

EL DIABLO

Voice of the Students



GIVE ME A BREAK

Durango High School Issue 2 Volume 65 November 2018

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The days are getting shorter and the nights seem to last forever, and everywhere you turn you either see a giant inflatable Rudolph or hear a Christmas carol. Thanksgiving break has come and gone and we have one more final push of tests, assignments, and presentations before the holiday break.

Thank you to all of our readers, we hope to lift your spirits with some light-hearted magazine fun as you suffer through these four challenging weeks. Also, we have some hard hitting editorials issue that we hope give you some insight into the opinions of our staff members. As always, if you have an opinion of your own that you think belongs in the next El Diablo, please don't hesitate to send in submissions. We'd like to thank the Durango community members and DHS students that help make our publication possible, happy holidays!

Sincerely,
Emma Jaber, Caroline Knight, Haley Szczech

On the cover: Sr. Alex Hise takes a well-deserved homework break. *Photo by Cassandra Blau*

El Diablo

Voice of the students and official newspaper of Durango High School.

Contact us:

Mailing address: 2390 Main Avenue, Durango, Colorado 81301

Phone: 970-259-1630, ext. 2221

Fax: 970-250-3987

Email: eldiablodhs@gmail.com

tjolley@durangoschools.org

Editors:

Head Editors: Caroline Knight, Emma Jaber, Haley Szczech **Managing Editor:** Saylor Stottlemeyer **Feature Head:** Maddy Gleason **Feature Reporters:** Irie Sentner, Grace Swanson **Sports Head:** Bryn Valdez **Sports Editors:** Bekah Moenning, Mo Murray **Arts Head:** Gwen Stoddard **Arts Editor:** Jessie Bowma **Lifestyles Heads:** Mia Boudreau, Chloe Ragsdale **Photography Head:** Cassandra Blau **Photography Assistant:** Hannah Wills **Photography Editors:** Joey Mynatt, Alyssa Robertson **Online Head:** Gillian Holmgren **AV Executive Producers:** Sophie Hughes, Tierney Brennan

Reporters: Jack Whistler, Austin Swan, Lily Longan, Luke Swift, Georgia Mynatt, Sophia Adamski, Eva Adair, McKenzie Belt, Camirose Hatten-Walker, Layla Apodaca, Isaiah Downing, Ty Mathys, Corbin Miller, Chloe Bowen, Jack Breezley, Stevi Cameron, Ben Ehrig, Emily Fiala, Kendall Floyd, Mazzy Goodwin-Fortier, Haleigh Harper, Anthony Hernandez, Abbey Hunt, Todd Murray, Margaux Newby, Elena Parmenter, Natasha Potemkin, Havens Webster, Rush Webster, Mia Whistler

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Angels with fur

“I think dogs are the most amazing creatures; they give unconditional love. For me, they are the role model for being alive.”
- Gilda Radner



Emily Fiala

EMILY FIALA
Reporter

Some angels choose fur instead of wings. There's a reason why people have pets: so that they don't feel alone and that they know they are loved and supported. One of these angels is Jane, a new therapy dog who visits DHS, and interacts with everyone on campus, specifically helping students with exceptional needs improve social interactions, as well as providing support for anyone who needs it.

Jane, a two-year-old golden retriever, has been coming to the school since March 2018. There is also another, more well-known therapy dog, Bo.

“Bo has worked in the health center a few days a week and has been at DHS for several years,” said ESS paraprofessional Brandon Ledford.

Jane, like Bo, doesn't come into the school every day.

“Jane comes with me about three times a week into the school to be with and help students,” said Amanda Rich, DHS school psychologist and Jane's owner.

The main jobs of therapy dogs is to aid the psychological and physiological needs of the disabled and sick. These dogs have easy-going and friendly personalities, giving people support and comfort.

However, therapy dogs are there for everyone, not just the disabled or the sick. The dogs can offer warm hugs and big smiles to whoever is having a bad day.

These dogs can visit schools, hospitals, nursing homes, and more. Having therapy

dogs in class and school can help students cope with anxiety, focus better, and can even maintain better memory and problem-solving skills.

Dogs like Jane have to go through special programs to become a therapy dog.

“We attended courses through Durango Dog College. She is a certified through K9 to 5 National Therapy Dog Registry,” said Rich.

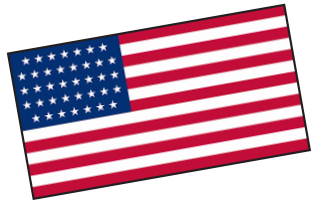
The dogs who go through the program have to have multiple visits in hospitals, nursing homes, schools, etc. to see if they can interact well with people. At the end of the program, they have to be observed by professional trainers to see if they are making a difference in people's lives. Once they pass the test, they become officially certified therapy dogs.

Many people think that therapy dogs are the same as service dogs, but they actually have quite different jobs and services. Service dogs specifically help their owners with disabilities and can react quickly to help them when things go wrong. They are there to protect and give the disabled independence, but not psychological services.

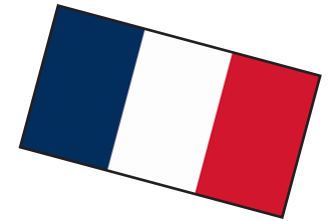
The staff and students at DHS love getting to interact and play with both Jane and Bo.

“I'm really excited to get to play with Jane,” said Fr. Anthony Hernandez.

Dogs like Jane and Bo can really impact people's lives by giving them a feeling of love and comfort. Students can feel calmed, relaxed, and positive when around these dogs, and in turn, the dogs feel loved and happy to be helping people. Animals truly can heal, and dogs like Jane have healing paws for everyone.



Bonjour America: catching up with out-bounder exchange student Joe Somrak



CORBIN MILLER
Reporter



High School is a time for students to try new things, learn about who they are as a person, and immerse themselves into real life experiences. While most students choose the traditional pathway of staying in high school for four years, a select few choose to embark on an exchange to a foreign country.

DHS Jr. Joe Somrak left for his exchange in France one week after school picked up from summer vacation in Durango. Going on exchange introduces students to new cultures and life experiences, while helping them transition to a life with more freedom.

“During my first week I was being rushed around doing things, going to my high school to fill out paperwork, getting a ‘coif’ (a fancy, french haircut), adapting to the time change, and also going to school, which was really scary,” said Somrak.

Somrak’s exchange is sponsored by Rotary International, an organization that organizes foreign exchanges, and arranged three families for him to stay with during his time in France. Living with different families allows him to experience multiple different views of the French culture. Similarly, Rotary exchange students in Durango also live with three different families to get the most out of their exchange.

Having several families during a students’ exchange can never replace the one they have back home, but the connections students will make with them last forever.

“With my host family, I have to adapt to their ways, respect their rules, and blend in almost everything with their schedule. It is very difficult to do this. However, it’s very rewarding when I do a good job of it. My [host] family has started to feel more and more like my family each day and it feels fantastic. I miss my family at home terribly and I have had quite a bit of homesickness thus far,” said Somrak.

A big impact that going on exchange has on students is its new, sometimes unfamiliar, language, along with adjusting to an entirely new culture. This can bring about a major culture shock to students like Somrak who become part of a new country.

“I’ve found that there are a ton of little [things] that make France different. The French really seem to pride themselves in their food and good health. I’m very impressed with how conscious they are about maintaining good health and eating healthy food,” said Somrak.

The language boundary that presents itself to students during exchange poses a major hurdle during their first few weeks. Having to adjust and learn the culture’s language, while trying to connect with other students and community, can be very challenging.

But exchange students don’t have to face the language boundary alone, because there are other exchange students who face the same challenges.

“I have met up with other exchange students in my Rotary district and we have a lot of fun together. We go to the movies, walk around town, and go shopping usually. The public transportation makes it easy to hang out with friends, and I seem to have closer bonds with other exchange kids because they are going through exactly what I’m going through,” said Somrak.

