



With Fiesta season comes celebrations of culture in our city, and we thought it was fitting to explore the ways in which Holmes is a part of San Antonio's culture-at-large. What makes Holmes a uniquely San Antonian campus, how has the changing city culture affected our campus, and what cultural influences impact students on our campus the most? We asked these questions and more in La Cultura Issue.


THINGS TO DO
Things to do in San Antonio before you call it lame




## THE GAVEL <br> APRIL 2019 VOL 55 NO 3

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Letters to the editor are encouraged, and may be submitted via e-mail to matthew.singleton@nisd.net, or presented in person in room A004. 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.

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# Growing Pains 



# From rural wealth to urban poverty, changes at Holmes reflect city's issues <br> by Evan Alban, Staff Writer and Natalia Martinez, News Director 

rom rural wealth to urban poverty, 6500 Ingram Road, once a bare and underdeveloped area on the outskirts of an expanding San Antonio, is now the home of the highest percentage of economically disadvantaged students in NISD. Oliver Wendell Holmes High School, established in 1964, consisted of only three round buildings, with "stately spires," as the alma mater says, lighting the sky on top. It was surrounded by nothing but vacant plots and untamed trees. With a majority of wealthy, upper middle class, white families living in the newly developing area, Holmes was a school with many active parent volunteers with free time, who helped form effective booster clubs and didn't have to think twice about spending money on fundraisers. This atmosphere allowed the campus to flourish and helped support powerhouse extracurricular activities, including dominant athletics teams like in football, where the team claimed multiple district and even city championships regularly.

Over time, like the city as a whole, the campus and surrounding community have undergone drastic changes, the most obvious being the increase in poverty and dramatic shift in demographics. These changes have happened gradually at times

## A CHANGING LANDSCAPE

The top photo shows the Holmes campus in 1970, surrounded by empty lots in a rural setting, with just three buildings. On the bottom left, a photo of campus taken in 2015 before construction on the new Fine Arts building, shows a campus surrounded by highways, neighborhoods, and businesses. On the bottom right, a photo from the 1960's shows students walking around campus surrounded by empty, open land.
during the 55 years Holmes has been open, and at other times, more drastically, as in 2002 when NISD opened Warren High School, which would tip the scales of economics on campus more quickly.

## THE EARLY YEARS

Looking at historic photos of campus and the surrounding community tells part of the story, where slowly, with time, the country atmosphere (for many years Holmes had a thriving Future Farmers of America program) gave way to new restaurants, stores, gas stations, and, at the time a true mark of middle class living, Ingram Park Mall (now the butt o jokes on social media memes). With both the campus and the physical surroundings changing year after year, and as the student population changed with the city's trends, the campus is almost unrecognizable when compared to its initial state. The Holmes area is now considered "inner city" as San Antonio has, and continues to spread outward with new developments outside of loop 1604.

To understand these changes, we have to start by looking back. School nurse Sharon Olsen, now a member of the "Husky Hall of Fame," was a student at Holmes in the early 70's, just a few years after the school opened, and recalls what the area was like
when she attended.
"We had nothing behind Holmes," Olsen said.
"No movie theater. The mall wasn't here. Across the street we had the motel, but we didn't have the businesses. None of that was there."

The campus, then considered on the rural, "country" edge of the city, also served a very different population of students and families than it does now.

In 1970, around the time Olsen attended, only a small 7.91 percent of families from in the Holmes attendance area were considered below poverty level according to U.S. Census Data, and many of those in that 7.91 percent were rural farming families, being pushed out and surrounded by the city's growth and development.

The demographics of the students and families in the Holmes area was also dramatically different then.

For example, a review of the 1967 Holmes yearbook found that out of a senior class of 236 students, 91 percent were white, with Latino students making up only six percent, African American students making up three percent, and Asian students making up less than one percent of the total.

