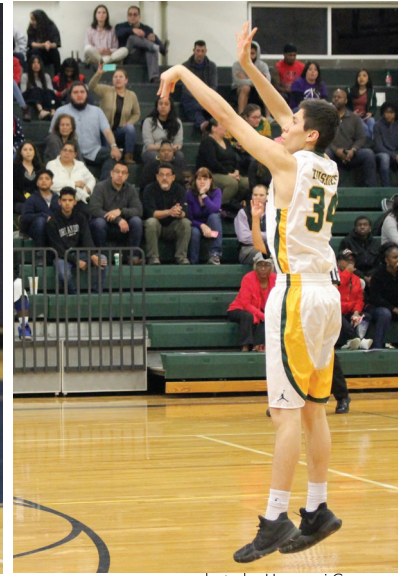


photo by Harmoni Guerrero



photo by Asia Maines-Goff



photo by Amanda Reynosa

*Team win-loss records as of 2/4/2019 with one week remaining in season

COMIC RELIEF



"BODY SCHNOZITIVITY"

written and illustrated by Lucille Gradillas

SHOUT OUT

The "shout out" section is dedicated to those making a positive impact on our campus, whether it be students, faculty, or organizations.

We appreciate your time and dedication to making our school a better place. In this issue we would like to shoutout:

Coach **Gerald McCaslin** - For having a huge impact on the girls basketball program, always willing to stay later to help players put in work.

Freshman **Sasha Pardo** - She is very encouraging and always wants the best for everyone around her.

Junior **Robert Gil** for always putting school before everything and bringing great energy wherever he goes, never hesitating to lend a helping hand.