Engaging with many other students and the rest of the culture helps exchange students, like Somrak, quickly learn the language and adapt to the new culture.

“My progress with the language has increased so much. I am only 2 months in, and I can already understand about 50% of everything that’s said. Speaking is progressively becoming easier, and not once have I felt burnt out on learning the language and the culture,” said Somrak.

Somrak’s exchange has been filled with many exciting experiences, and many more to come. All his experiences are helping him prepare for the real world after high school.

“The amount of independence that I have been forced to practice thus far has taught me so much. I’m learning things first-hand that I never would’ve learned at DHS. The language, culture, social aspects, and most importantly - mental lessons - that I’m learning here, I believe will be extremely helpful for me during the rest of my life,” said Somrak.



Photos courtesy of Joe Somrak

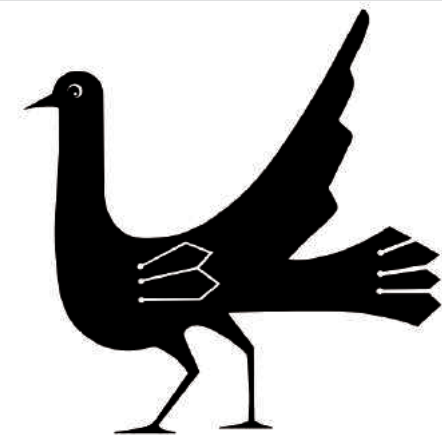


Relax,
we'll take care of
your yearbook photo.

But make sure you get your session
scheduled ASAP so we can meet the
deadline of **December 7th!**

Allison  Ragsdale
PHOTOGRAPHY

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DURANGO, COLORADO

9R considers block schedule for 2019-2020

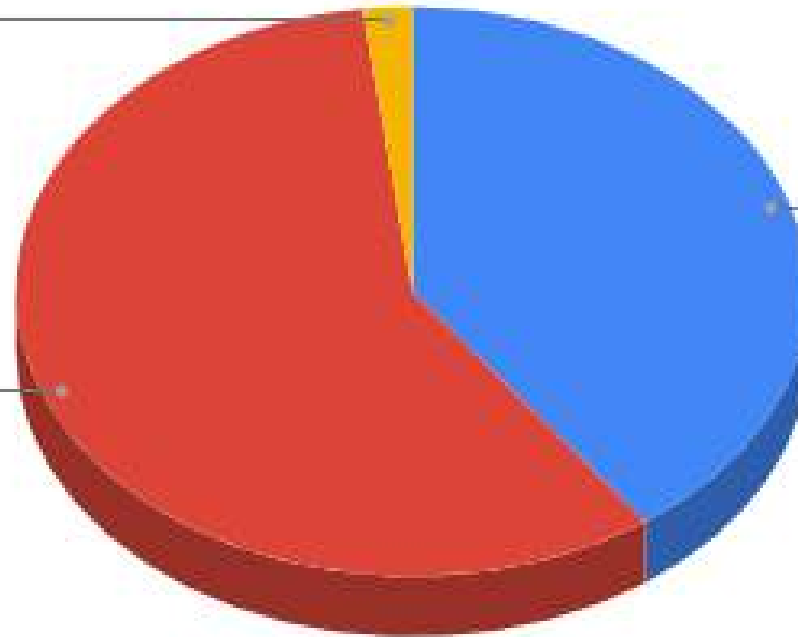
Students For and Against a Block Schedule

Unsure

2.0%

Against

58.0%



For

40.0%

JACK BREEZLEY
Reporter

Durango 9R has been considering a block schedule for a while, so what does it mean for students?

“A block schedule is a lengthened class period for chances to go more in depth in subjects,” said Robert Logan, DHS dean of instruction.

There are two types of block schedules - modified and traditional. Avoid asking questions as transitions if you can, “A modified block schedule would make it so you have each class at least four times a week compared to a traditional block at five days a week,” said Logan. These classes would also be 70 minutes compared to 90 minutes of a traditional block schedule.

Another type of a block schedule is a split block schedule; “You would take two core classes such as language arts and math, and within a 70 minute period split them into two separate classes,” said Logan. “You would then have this five days a week compared to four or three days a week.”

A traditional block schedule varies from a modified or split by a fair amount, although it does maintain some similar ideas.

“You could have three classes a day, those three classes being on Monday, Wednesday, and Friday. Then you have the other three classes Tuesday and Thursday. These would switch the next week,” said Logan.

However, there is a slight issue in this option, because it faces the issues of needing an even amount of total classes. This would mean that DHS would have to add or remove a class for all students.

Students would either lose an elective or gain an elective. It completely depends on what students want - less periods for longer lengths, or more periods for shorter lengths. As of now at DHS, there are seven 50 minute periods in a day.

Eric Dang, a sophomore at DHS, says he doesn’t support a block schedule. “It will take more attention for a nearly doubled amount of time and students must stay engaged to learn.” This is a concern of many students around the school because 50 minutes is already long enough.

“We, as students, would get bored in class,” said Dang. structure their class in a way that students don’t get bored, but it’s also the responsibility of the students to pay attention.

A recent poll by El Diablo suggests that 40% of students are for a block schedule, while 58% are against and 2% unsure. No matter the students’ preferences, this would not be implemented for at least two years.

“It takes 7-8 months for the School Board to have registration for the following year, so imagine how long it would take for a block schedule to be put in place,” Logan said. We will not have a block next year, or likely the following year, but the thought is always a possibility.

Sound the alarm: *Why does DHS have so many fire drills?*

EMILY FIALA
Reporter

There were over 200 fires in schools in the state of Colorado during the 2017 school year, according to Kathy Morris, the security and safety coordinator of DHS. While fires can have devastating consequences, in today's climate it is equally important to practice other types of protective drills.

As a state-funded public school, DHS is required under the National Fire Protection Association (NFPA) to conduct a fire drill in the first ten days of the school year, and then once every 30 days after that. This rule has been instituted for over 15 years, and as of right now, is unlikely to change for some time.

"We're trying to get the fire codes up at the state-level for all schools in Colorado to be more lenient about it, and they aren't yet," said Morris.

Most students have a firm grasp on what to do during a fire situation, yet in lockdown drills, which are more unfamiliar and stressful scenarios, students may not know how to react as well because of the imbalance of practice between fire and lockdown drills.

"There's a lot of fear and anxiety in lockdowns. Students might not always be in their executive brain thinking clearly, and instead it's more about panic. That fear process prohibits... what you need to do in an emergency," said Morris.

There have been over 215,000 victims from gun violence at schools since the Columbine shooting, which occurred in April of 1999, according to the Washington Post. As of 2018, there has been an average of at least one school shooting per week.

"We probably should be doing more lockdowns. Why can't we do a fire drill one month and a lockdown drill the next month? Why not do two drills a month, one fire and one lockdown?" said Morris.

Even though right now there aren't many lockdown drills, the district is trying to add improvements to the fire drills so that they seem more realistic and effective.

"We've thought of changing it up a little, maybe blocking an exit or moving the evacuation place over to the fairgrounds during a fire drill to give the fire drill a little more life and to be more creative," said Morris.

Having real-life fire scenarios like these can help students stop and really think about these kind of situations. The administration wants the students to fully understand what's going on during an incident and execute a responsible plan that will ensure the safety of the student.

"We're trying to teach K-12 students and staff on what to do if there isn't a fire or fire drill, but the fire alarm goes off. We want you guys to stop and think, wait for communication, and be ready to go if it's real," said Morris.

Staff at DHS think that the administration is doing a good job at making sure students and staff are safe always in every situation.

"I have a lot of confidence in our district. They put in a lot of resources towards studying school safety. I do feel that people have been very mindful and give great attention to details around how do we, to the best of our abilities, keep students safe in this building," said Tara Haller, a math teacher who has been teaching at DHS for over 20 years.

Some students, on the other hand, think more opposite views.

"I think that a real life lockdown is more likely to happen than a massive fire. Just look at the past, serious lockdowns happen more often. I think practicing those more would be more beneficial," said Fr. Tommy Pope.