Today, those numbers are very different. Schools are now required to keep track of student demo-
graphics using the Public Education Information Management System (PEIMS), and according to that data, the current breakdown in student population shows a student body where 77 percent of students are considered economically disadvantaged. The campus demographic population also shows that only six percent of students are white, while the Latino population makes up 85 percent, and the African American and Asian/Pacific Islander populations have held about the same over the years.

Between the school's first years in the late 60's and early 70's to the early 2000's, the changes happened at a steady, but predictable pace. Even in the late 80's and early 90's, Holmes, while different than how it opened, enjoyed the economic stability that fueled the community's ability to uphold a reputation as a force to be reckoned with.
"Back in '89, we only had five Northside high schools and Holmes was number one in football and basketball," current Business Careers front office manager and Holmes alumnus Michelle Noriega said. "We went to state for football and back then Holmes was considered a powerhouse."

Student Success Administrator and Holmes class of 1990 graduate Alejandro Anderson remembers



You can track the economic changes in the Holmes attendance area from upper-middle class families to families struggling with urban poverty in this series of maps that use official U.S. Census data to detail the concentration of families below the poverty line. The lighter areas on the map indicate low concentrations of poverty, while the darker the color on the map, the more families are dealing with poverty. The red outline shows the current Holmes attendance area on all of the maps. You can follow the increase of poverty from year to year by looking at how the colors change from mostly light, to darker shades. By averaging the reported percentages in each zone within the Holmes attendance area, a clear picture is painted where stable wealth is drained from the community year by year.
In 1970, only $7.91 \%$ of families in the area were below the poverty line, while in 2010, the percentage of families peaked at almost 20\%. According PEIMS data, a different measure used to track poverty in schools, the percentage of students qualifying as economically disadvantaged went from $45.3 \%$ in 2001 to $76 \%$ today.
the physical surroundings still developing as well. students without that advantage helped keep the
"All there was was a Circle K convenience store, with an insurance place right next to it," Anderson said. "The shell wasn't there. It was an old Texaco gas station only with no store or anything. The hotel wasn't there, and there used to be a community pool that the Thunderbird Hills neighborhood used to have."

Census data for the area tells the story even more. By 1980 the percentage of students below the poverty level had gradually increased to almost ten percent, and by 1990, that number was up to almost 13 percent.

A review of the 1980 and 1990 yearbooks show a shift in the ethnic breakdown on campus as well. In 1980, the senior class had become 52 percent white, 40 percent Latino, and eight percent African American. And in 1990, those numbers shift again to 31 percent white, 62 percent Latino, and seven percent African American.

By the 2000's, the area around campus looked much like it does today, and while U.S. Census Data had the area's percentage of families below the poverty line holding at just above 13 percent, PEIMS data determined that 45 percent of students on campus qualified as economically disadvantaged by the state, meaning they required assistance in paying for school breakfast and lunch. The senior class was now decidedly different than when Holmes opened, with 23 percent white students, 71 percent Latino students, and six percent African American students

At the start of the 2000's, the reputation of Holmes had become decidedly "inner-city," according to others in San Antonio, and terms like "ghetto" were established as negative stereotypes about the campus, even as the community and campus maintained an economic balance, enjoyed fully supported programs and enough parents with comfortable incomes and flexible work schedules to help student activities thrive. In 2000 and 2001, the football team was still known as a powerhouse, making deep playoff runs, including an appearance in the state semi finals, and was ranked 7th in the State go ing into the 2002 season by Texas Football.

Current offensive coordinator Sean Salinas was the starting quarterback on those teams, and he remembers how having a balance between students from more economically stable homes and those


GOING THROUGH CHANGES The two photos on top show the change in demographics of students on campus from when the school opened to today. The bottom photos show the dance team before Warren opened with 29 members, and after Warren opened when only seven students could participate. teacher and yearbook sponsor from 1987 to 2014, Martha Singleton, describes a campus whose programs were still thriving and dominating
"Groups were flourishing," Singleton said. "It was a very active campus with very active parent support groups and everyone had booster clubs. There was no limit to what we could do."