All drills are important, whether it's a fire drill, lockdown drill, shelter, etc. All drills are conducted to make sure students and staff are safe inside the building always, no matter what the situation. In the future, however, it seems that having a more equal balance between all drills would be more beneficial to the school body, and it would certainly provide more stability to those affected by such incidents.



BRYN VALDEZ
Sports Head

AP Accessibility: *When it comes to Advanced Placement, one size doesn't fit all*



Bryn Valdez

AP students work hard to understand the material necessary to pass the AP exam creeping up in May 2019.

“The standards of ‘goodness’ which are generally recognized by public opinion are not those which are calculated to make the world a happier place. This is due to a variety of causes, of which the chief is tradition, and the next most powerful is the unjust power of dominant classes.”

-Author Bertrand Russell

By now, nearly every student, teacher, and administrator knows Durango High School’s mission: to become the top public high school in Colorado. However, very few of these people know what practices are being put in place to achieve this goal.

“We’ve been increasing our number of AP offerings and access for kids, and then also trying to be very intentional with where we place those, so it gives kids a chance to ease into them,” said DHS principal Jonathan Hoerl.

The goal of making Advanced Placement, or AP classes, more accessible is to ensure that all students, including those who wouldn’t typically be drawn to these courses, are being challenged to the furthest of their academic ability, “We would love for our AP classes to be similar to the demographics of the school. We don’t want it to be exclusive or something that kids don’t feel they have access to,” said Hoerl.

However, a question has arisen- is it always the best choice for students to take an AP course? Although it is effective in theory, many busy students struggle to compete with the course load or have time to do work outside of class.

“It’s very difficult to come into a high school environment where you don’t get told what to do every day and you have to figure it out, which is very different,” said Fr. Jenni Saldana.

With that said, motivation isn’t the only thing that affects one’s ability to be successful. The fact is that many students simply lack the resources and support to match their inclination to challenge themselves.

“They might not have a good setting to do homework, or not have the background skills or knowledge because they lagged behind in middle or elementary School,” said AP teacher Todd Jolley. Often times, this situation leads to students missing work, thus falling increasingly more behind in class.

This puts teachers in a difficult position, adding additional stress to those who genuinely want to see their students succeed. “It’s harder from a counseling side, and a teacher side, to include more students who struggle with that kind of rigor,” said Jolley.

Yet, there are potentially more than two options for students who find themselves in this kind of situation.

“I think we should have an inclusion section for students where it’s differentiated from the get-go, where they’re offered extra supports, study sessions, and guides for the reading. We would cut a lot of the content itself but focus on the same exact writing skills,” said Jolley. Modeled after other schools who have implemented this ideology, this option would build the constructive habits an AP is designed for, while also accommodating busy personal lives.

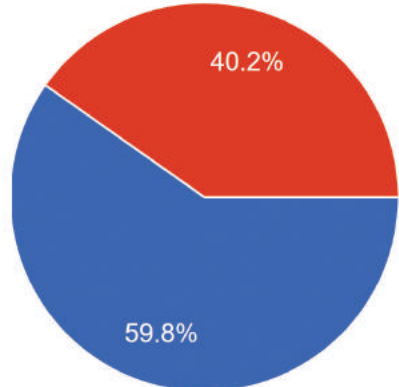
“I feel like a lot of kids avoid AP because they’re afraid of the amount of work, but if we had this, they might prefer it and it could help them more,” said Saldana. As they are constantly looking for new ways to better serve the students, this type of input is highly valued among administrators.

Without new ideas being proposed, they are likely to assume that this system is working smoothly, “The big piece for us is trying to find out if there are kids that we’re missing, kids that should have this opportunity and are choosing not to because they don’t think they can be successful,” said Hoerl.

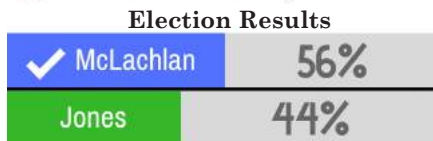
It is easy to get wrapped up in the big picture of AP enrollment, but that number starts with each individual student, “I feel like we sometimes care too much about how we look compared to other schools, instead of taking into consideration how the students feel, which is big deal because we’re the ones that are going to make this school better,” said Saldana.

In the end, AP courses are daunting and aren’t always initially the best option. If the goal really is to have every student enrolled in at least one AP, then it’s time to start expanding our options.

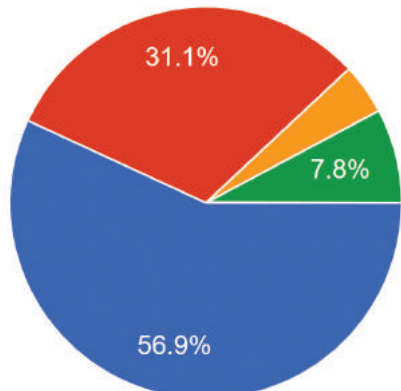
District 59 State Representative
Student Results



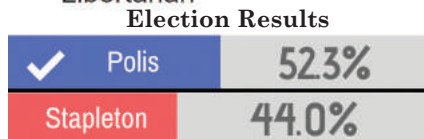
- Barbara McLachlan Democratic
- Paul Jones Independent



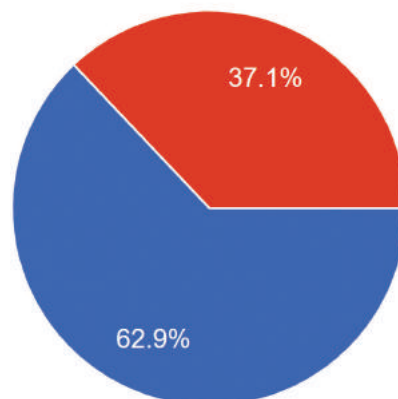
Governor
Student Results



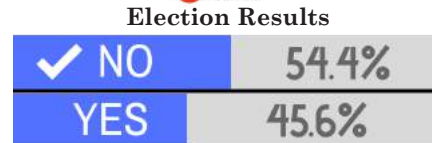
- Jared Polis/Dianne Primavera Democratic
- Walker Stapleton/Lang Sias Republican
- Bill Hammons/Eric Bodenstab Unity
- Scott Helker/Michele Poague Libertarian



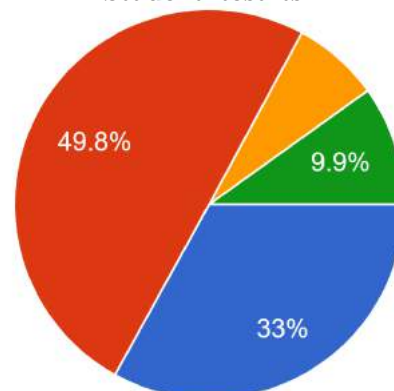
Amendment 73
Student Results



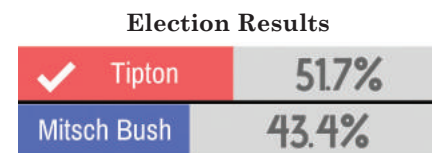
- Yes
- No



Colorado District 3
House of Representatives
Student Results



- Scott R. Tipton Republican
- Diane Mitsch Bush Democratic
- Gaylon Kent Libertarian
- Mary M. Malarsie (signed a 3-term limit pledge) Independent



2018 Midterm Elections: *Student body vs. Colorado vote*

The midterm elections in early November had outcome of some of the topics in the election could have affected the school's budget and the treatment of teachers at DHS and other schools in Colorado.

MARGAUX NEWBY
Reporter

You may have also seen posters or posts on social media about people encouraging others to "get out and vote [in the midterm elections]." A "get out and vote" rally took place on Saturday, Oct. thirteenth at Buckley Park, which was organized by Indivisible, a local activist group who organizes rallies and protests for liberal rights.

HALEIGH HARPER
Reporter

A way to get involved in the community is to join Indivisible. Indivisible holds protests and rallies in Durango to protest their views. Anyone from the community can join, and it is free to join.

"If we don't participate then we don't have a democracy," said local activist Jacob Fillion, who is involved with Indivisible. "It is taking part in elections, taking part in the campaigns that lead up to election and staying engaged and educated," said Fillion.

In America, eighteen to twenty nine year olds have always had the lowest voting turnout and are one of the biggest populations in the U.S. today. Students have to be at least sixteen to register to vote in Colorado. "The more young people vote, I think the bigger impact you'll have," said DHS government teacher, David Weisfeldt. "I hope for a snowball effect where people see the power of the youth vote."

Over the past few years, voter participation has reached a minimum. Only 13% of 18-24 year olds vote. "I'm... thinking of children who politically don't get to vote but I think everybody in this country needs to be heard because we are only going to be as strong a country as the people are struggling the most," said Teachers' Union Member and E.L.L teacher Elizabeth Dillman.

"Even if we don't have an equal amount of money, we should have an equal amount of voice, that's my philosophy," said Dillman.

The most pressing issue that was in the Colorado ballot that would have affected schools and students is Amendment 73, which dealt with establishing tax brackets and raising taxes to fund education. "Freshmen and sophomores might see changes while they're still in high school," said Weisfeldt. "Students will find relevance in a lot of the ballot questions this year."

In the midterm election turnout, Amendment 73 did not pass by 54.44%. "Our funding is I believe for people somewhere around 47th or 48th in the country," said Dillman.

One of the most important things in the ballot was the governor's race. Either democrat, Jared Polis, or republican, Walker Stapleton, would replace John Hickenlooper to be governor of Colorado. "That's sort of a new face that leads our state," said Weisfeldt. Jared Polis ended up winning by 52.3%.

A good way for teachers to get involved is to look into the Teachers' union. The Teachers' Union is a group that teachers can join to defend their rights. "Teachers rights are, I suppose, are just as important as anyone in the US," said Dillman. "It's nice to have the Teachers Association because I can do things like advocate for my students, and if someone disagrees with my politics, I feel like I have support from the association so I can do my job the way I think I need to," said Dillman.

America is getting more and more progressive and diverse with the people who are elected in government as seen from the election of Polis, the first openly gay governor, along with numerous women of color and diverse religious backgrounds. The midterm elections brought about a progressive wave, both in Colorado and the US as a whole, yet policy concerning Colorado's schools still has a long way to go.

GIVE US A BREAK!

Upperclassmen beg for a weekend off of homework

HAVENS WEBSTER
Reporter

College applications, AP classes, homework, etc. is what most upperclassmen face. The weekends are the only thing that keeps students going through the rigorous school week. Weekends are for friends, fun, activities, and rest. Who would want to think about school on the two days a week students get a mental break.

"I'm taking 3 AP's this year...AP environmental science, AP computer science principles, and AP calculus BC. On the weekend, I spend 4 hours working on regular homework, and since it's application season I have about 4 hours of that, too," said Sr. Jessica Fiala.

Sr. Jessica Fiala spends about 2.5 hours per night on homework, and she is also apart of extracurriculars that take up a lot of her time, including NAHS and Yarn Demons, NHS, Link, Computer Programming club, and Knowledge Bowl. With all this going on, the weekends are something that all students looks forward to.

Applications are very stressful for students to work on and they consume the majority of many students' time. The DHS program encourages all students to send applications to multiple colleges for a higher acceptance rate and it lets the students have a broader choice.

Jr. Emma Hallin is in dance rehearsals Monday through Thursday And on Saturday until 7 or 8 at night and she is apart of NHS. She has about 1-2 hours of homework per night which is very hard to cram in after she is tired from dance. Both Emma and Jessica say that all of their anxiety comes from school, even though they are involved in many other things school is the hardest and most work of all.

"I am taking 3 AP classes this year, AP physics, AP chemistry, and AP calculus. It varies from weekend to weekend but I usually have the same amount of homework on weekends that I do on weekdays," said Hallin.

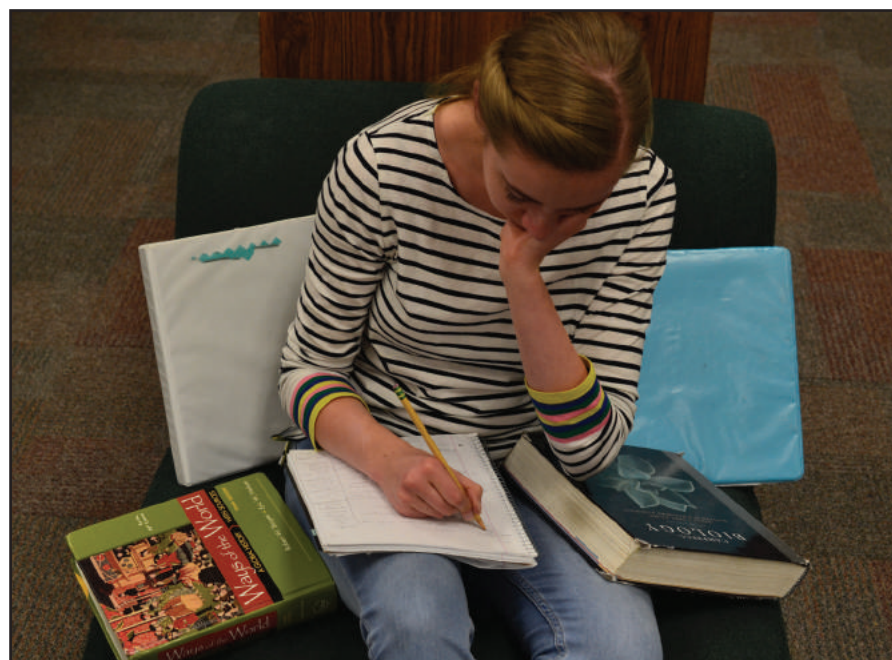
Most students find that they are more productive during the week but they can all agree that they are thinking about the weekend most of the time too. Weekend homework is often more challenging, and asking for help is more difficult when contact with the teacher is limited.

"I assign less than an hours worth of homework per week in Modern U.S. History, it depends on how students use their class time," said Mr. Cash, the AP World History and Modern U.S. History teacher.

Mr. Cash assigns a relatively light workload for his students, if they utilize their time in class, but other AP classes have consistent weekend homework. Most homework is consistent reading or writing, but weekend homework can come from studying for a test, unfinished work, or work assigned for the students further understanding of a subject studying that week.

"Teachers collaborating on how much homework to be assigned has been attempted before, but never went through," said Mr. Cash.

Every student has a different schedule so teachers never know how much homework they already have.



Seasonal specials: local restaurants offer festive food options

In Durango, the holiday season brings with it a plethora of festive events, winter activities, and, above all, delicious treats. As such an active travel destination for snow-seeking tourists in the winter months, it is not surprising that a large part of Durango's culture and activity during this season is centered around holiday-themed fun. One way that local businesses participate in this influx of consumers is by offering special holiday treats.



Photo by Rush Webster

"My personal favorite thing that we says Lopez.

Make sure to check out the one of the events that Cyprus Cafe hosts this season. Throughout the Christmas season they will be several occasions that customers are sure to enjoy.

CYPRUS CAFE

When you're in the mood for a wholesome, farm-fresh meal, head over to Second Avenue, where you'll find Cyprus Cafe, a locally sourced Mediterranean eatery offering a delectable collection of comfort foods using locally sourced produce prepared with a seasonal flair.

"We will be making butternut squash with garbanzo beans, roasted red peppers, and arugula, also there's a grilled salmon with harissa oil and homemade yogurt drizzle," says chef Eric Lopez.

If you have trouble deciding, then perhaps take the chef's recommendation.

make is the brown butter sage ravioli,"



Photo by Rush Webster

"We are going to be offering some mini loaves, specialty cookies, and we have some specialty drinks like peppermint mochas." says owner Carrie Hladik, "My personal favorite is our pumpkin bread with dark chocolate and raisins."