According to Singleton, the campus had resourc- their peers participate. es, booster funds, and a large student population which directly affected the success of extracurriculars. She recalls the specific shift when Warren High School opened and took a huge chunk of the school's population away, almost all from from the demographic on campus with the most income.

PEIMS data backs this up. Within the first few coming sponsor Emily Vasquez.
years of Warren opening, the student population dropped, and the percentage of students considered economically disadvantaged jumped from 45 percent in the 2001-2002 school year to 67 percent in 2005-2006. Holmes went from a community hanging on to a delicate economic balance, to a community with few economic resources, and what resources that were left, were draining quickly.

Singleton remembers how this change affected things like yearbook sales.
"We went from selling 900-1000 yearbooks every Prior to the opening of Warren HS in 2003, former year, no problem, to 400 the first year Warren was team decreased to only seven girls, which wasn't even enough to compete, according to Singleton. Programs like dance cost a lot of money to be a part of, and relies heavily on fundraising and parents with means to make a way for students to be involved. Programs across the board, including football, saw a dramatic drop in involvement, and traditions and morale dwindled as a result, affected pep rallies, dances, spirit tradition involvement and more, due to not as many students having the means to participate, much less students who had enough to help open, which makes a huge difference."
That forced the journalism program to cut down on pages and prints, making it a struggle to build back up over the years. Funding for the program has never fully recovered

Losing so many students to Warren not only decreased the amount of parents with the means to support, but it took away many organization's allotted budget as their support was based off of overall student population as well. This created challenges across the board, and even the football team, with its historic success, could barely could field a varsity and JV team, and has never fully recovered, with only one winning season since Warren opened.
The most drastic evidence that the opening of Warren impacted Holmes could be seen with the dance team at the time. In the years leading up to 2003, Holmes had a full dance team of 30 members, but after the transfer of many students from Holmes to Warren, the

The toll on fundraising for things such as prom, sports, homecoming, and other graduation necessities is still being felt, according to prom and home-
"Prom costs roughly around \$29,000, and about \$6,000 more for graduation and supplies," she said. "That's \$35,000 we have to fundraise just so that

## States <br> of Change

Below, you can see a dramatic flip in student population from the early years at Holmes, with a 91 percent white student body, to today where Latino students make up 85 percent of students. To the right, you see the largest jumps in the percentage of students considered economically disadvantaged with the opening of Warren High School slowly draining the economic balance in the student population.



45\% Economically Disadvantaged 3,120 Total Enrollment


NISD, around the newest schools like Harlan.
"The pattern has been that throughout the past, white people started moving out of these urban areas and started building their own communities on the outskirts of the city," Worthington said.

According to his research, this pattern has created the economic segregation that San Antonio is now known for, holding the negative distinction of being the most economically segregated large city in the United States. Economic segregation means that the city is split between areas with a lot of money, and areas with a lot of poverty, and that these areas do not mix much. This segregation has troubling roots, according to Worthington, who says the key to remember about economic segregation in San Antonio is that it is racialized.

White people are almost entirely found in wealthy neighbourhoods," Worthington said. "Any poor side of town is going to be a majority people of color living in those neighborhoods."

The issues facing schools like Holmes have been faced by other campuses inside loop 410, and are starting to affect schools outside loop 410. As the city continues this pattern of growth and economic segregation, Worthington believes it's important to keep resources spread more evenly, and that cities and school districts have plenty of reasons to try and keep schools more economically balanced. He points out that whites have historically hoarded wealth for well over a century, and that it's even been given to them freely on multiple occasions in U.S. History.
"They have all the wealth which means they have all the resources and its why white schools usually do better than schools that are serving students of color," Worthington said. "Usually what a good school means to folks is a white school, and a wealthy school. And unfortunately tests scores correlate with wealth pretty well so you have to be aware what contributes to the problem."