However, the Smiley Cafe doesn't exclusively make sweets, you can also find a selection of harder foods to satisfy your other holiday cravings.

"We are making a couple soups as well, like our pumpkin soup; we're trying to make more Thanksgiving themed foods." says Hladik.

So head over to the Smiley Cafe for some wholesome holiday delights!

SMILEY CAFE

If you're looking for a warm drink to lift your spirits during the cold winter months, perhaps head over to the Smiley Cafe, where you can find a delicious variety of holiday drinks, baked goods, and more. Their specialty items will enliven your spirits and your holiday cheer.

ANIMAS CHOCOLATE COMPANY

Sitting right on Main Street is an entirely Durango-based eatery where everyone can find something to satisfy their sweet tooth. Animas Chocolate Company is offering a mouth-watering selection of Christmas-themed chocolates, drinks, and various treats to help ignite the Christmas spirit in all of us.

"The chocolate business is very busy during the holiday season, and we like to embrace that and make some different products that are relevant to the season and get people in the mood," says owner Carley Snider.

The seasonally inflated demand for their products from both local and

foreign customers certainly inspires Animas Chocolate Co. to create an impressively enticing menu with a wide variety of both classic and unique items that will appeal to all lovers of chocolate.

"My personal favorite is the peppermint bark, we sell a lot of [it], and it's my favorite thing to snack on during the holiday season. [We're also] doing some really cute Christmas lollipops that look like snowmen and snowflakes" says Snider.

Also offered is a collection of timeless holiday-themed beverages.

"We sell a mix for the hot chocolate offered in store along with some great



Photo by Rush Webster

mochas ... the 'Minor's Express' is a really popular item during the holidays." says Snider.

In terms of seasonal packages, make sure to check them out during special Christmas events like Noel Night when they will be offering some special deals as well as various gift baskets and item assortments.



Owning Up:

sexism in high school sports?

CHLOE RAGSDALE
Lifestyle Editor

Photo Courtesy of Paul Knight

For girls, sports have never been as accessible or as easy to join as it has been for boys. It wasn't until 1972 that girls could legally play high school sports, where they were protected under Title IX legislation, and a distinct increase in female athletes didn't show itself until the 1990's. Even today, gender disparities still arise in high school sports, Durango High School not excluded, and are commonly displayed through the controversial issue of girls' uniforms.

"Title IX doesn't say equal, it says equitable. Equal means the exact same, equitable means you have to show the rationales to why it is comparable," comments Durango High School's Athletic Director, Mr. Adam Bright.

The very foundation of the difference between equal and equitable may justify why girls' uniforms and their treatment in high school sports are so contrasting to their male counterparts, due to the fact that girls and boys must be treated differently because they are different.

This imbalance between girls and boys is a rising issue this year at Durango High School, with the debate of shirts on, or shirts off. Girls, who generally prefer running in just sports bras, are strictly prohibited from taking off their shirts on school property. Yet boys, who are also banned from taking their shirts off, seem to find loopholes in the policy.

In the case of the football team, athletes are often seen taking off their shirts whenever and wherever they want. Similarly, cross country boys cheat the system by cutting their shirts, leaving only two thin strips of fabric on the front and back of their chests, barely covering the areas that girls would be reprimanded for, even with sports bras on. Both football Coach David Vogt and cross country Coach Kenneth Flint declined to comment on this behavior within their teams.

Yet, this rule is seemingly detrimental to athletes, as running without a shirt ultimately benefits both boys and girls in terms of staying cool and becoming more aerodynamic.

"The expectation is that our coaches require their athletes to stay in dress code. Athletics is just a continuation of what we see in the classroom," says Mr. Bright, providing an answer to the seemingly detrimental shirtless policy on school property.

Some may argue that the shirtless policy is enforced in order to prevent male athletes from being distracted by girls running with their shirts off, which relates back to the very core of sexism. Why should girls alone

have to impede their comfortability in order to provide a more convenient environment for their male counterparts?

Others insist that the shirt-on policy is to protect females, due to the fact that bystanders occasionally feel the need to verbalize inappropriate comments towards them, whether it's from the football team or from off-campus observers. Girls should not be the ones to compromise in this situation simply because of how their dress affects the men around them. Instead, we should be focusing on the more effective solution of changing the hyper-sexualization of women's bodies.

Girl's volleyball and tennis uniforms are also prime examples of how the practicality of outfits differ based on gender.

"If you look at lots of the greats throughout women's tennis, many of them have pushed civil rights boundaries through fashion," comments girl's tennis coach Daniella Phillis, arguing that in the case of tennis, uniforms have empowered women based on their difference to men's uniforms.

However, some argue whether or not these uniforms are designed to enhance a girl's playing ability or to sexualize the sport itself.

"I want them to recognize that no matter what they are competing in, it (the sport) is important and valuable," says Coach Colleen Vogt, emphasizing that a woman's uniform for her sport should only be to strengthen her own abilities, and that the game itself should be enough to please the audience.

With such a pressing issue rising throughout high schools across the coun-

try, it may seem impossible to reverse the primal and omnipresent effects that sexism has had on women's sports. Nonetheless, girls can make a difference, no matter their age or standing.

"So know that if it's brought to my attention and I'm there and it's something that I can act on, I'm going to act on it right then. But I can't be omnipresent," says Mr. Bright. He also outlines the need for coaches at Durango High School to more heavily enforce and police the actions of all their athletes to make sure that they are following the policies.

The most effective response to sexism in high school sports is to express your concerns to your coaches and athletic directors, such as Mr. Bright who, as authorities in the high school setting, will be able to make the most change occur without being reprimanded for rebellion. Women's sports are just as prominent and intriguing as men's sports and deserve to be treated as such no matter what one's uniform may be.

“boys, who are also banned from taking their shirts off, seem to find loopholes in the policy”

Football Recap:

Seniors sign off on challenging season



Photos Courtesy of Durango Family Photography

GEORGIA MYNATT
Reporter

The 2018-19 football season has so far been one to remember. Early mornings, late nights, strenuous training, and consistent hard work are just a few things that have gone into this Durango High School football season. Every individual player has sacrificed so much for the success of the team and has so much passion for the sport. The boys fought hard at state playoffs, ultimately falling 40-0 to Eerie.

Football is more than just a game at DHS. It's something that brings students together, teaches life lessons and prepares kids for their future. The seniors on the team are starting to reflect on what the game means to them.

"To me, football is more than just a sport, it is what inspires me to never give up on something you care about. Football is the reason I never quit what I've already started," said Sr. and wide-receiver Alex Hise.

This is Hise's last year playing for the Demons. Hise has incredible speed and is essential to the Demon offense.

As a sophomore, Gage Mestas has also done some reflecting on the lessons he's learned from football. His understanding of the game goes beyond tactics and skill.

"You can't only think of yourself when you play football. I always tell myself: play for the name on the front of the shirt and they'll remember the one on back," said Mestas.

In the past, Gage has played in the shadow of his older brother, Gavin Mestas. However, now that Gavin has graduated, Gage has an opportunity to reach his full potential. Being one of the younger players on the team, he has already had an unforgettable season with 25 catches, four touchdowns, and 244 receiving yards.

David Vogt, the Demons head coach, has a lot of faith in this year's team. He has high hopes for the playoffs and believes this team has something special.

"The athleticism on this team is crazy and the dedication and work ethic these kids have is outstanding," said Vogt. DHS has exceptional athletes that will go on to do big things in their future. However, having those special qualities does not come easy. Players endure a very demanding training schedule; they are at school by 7:40am to lift weights, practice from 3:30 to 6:15 afterschool four days a week, and they watch film every

Saturday and sometimes before practice.

"The training schedule is pretty hard but honestly I don't really mind it. I know that if I want to be good, I need to do it," said So. Jordan Woolverton.