As the city continues to grow and NISD continues to open new schools, the Holmes community, made up of students, families, and alumni, are left to wrestle with their past and current identity in the city as whole. For now, alumni like Bryan Inglis, who graduated in 2001 and is now Regional Sales Director for Professional Enrollment Concepts, strive to make the best of the school's reputation, and find their way to success.
"I used the assumptions about coming from a Iow-income area where they believed I was maybe undereducation or not qualified, to exceed expectations and progress in the business world," he explains. "The education and life experiences I gained at Holmes have allowed me to outperform many of my peers from other schools in the greater San Antonio area."


## THINGS TO DO

## in San Antonio <br> BEFORE YOU CALL IT



10 THE GaveL


Reguar Events to check out
 of these seguluare evenent sor cre eelaxing tine. first fiday Second Saturdays
Carshows at Brackenidge Park "The a a s show is honestly good shour,
with many yopopete teere, and theress lot


| chill! |
| :--- |
| . Senior, Amara Maglorie |

Boujee Spots to Check out on Payday
Ever debated on wheere wato spend
 malls sand maketst that have an upscale
atmosphere where you an oop cool suff ata cost.
-The Pearl





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THE GAVEL 11



## Culture pressures students to stay close

## by D'Mitre Dimas, Co-Editor Print

On his way home from school, he frantically checks the mailbox, looking for his acceptance letter from Texas A\&M College Station. He shouts with excitement as he runs home, clutching the letter in his hand, not wanting it to fall. He runs to his parents, gasping for air, waving the letter. "I got it! I got it!," he says with glee. "I got accepted!" However, his excitement isn't shared with his parents as they stare at him with a gloomy frown. "Son, we've discussed this. I don't feel comfortable letting you go," his mother says. "This isn't the way we have run things in our family," his father adds. "I know, but I thought if I got accepted everything would change," he says, still hanging onto hope. As the silence between the three hangs in the air, he stands and feels his life falling into pieces. Finally, his father says, "Let's sit down and talk about this."

There is no mistaking that college choice is important and that students make the decision of where they go based on various factors. In San Antonio, there is often a sometimes unspoken "culture rule" that prefers families stay close with each other, even if it means recent graduates passing up an opportunity out of town. On our campus, a strong factor in determining a college may be how close we plan on staying near family. Students are faced with choosing an exciting opportunity out of town, or even out of state for college, and keeping nearby to close-knit families, who are rooting for them to stay home.

## DELTORO FAMILY

Senior Viviana Del Toro knows this conflict of culture all too well.
"When I told my mom that I wanted to leave to New York, she started crying because in our family we always stay close to each other and wanting to leave the family isn't really known," Del Toro said.

Del Toro's parents strongly believe in the culture rule that family is supposed to stay together, mostly because that's the way they have been raised and they have continued with that lifestyle for all of Del

Toro's life.
"My parents agree with that rule a lot because that's how they were raised and that is also how they raised us. They mostly agree with the fact that children are not supposed to leave home but stay with their parents and grow up with them instead," Del Toro said. "I agree that family is supposed to stay with each other, but I feel with each generation, children are going to grow to take their own life path and do what they want."

In Del Toro's family, no one went to college and they have always lived with each other no matter what. Her family has only ever known to stay close to each other, so college is a new concept to her family.
"My parents don't want me to leave because it's a tradition in my family where we don't go to college and work in factories in Mexico instead," Del Toro said. "We also have a tradition where none of us go out of state and instead live in the same neighborhood near each other."

Del Toro made a compromise with her mom that she will only go to schools around Texas instead of trying to leave the state. The only thing holding her back from going out of state for college is the fear that she will be without her family. She's afraid to leave without her parents because it isn't a normal thing for her family to do.
"I'm mainly scared because I don't want to leave my family," Del Toro said. "I'm mostly afraid that I will lose connection with them because I won't be able to talk to them as much. Usually, when my mom picks me up from school, she asks about my day and we tell each other everything, so if I leave I wouldn't be able to do that anymore."