Woolverton is the quarterback for the Demons and has had a remarkable season so far with eight passing touchdowns, five rushing yards, and throwing an astonishing 1,250 yards overall. Football is a huge part of his life and he is set on pursuing it in the future.

The Demons currently hold a record of six wins and five losses. Their season has already been filled with heartbreaking losses and sweet victories. The arch rival game between Durango and Bayfield was definitely a crowd favorite. The Demons were victorious, winning 32-16 and broke Bayfields school record streak of 16 consecutive wins, making the game particularly exciting.

"Our hardest competition this year in just our normal league has been Montrose. They are very well rounded and have a stud receiver that we just can't stop," said Vogt.

Montrose is ranked number 5 in 5A. The Demons knew that when they made it to the playoffs, they would face many teams at the same level as Montrose, or even better. Durango needed to stay focused and driven in order to beat these talented teams.

The Demon season came to an end Saturday the 10th as they lost 40-0 to Eerie.



What's in a coach? *behind the scenes with assistant coaches*

STEVIE CAMERON
Reporter

Photo Courtesy of Alice Baker

Durango High School student athletes consistently look to their coaches and teachers as role models and for guidance. However, it is not typically taken into account how much assistant coaches impact student athletes and how they must handle the difficulties the jobs pose.

Almost every team at DHS has one or more assistant coaches who are as important to the team as the head coaches or even the athletes themselves. The roles of assistant coaches may be somewhat different from the head coach, however it is just as significant to the success of the team.

"The assistant coach's role is to help new swimmers with technique and form, help bring the team together, and contribute to the productivity of the team," said Sr. Kylie Behn.

Kylie is a participant of the swim and dive team. Her assistant coach, Brooke Kniffin, helps with not only the swim team but also the dive team.

So, Lilly Tichi, who runs cross country, nordic skis in the winter, and plays golf in the spring, is grateful for the multiple assistant coaches she has gotten to know and how they have supported the team.

"They make it easier for us to get our feelings out instead of going straight to the head coach. Especially with a large team they make it more manageable, making sure athletes are on the right track, and meeting their goals," said Tichi.

Sometimes it can be intimidating to be upfront with a head coach, but that it is much easier to relate and talk to an assistant coach. The assistant coaches can help to translate the issues an individual athlete may be having to the coach in a way that can be constructive for the whole team.

"They are an extension of you. You can't see it all, you don't know it all, so having another person's input is always a plus," said Coach Alan Batiste, a teacher as well as the head coach of the boys basketball team.

He says that it helps out to have someone who shares your devotion to the team bring new ideas and opinions to the table and that it can really motivate the team. Batiste explains how quality assistant coaches can create a new depth to the coach-athlete relationships by interacting with athletes in different ways.

Assistant coaches, however, are hard to find in Durango and often have more they have to focus on such as family, another job, and their personal lives. For example, Alice Baker, assistant coach on the cross country team, has a full time job at a public relations agency. She says that though coaching is one of her biggest passions, it's necessary to have balance between coaching and her job.

"Sometimes it feels like there's not enough hours in the day but I'm lucky that my job is supportive of coaching," said Baker.

She says that she often needs to adjust her schedule and prioritize one over the other and that it's especially important to be flexible.

Brett Wilson, a past coach and a current Spanish teacher at DHS emphasized his love for coaching high school students and views it as part of his calling as a teacher.

"I loved seeing how kids bonded and grew together sometimes profoundly in a short amount of time," said Wilson.

However, the coaching season was extremely busy and it became more challenging to be a supportive to the team and his own family at the same time.

"I just didn't sleep as much during season because the amount of tasks didn't really

go down while in season so I spent a lot more time away from home," said Wilson. He gave a perspective on how the amount he had to accomplish was a heavy load when balancing family, work, and coaching. Nonetheless, he put dedication into each, as many assistant coaches must do.

Batiste explains that devotion is one of the key qualities he looks for in assistant coaches.

"They've got to fit into the team's family. One of the biggest things are being straightforward and 100% devoted to the kids," said Batiste.

Despite these challenges, assistant coaches manage to create a lasting impact on student athletes and their level of care should be appreciated.

"They are going out of their way to be there for us, and they make it fun," said Tichi.



Sports Psychology on the Rise

MO MURRAY
Sports Editor

Although they work behind the scenes and are often not considered one of the more essential components of a sports team, sports psychologists have become an integral part of most professional coaching staffs over the past 10 years. Some are now suggesting, with the ever-increasing number of student athletes, that sports psychology be integrated into high schools everywhere. According to the American Psychological Association, these professionals use “psychological knowledge and skills to address optimal performance and well-being of athletes, and systemic issues associated with sports settings and organizations.”

Most student athletes could readily cite sources of stress that participating in sport(s) brings. From conflict with teammates to exhausting workout regimes and anxiety of losing status, there are a lot of sources of conflict outside of athletics that can interfere with performance abilities. Sports psychologists work to not only relieve these sources of stress, but create more positive mindsets that will prevent overexhaustion, and conflict in the future.

According to the US National Library of Medicine, there are an estimated 45 million child and adolescent participants in youth sports. Specialization in a sport is becoming more and more popular at increasingly younger ages; most young athletes are choosing to participate in a single sport year round with scarce breaks. What most don't recognize, is that left unmonitored, this process increases the risk of isolation, injuries, burn-out, and lifelong psychosocial issues for these student athletes.

Although it is part of a coach's responsibility to look out for the well being of their athletes, most would rather focus on hard practices and winning. Having a sports psychologist dedicated to the well being of the athletes outside of physical ability throughout their participation in a sport would not only benefit the athletes, it would free the coach to focus on strategy and winning. In addition, a sports psychologist would be able to offer help for those who feel unprepared or pressured in a sport; through more personal conversations, allowing athletes who are overworked and overwhelmed to be honest about how it is affecting their lives. An assessment of each student athlete's sport readiness should be performed to determine if they are physically and psychologically prepared for the level of competition they want to participate in. It has been proven that a large gap between preparedness and skill demand can have severely negative consequences.

Too many student athletes are unable to cope with or be honest about feeling overworked, especially in a society that constantly demands more from teens. From teaching athletes to channel their fear while flying through the air on skis, to studying the effects of social media on the athletic world, and guiding leadership skills; sports psychology deserves a place in the modern day student athletic programs.

**45 Million
Adolescents
Participating in
Sports**

US National Library of Medicine

**30-35% of
Student Athletes
Reported Feeling
Burnt Out**

Ohio University

**2.6 Million
Yearly ER Sports
Injuries**

Ohio University

Golf Recap: *unFOREgettable* *moments*

MIA WHISTLER
Reporter

Photo Courtesy of Anthony Flint



This fall season was a busy one for the boys golf team. There were many changes for the players, including new players and competition. Along with having a great fun season the boys had a couple surprises along the way.

"I was surprised that the majority of the qualifiers for state were freshman," said Jr. Ethan Whidden.

This came as a shock to Whidden, in all his years playing for the DHS team, he has never seen freshman be this competitive. Anthony Flint, a freshman that made the

state team was surprised at how the season played out. He met a lot of new people and made good connections with all them. The team aspect of the season completely changed his mindset. From just playing to win, to playing to win and be with new friends.

"I wasn't expecting that we would all become such good friends and enjoy being around each other as much," said Fr. Anthony Flint.

All the team members and the coach talk about how the team was more than just that.

"The boys seem to actually enjoy being around each other, even outside of golf too." said head coach Kirk Rawles.

Since the the team seemed to come together they were also able to have some fun memories together. The team had the chance to really bond and get to know each other, which was new for a lot of the previous players. The team agrees that their memories will last forever.

"The most memorable time was the first day at state, all the qualifiers did really well, and after, we went and had so much fun," said Whidden.

The team was incredibly strong this year, but some think that it could be even better next year. They look forward to playing their best in years to come.

"I mean, this year was great, but next year I'll be a senior and so there is a lot of room for the team to grow, the freshman this year will be even stronger and new players coming in should add a lot," said Whidden. The coach also had some things to say about the season from his point of view.

"This season was definitely strong for us, but we have a lot of room to improve," said the head coach Kirk Rawles.

The coach had a great time coaching his team, even though some of the results weren't up to his quota he couldn't be happier with how it turned out in the end.

Despite the boys having a great season, there were some things that they wish they could change - teamwise and individually. They reflect of the one thing out of their season they would go back and fix.

For Ethan, it wasn't just playing that was disappointing for him.

"I wish that some of the older players had done better, because even though we all did good it was weird to not be with the people I play with, and it put me in a different mindset," said Whidden.

Even though there were some disappointments, at the end, the boys recall the highlights of their season. In the most part the season was a fun and new experience for a lot of them, and for the older players it was fun to play alongside friends in some of their last days.

"The highlight of my season was playing alongside my friends Luke Ford and Sten Joyner, also watching Levi win our very first tournament," said Whidden. For the coach it wasn't only the skills of the players, but the players becoming more than a team.

"My highlight was watching the boys just continue to grow, and come together as a team. I've never seen a team get along so well," said Rawles.

The boys golf team had a successful season in more ways than one. Whether it was achieving their goals or just having a good time, they managed to make the best out of every moment and continue to love the sport.

"I love to play golf because it just takes my mind off everything, all I have to do is focus on myself and it just relaxes me and gets rid of my stress," said Whidden.

Ethan has been playing for his first three years and doesn't plan on stopping there, playing senior year and in college is a goal for him. The same goes for Flint who is new to DHS golf, but has been loving the sport for a long time.

"I definitely plan on pursuing golf in the future, it has always been a rock for me, whether I am competing or just playing around, it's something I cherish," said Flint. The coach agrees, and that goes for the whole team.

"I hope all these boys continue to play and lift each other up, the potential in them is so great and strong," Rawles said.



Life of a Sports Fan



Bekah Moening
Sports Editor

When you're involved in a sport, you have to watch what you eat. Eating things that prepare you to perform at your highest potential, while also feeling good, is essential. Here is a helpful guide to help you figure out what the best fuel is to put into your body before games, races, and matches while in season.

Nerves before a big game or race are something most

athletes have felt. You are jittery, your stomach is in a knot, and for many people, the last thing they want to do is eat. However, that is counterproductive to your performance. Athletes crave energy and eating the best kinds of food will always help achieve that.

Here are some snacks to keep in mind if you struggle with eating under pressure:

Do's

Bananas: If you can't stomach a five-course meal, bananas are a go-to, because they are full of carbohydrates. They also have a reasonable amount of sugar, and won't add to the nerves you may already be experiencing.

Hummus on Wheat Crackers: This snack provides a lot of protein and fibers, and it is more filling if that is what you're looking for.

Granola Bars: I think this snack goes without saying, but granola bars are high in B vitamins and often, iron, which is a crucial asset to athletes.

Any vegetable: Things like carrots and celery are always good for pre-race and pre-game snacks.

Peanut Butter: Peanut butter is a really great source of protein and it is easy to get into your body if needed. You can eat it on its own if that is easier, or with **vegetables, rice cakes, crackers.**

Caffeine: This is mainly for runners, but caffeine is always good before an endurance race. It usually goes best with things like cliff bars or some other granola bar.

Don'ts

Dairy- Many times, dairy tends to make you a bit sluggish, which is not what you want before a big game. It also can make your stomach feel more acidic, and nobody likes burping while working out.

Fatty foods- Things like hamburgers and the typical junk food is most times never good before games and races.

Avoid spicy foods at all cost!

Mental illness debate:

“Everyone, at some point in their life, has demonstrated a degree of symptoms of a mental illness. In this sense, it is incredibly easy to tell yourself you are mentally ill.”

JACK SLUIS
Reporter

With the ever increasing prevalence of mental illness in modern US society, it is beneficial to reflect on how this came to be. As stated by Sean Hembree, DHS social-emotional counselor, “we have arrived in a stage of awkward discovery, [from a period of severe misunderstanding] in which mental illness is less stigmatized and more incorporated into society, as seen in pop culture in such things as movies and literature.” From this, psychologists and mental health professionals are first studying the actual properties of mental illness, slowly transitioning mental illness into our modern day understanding. People have begun to realize mental health’s growing prevalence, and, as is the nature of a progressive culture, unintended consequences have arrived.

With the increasing recognition of mental illness, it is beneficial to address it in a more mainstream fashion. This facilitates more help to those who truly desire it, however, it also leads to a larger potential for it to be abused/misrepresented. For example ADHD diagnoses increased by 1.7 million since 2003, according to the Center for Disease Control and Prevention. Part of this increase, I believe, is because mental illness is “idolized” by specific persons, in which they manipulate mental illness as an ends of getting more attention.

“[Mental health’s portrayal] concerns me, as [someone abusing mental health’s reputation] is, most importantly a cry for help, but it is still fairly malicious, as it leads to less credibility towards mental illness,” said Hembree. If a person falsely claims mental illness, those who truly attempt to seek help are placed at a disadvantage, as their claims could easily be seen as deceitful, and are then not given the respect they deserve. False claims irreplaceably damages both the person claiming it and anyone else seeking the possibility of help.

This manipulation leaves even greater possibility of becoming mentally ill. Everyone, at some point in their life, has demonstrated a degree of symptoms of a mental illness. In this sense, it is incredibly easy to tell yourself you are mentally ill. A study by Harvard Medical School administered antidepressants alongside placebo (fake) pills. The result showed that “82% of the drug response [by antidepressants] was duplicated by the placebo.” From this study, the brain’s ability to convince itself of certain ideas is proven to be remarkable. In other words, if one is able to convince themselves of mental illness - surprise, surprise - they become mentally ill!

Mental illness doesn’t have to be treated as some illicit force governing the social interactions of our daily lives, nor a meaningless excuse for self-pity. It is our moral obligation as a society of compassionate humans dependant on the idea of self betterment to aid those who need help, and to validate those who strive off of attention. We as a people don’t have to find methods to manipulate the social system at every given turn and twist. Context towards every situation of duress should be sought, and once achieved, we should move toward resolution. To persist in a society dependent on lies for achievement is to associate ourselves with the lack of progression and hope. Humans and, more specifically, humanity, are incredibly fragile, running only on effort. Effort to maybe help an old woman cross the street, or not make someone want to strangle you. Effort to simply do something, as pointless as it may seem in hindsight, is what allows for the perpetuation of society as a whole. We may only make of the world what standards we hold ourselves to, whether that be socially, physically, or psychologically.



dillusion or disease?

“People need to start treating depression like a serious disease, so people don’t have to keep losing the fight.”

VIOLET WHITE
Reporter



Most people I’ve met in my life believe that depression is an emotional disorder. That people with depression can just “control it” or “make it go away.” Coming from someone who has personally experienced depression, I believe it is more like a disease.

Depression is “feelings of severe despondency and dejection.” There are around 350 million people worldwide diagnosed with this disease, caused by a chemical imbalance in parts of the brain. 1 out of 4 people will experience this before age 24. Depression is most commonly found in woman more than men and the median age to develop depression is around 32, although teenage depression is becoming more and more common as well.

The most common symptoms of depression are the emotional symptoms, sadness, feeling hopeless/empty, unlovable, are annoyed easily, have a loss of interest in things they use to like to do, being insecure, thoughts of death, suicide, or self harm. But most people with emotional symptoms of depression begin to feel physical symptoms such as vague aches and pains, chronic joint pain, limb pain, back pain, gastrointestinal (stomach or intestinal) problems, and headaches. The worse the emotional symptoms the worse the physical symptoms, and vice-versa.