## KANE SANDOVAL

Much like Del Toro, senior Kane Sandoval and his mom Esmeralda Morales have also come up with a compromise.
"The deal I made with Kane was to stay until he gets his associates degree and then he can leave,"

## Morales said

Her reasons for wanting her son nearby are rooted in her concerns about him needing family, and the strong influence of her culture.
"He's good at everything regarding school but I feel mentally he isn't strong enough to be without his family yet," Morales said. "Also, our culture plays into why I want him to stay. It is hard to let our children or any of our family leave because we are always worried about them."

Sandoval feels as though he is ready to go off on his own due to trips he has taken with the TRIO program. However, his mom still insists that Sandoval isn't ready to leave home.
"At first when I went on TRIO trips, I didn't feel good being without my family, but as time went by, I figured that I was capable of being alone," Sandoval said. "But I feel my mom doesn't think I'm ready mainly because she does a lot for me at home and doesn't give me the chance to prove myself to her."

Sandoval ultimately backed down from his original plan in order to stay close to home a little longer
"I originally wanted to go to Texas A\&M in College Station, but my mom wanted me to stay in San Antonio," Sandoval said. "I was really set on going there to study zoology, so my mom and I came up with the deal that I would stay two years in San Antonio then transfer to to A\&M for the other two years."

His mom feels that her connection to her son is very strong and if he were to leave that it would be broken. She also takes the love for her family very seriously and doesn't want her family to be separated in any way. Sandoval ultimately agrees.
"For me, my mom, brother, grandma, aunt and I are really close," Sandoval said. "It would be hard for me to leave them because we are close and they have done a lot for me."

## THE STUDENT VS PARENT PERSPECTIVE

Students like senior Amara Magloire try to create a balance between their own desires for their future and respecting her parent's concerns and wishes.
"I think students should be able to do whatever they want as long as they fully know what that is. can understand some parents wanting their child to stay even if the child doesn't, because then your parents can help you," Magloire said. "Overall, kids should be able to pursue whatever it is that they want away from their parents, just make sure you know personally what's best."

Senior Arthur Martinez agrees with Magloire about parents respecting the wishes of their child.
"I feel like parents have the right to tell me what they think is best for me, but at the same time, I don't think they should control what I want to do, because it is my life," Martinez said. "Even though
my parents have supported me and given me everything, I hope they would still support me with the decisions that I choose to make."

Even though Magloire thinks that students should be able to make decisions on their own away from their parents, she also recognizes that a parent's input can be important.
"I think parents should have an input because if there is anyone that knows you the best it would be your family since they have been with you since you were born," Magloire said. "They still should respect your wishes and decisions instead of letting their own ideas block yours."

Morales, Kane Sandoval's mother, believes that parents and children who are having this struggle should meet in the middle and compromise as she did with her son. She believes the number one key to easing the tension between parents and students

## "When I told my mom that I wanted to leave to New York, she started crying because in our family, we always stay close to each other."

is by communicating and listening to each other.
"Of course communication is important to see what both sides want and then listen to each other, so you can see what the parents' worries are and what the child wants for their future," Morales said. "Come to an agreement and meet in the middle to make both parties happy, as not only individuals, bu as a family."

## MAKING THE CHOICE

Like Morales, AVID teacher Monica Yzaguirre who helps her students apply to college, make decisions, and find scholarships, shares her tips on how to talk to parents if students are having trouble com municating with them. She urges students to communicate effectively, be rational, and respectful.
"Don't get into an emotional battle with your parents because, at the end of the day, they are you parents and will always be," Yzaguirre said. "Have a real conversation with your parents about what you want and why you think it's important to go away, and be respectful because they have spent their life getting you through a system that isn't always designed to let you be successful."

She reminds students that parents are people too, and that it's important to see and address their perspectives and fears..
"It's not that they want to see you fail, they are
afraid for you and we have to tell them it's okay for them to be afraid, because that comes from love and nowhere else," Yzaguirre said.

Yzaguirre also tries to help students understand their own personal needs above anything else. When students seek her input about the decision of whether to stick around or head out somewhere new after graduation, she relies on how well she knows the student personally.
"If a student is super close to their family, never ventured away, and they lack discipline, skills for college, and motivation, then I always advise them to stay here," Yzaguirre said. "Because there is no reason for a student to go to a school outside of San Antonio if the chances of them being successful are less than 50 percent."

Yzaguirre considers five skills that a student needs before they make the decision to go away for college. The student needs to be able to manage their time, budget, be independent, learn to use their resources, and have a good home connection. If she sees a student with all of these assets, and they want to leave, she supports them fully, but warns that it will be a challenge.
"If they have all those in place, I always advise them to go away for college if they want too," Yzaguirre said. "It will be a difficult challenge, but if they have all those skills in place, they should be ready."

As for weighing the advantages and disadvan tages of either staying or leaving for college, Yzaguirre believes that colleges should be chosen for the specific needs of each student.
"I don't think there is a better choice one way or the other, and I think every student should follow their own path," Yzaguirre said. "Everyone's an individual and college is based on individual needs and opportunities."

The reality is that most seniors will be staying close to home after graduation, proving that the culture rule is strong in the community. And for those students who are struggling with not wanting to leave their parents due to this culture rule, Yzaguirre shares a hopeful message. She reminds students that just because you leave your family, it doesn't mean you are not close anymore, it just means you have to work harder to connect with your family regularly.
"Culture is what you make of it and how you share it and celebrate it," Yzaguirre said. "There's this predetermined factor that says always stay close to home, always be next to each other, but if we don't share our connection and our cultural celebration with the world, then no one's ever going to know how great of a community we really are, ever."


## From parades to food booths, Huskies make it happen

## by Janice Ramirez, Co-Editor Online

Bright festive colors fill the city of San Antonio during the month of April. Whether it's all the different smells of fried foods while walking through Market Square, the chants of "show us your shoes!" shouted at Fiesta royalty on top of glittering floats, or different rhythms of music in competition with each 8 other on performance stages, it's almost impossible to live in San Antonio and not experience some piece of Fiesta. Most of us enjoy Fiesta without thinking about all the hard work and long hours others have to
dedicate during this festive time in our city.
Students from our campus have been involved in Fiesta events such as the Battle of Flowers Parade, and have even worked some food stands on the hot, busy days of April.

While plenty of students may have enjoyed the Battle of Flowers parade as a spectator, maybe even helping save parade route spots with family members all day, most have never experienced what it's like to actually be a part of the parade itself.

Junior Alexis Martinez has beenin the parade for the past four years, even enjoying simple things like riding in a truck and honking the horn for the crowd. It's something she likes being a part of and she enjoys seeing all the people and colorful floats which are her favorite.
"I'm in it for my mom's job at North Park Toyota and during the parade we go around honking the horn of a truck and yell 'go North Park,'" Martinez said. "As we ride in the truck, I love looking out the window and seeing all the people that attend and seeing all the floats decorated in very unique ways."

The parade also features performances from dancers and bands from different schools, and Goldenbelle Dance Team member senior Aubrey Monistere has been among them.
"I liked just being able to dance with my friends and do something for San Antonio," Monistere said. "It was a great experience. It was something I went to as a child, so it was really fun to actually be a part of it."


## But it's

 not all as $\left\lvert\, \begin{aligned} & \text { glorious as } \\ & \text { childhood }\end{aligned}\right.$ |childhooddreams
might imagine. In April, weather in San Antonio starts to change, with the sun starting to heat things up more. The heat can be a problem for those participating in the parade, and make it a less enjoyable situation, as Monistere experienced.
"It was very hot," Monistere said. "Our makeup was melting, I got a sunburn and I ended up being so exhausted. But besides the heat, it was very fun."

While Monistere marches, students like senior Robert Torres work behind the scenes preparing and selling classic Fiesta foods and beverages downtown at places like the Historic Market Square with family.
"Our stand is located in downtown market square," Torres said. "Usually we do something called Biting for the Boost, so this year we had aguas frescas, fruit cups, snow cones, hamburgers and gorditas."

Working a stand like this one is not easy, and requires a lot of time and dedication to attend the millions of people who stop by to grab one of these savory foods.
"I don't like the long hours," Torres said. "We get there at around six or seven in the morning and we stay there until about midnight."

While the hours are rigorous, Torres still enjoys being a part of Fiesta and all of the people who come enjoy his family's stand.
"The mass amount of people that come here and just the different kinds of faces that you see and the different people that you meet is a lot," Torres said.

Participating in any fiesta event can be exhausting for students involved, but what matters is the experience and being able to do something for their city, helping bring the community together. Monistere sees this value, and is proud to be a part of it.
"I felt really blessed to be able to be a part of something so great," she said. "Especially for my


5-11pm on Friday Noon-11pm on Saturday @ St. Mary'S University $\$ 30$ at the gate


3-9pm
@ 434 S. Alamo St. Free Admission


April 18-28
Hours vary
@ 449 S. Cherry St.
$\$ 22$ - $\$ 25$ for a wristband


April $23-26$ 5:30pm-10:30pm @ 418 La Villita St. $\$ 15$ at the gate


## April 26

9:30am-2:30pm @ Parade Route $\$ 12-\$ 25$ reserved seat Free if you find a spot

## April 27

7pm-10:30pm @ Parade Route \$19-\$35 reserved seat Free if you find a spot
by Anjelina Gallegos, Staff Writer Fiesta Oyster Bake A scholarship fundraising event including music featuring five stages of entertainment including Rock, Country, Tejano/Latin, R\&B/ Hip Hop/ Pop and even children's music. Presenting various types of oysters that are served baked, raw and fried by vendors, as well as other classic Fiesta foods.

## Fiesta at Hemisfair

A playful spot for every San Antonian, this event features booths of every sort, including music, a boutique of arts \& crafts and mouthwatering vendors of San Antonio's culinary creations.

## Fiesta Carnival

With laughter and smiles filling the atmosphere of color and excitement, this event includes a variety of foods that you can feast on and rides that you can take a whirl in, all in the heart of San Antonio. All proceeds benefit of Fiesta San Antonio.

## NIOSA

"A Night in Old San Antonio" is a riveting four-night event in the heart of downtown San Antonio with an uplifting, remarkable atmosphere. Celebrating the city's heritage with over 200 varieties of food and drink stands; it includes 14 continuous live musical acts and fes tive decorations in 15 themed ares. All proceeds benefiting the San Antonio Conservation Society, which works towards restoration, preservation, education and advocacy programs for the City of San Antonio.

## Battle of Flowers Parade

In honor of the "heroic spirit of the patriots of the Alamo," this parade celebrates the victory of San Jacinto and the diverse customs of Texas and our nation.

## Fiesta Flambeau Parade

With "Reflections of Music Past" as the parade theme, the lit-up night parade is a can't miss. With food and drink vendors along the route, this parade is a San Antonio favorite for many.


## Here the latest news?

 Chikinis better than beef!

empreas.
Ingram Park (inside and outside the mall)


## OPINION: Students, city must better support LGBTQ+ peers

## Staff Editorial

We firmly believe that those on our campus who identify, openly or privately, as LGBTQ+, do not receive as much support from our campus community, or overall city culture as they should. From blatant negative remarks and slurs in classrooms, hallways, and at the dinner table, to problematic misunderstandings on how to support those within the 'queer' community, we need to do better.

Imagine receiving negative remarks from your peers for your love of a type of music, or being threatened based on your love of food. Imagine having to lie about who your brother or sister was or being ignored by your closest friends. Every day, students within the LGBTQ+ community are forced to hide who they are in fear of being judged in a negative manner, and those who are out have to deal with the majority of their peers treating them differently. When it comes to those identifying within the LGBTQ+ community, they just want to be treated normally.

According to Human Rights Campaign (www.hrc. org), nearly 92\% of LGBTQ+ youth claim to live in a society that throws around negative remarks regard ing the 'queer' community. And with LGBTQ+ youth reporting that they seriously consider suicide at a

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rate three times higher than heterosexual youth, it's important we show support. We believe that the main problem is that many do not know when certain remarks and/or comments cross the boundary of being demeaning. Simple phrases such as "that's gay" or "stop being gay" can seriously hurt someone, and communicate to them that they are somehow less-than, or that who they are is a defect If we see or hear someone making rude remarks or using negative phrases regarding those within the LGBTQ+ community, even casual phrases like those above, it is our job as a community to speak up. Whether we identify within the community or not, if we don't tell people to stop, they will continue their demeaning and destructive habits.

Another mistake many in our community make either out of ignorance or intentionally to demean or dismiss others is assuming someone else's gender and/or pronouns. We completely understand that sometimes it is difficult to know what someone iden tifies as, but a great solution to that is to simply ask them. It is better to get clarification before we make a mistake, and accidentally make them uncomfortable.

We understand that not everyone agrees with the lifestyle of those within the LGBTQ+ community
due to their specific religious interpretation, but if a friend comes out to us, the best thing we can possibly do is support them. Regardless of what our friends think or even what our religious interpretation is, if someone close to us, even family, comes out to us, it is proven to be devastating and destructive to not find a way to support them. While it may seem like not so big of a deal to us, it took a lot for that person to tell us. That person obviously trusts us, so why ruin that trust? Even if we don't agree, it is best to keep our opinions to ourself because our peer can't change just to make us feel better. While some groups, often due to religious interpretation, believe that these things are a choice that can be changed through "conversion therapy," the vast majority of organizations in the fields of psychiatry, pediatrics, family therapy, medicine, counseling, and social work have official positions that definitively say it is not a choice, and that presenting or discussing it as such is immensely destructive to the LGBTQ+ individual.

Even those of us who wish to support the LGBTQ+ community must re-evaluate the ways we believe we should give support. We strongly advise you not to try to "out" anyone. Every day, friends and family members try to find a way to "out" those

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Organizations that support LGBTQ + youth in SA: Equality Texas
Fiesta Youth
Human Rights Campaign of SA
Pride Center San Antonio
San Antonio Gender Association
SA LGBT Chamber of Commerce
LGBTQ + Friendly Churches:
Good Shepherd Lutheran Church Madison Square Presbyterian Church
Unversity Presbyterian Church
San Antonio Mennonite Church
Resource/Support Groups:
BeHuman San Antonio Transgender Online Support The Trevor Project Lifeline
Q Connection LGBTQ + Support Group PRIDE Families Pride Center Support for Parents
within the LGBTQ+ community, thinking that it is a great idea, believing that it shows their support, or they do this by accident because they assume everyone in that person's life knows. It's great that we fully support whoever comes out to us, but it is not our responsibility to tell others. Our friend or family member told us and us alone. It would not only break their trust with us, but also bring great amounts of anxiety, feelings of insecurity, and even danger to them. Instead of trying to do the work for them, we should try holding a light-hearted conversation with them, reminding them that we will be by there side if and when they decide to go public. We shouldn't rush them into coming out either, and instead encourage them to do what they need to do with their own timing.

When all is said and done, the best thing to do in any situation is to keep any negative remarks we have to ourselves. The LGBTQ+ students on our campus and in our community already deal with enormous amounts of stress, anxiety, negative comments, feelings of self doubt and other difficult trials. We don't want to be a part of that or be known for that as a campus or as a culture.
This student editorial was approved unanimously by the Gavel Staff Editorial Board.


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## 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:

Mariachi Oro - For all they do to make our school culture better, and for another trip to State!

The Cyber Patriot Team -For continuing their winning ways and representing Husky Nation on the national level.

## All of those who sent us con

 gratulations for the Gavel Staff's second Gold Crown Award from CSPA. Your words, encouragement and support mean the world to us.THE GAVEL 20