There is a study called the Adverse Childhood Experiences Study that links mental health and physical health. The studies show that having bad things happen when as a young person moves one into being unhealthy as he or she grows older, so in the end, it leads to poor health. Depression is linked to poor health because when someone is depressed he or she does not really want to exercise, or do anything to take care of their body so the body is not being taken care of. The adverse Childhood Experiences Study shows that Adverse childhood experiences leads to social, emotional, and cognitive impairment, which leads to adoption of health risk behaviors, which leads to disease, disability and social problems, which in the end, lead to an early death. This study has been taken over by the Center for Disease Control because of its significance.

There are many causes of depression. The most common are abuse, some sort of loss, or medication. Medications that may cause depression are beta blockers, corticosteroids, benzodiazepines hypnotics, parkinson’s drugs, hormone altering drugs (birth control, etc.), stimulants, anticonvulsants, Proton pump inhibitors and H2 blockers, statins and other lipid lowering drugs, and Anticholinergic drugs, as found by aarp.org. There are many other causes, but these are most commonly found.

I have experienced depression in my personal life and I know that through my experiences it has felt more like a disease than a disorder. I did have the emotional symptoms that I listed, but I also had frequent unexplained pains.

Some people I’ve met argue that depression is just an emotion and we can control it and make it go away. It may be categorized as a mental illness professionally, but people’s brains look different when they have depression just as a person’s body may look different if they have a disease. My point is, “We blame cancer when cancer takes a life, but depression is a disease, don’t blame the victim for losing the fight,” (Unknown) This quote means when we lose someone to suicide, don’t hate on them, it is because they couldn’t stand it anymore.

Depression is a disease that people need help with. Approximately one million people worldwide commit suicide per year. That’s one person every 40 seconds. People need to start treating depression like a serious disease, so people don’t have to keep losing the fight.

This story has been edited for length and clarity. For the full version, please visit our website, eldiablone.com

Believe survivors

Victims of sexual assault should be given the benefit of the doubt



MADDY GLEASON AND IRIE SENTNER
Features Editors

Recently, sexual assault has found a large presence in the media. Major public figures accused of sexual assault dominate the news, and it's concerning to find that so many victims have experienced some form of assault by a sexual predator. American culture often ridicules survivors for not coming forward sooner, but when those who choose to confront their abuser do go public, people don't seem to realize the physical and emotional toll it requires to take this action. Although due process is necessary to ensure just persecution, rape culture often uses the notion of 'innocent until proven guilty' to directly pass blame onto the victim instead of the perpetrator.

It completely depends on the person, but if something this traumatic occurs, many will wait a month, a year, or more to come out and take action. There are numerous reasons for this delay: sexual assault survivors may feel afraid of retaliation from their attacker, workplace, or family, unsure of the type of legal action they should take, or simply just not emotionally ready to confront their trauma. No matter the time it takes to report it, all victims affected by this heinous crime have incredible strength.

Most victims of sexual assault face years of emotional distress regarding their decision to come forward. Often, it's difficult to make that decision, because about 85% of the time, the victim has been at least acquainted with their attacker. The fear associated with coming forward is a psychological nightmare no man or woman should have to go through, so the fact is, when a victim does come forward, it is a huge step for that individual and the rape culture of America.

For example, the women who spoke against abuser and gymnastics coach Larry Nassar in early 2018 were intimidated by Nassar's power as an incredibly famous gymnastics coach and someone they had worked closely with in the past. Some reported directly as they were abused and had to keep pushing for nearly 12 years because no one would believe a group of teenage girls over an esteemed gymnastics coach. Others who had been abused by Nassar viewed their fellow victims' treatment and decided to stay silent as a way of preserving their careers and reputations.

An abuser with power is one of the main barriers for victims when they are looking to come forward and share their story. People with influence are inherently more

likely both to be sexual predators and get away with it; their authority is what places them in the position to take advantage of others, and their sway keeps the abused silent (or coerced into voicelessness). It is why people like Dr. Christine Blasey Ford may wait years to accuse a predator of sexual assault -- perceived power, wealth, and influence (a teenage Brett Kavanaugh possessed all of these things) as a threatening combination. Compounding their fear is the scrutiny and ridicule that they will probably face from the public, and unfortunately sometimes friends and family, which leads to more emotional damage.

The corruption in America's legal system needs to be addressed, and although any crime committed by a public figure should have consequences, sexual and domestic abuse should be especially considered criminal because of the inherent violation and alienation of the human body. When people in power have the ability to sexually assault someone and then get away with it, it not only shows the victim that justice is impossible but also creates a precedent that other predators will be safe from consequences and thus perpetuates the cycle.

The issue society brings to the table is the fact that it earnestly encourages victims to come forward, and pretends to care enough to the point that the attacker will be investigated, if not prosecuted, upon accusation.

What most people don't realize is the irony behind this situation. Parents often tell their children to tell them if anything happens, friends offer to protect you, and the community preaches acceptance and anti-assault campaigns. But the harsh reality is that when a case of rape or assault does come out, few care enough to pursue what they claim to fight for. Instead, especially in cases that involve high profile attackers, blame is initially placed on the victim who is accused of lying or seeking attention.

Though many groups are in support of victims, the whole community should be a support system for anyone who even claims they were assaulted. It is possible to respect due process while also supporting the victims of a savage crime. The truth of the matter is that this isn't a controversial subject. It's not difficult to give someone who is in pain the benefit of the doubt, and it's certainly not controversial to provide comfort to someone in need. It is unacceptable to live in a society that strives to protect the guilty, yet scorns the innocent.

Believe the process

Innocent until proven guilty should apply to all circumstances



CAROLINE KNIGHT
Head Editor

On September 27, 2018 over 20 million people tuned in to the high stakes hearing for Supreme Court Justice Brett Kavanaugh, regarding the accusations made against him by Dr. Christine Blasey Ford. In front of the Senate, Ford described in detail an account of sexual assault over 36 years ago at a high school party, in which Kavanaugh allegedly “groped her and tried to take off her clothes.”

When the allegations came to light against Kavanaugh on September 12th, protesters immediately spoke out across the nation, many of them touting the phrase “I believe her” or “believe survivors.” In the wake of the #MeToo movement, our country, and especially our country’s women, were outraged. Even so, boiling down sexual assault accusations to “always believe the victim” does far more harm than good to a movement that otherwise shouldn’t be very controversial.

The goal of the #MeToo movement is to provide survivors of sexual assault with a voice in speaking out against their abuser. Their encouragement in getting women to come forward with their experiences played a huge and necessary role in ending a cycle of abusive and corrupt power in Hollywood, and their efforts were at first met with little controversy.

As the movement gained traction, so too did the number of men accused with some form of sexual assault or harassment, and here is where the lines became blurred. Every man accused, no matter the specific charge or accusation, was met with the same fate - essentially, social banishment and the bitter end of an otherwise successful career. Undoubtedly, some of these men deserved their fate and more, but a number of allegations were quick to raise eyebrows in their legitimacy.

Take, for example, the accusations published on the feminist website babe.com against comedian Aziz Ansari. Titled “I went on a date with Aziz Ansari. It turned into the worst night of my life,” the article was effective clickbait, painted as another serious accusation against a powerful celebrity. The allegation itself, however, describes a night in which Ansari and an unnamed woman hooked up. She then felt uncomfortable, said so, and left. In other words, a bad date, and an accusation incomparable to that of Louis C.K., Kevin Spacey, or any number of the men who have admitted to sexually harassing or assaulting women and minors.

And yet, Ansari was met with the same levels of outrage. Passionate supporters of

#MeToo were quick to cancel a once well respected actor, celebrated for his work in social justice, over the weak accusations. Babe’s article against Ansari came out mid January, and Ansari has been lying low since.

Most answers in life aren’t black or white, and especially in the case of something as serious as sexual assault or rape allegations, they shouldn’t be treated as such. Yes, people who come forward with claims of sexual assault should be taken seriously, there’s no debate there. What many protesters fail to realize, however, is that it is possible to take accusations seriously without immediately prosecuting the accused.

In the case of the Kavanaugh hearing, the senate did take Dr. Ford’s accusations seriously. They provided her a platform to speak about her experience after her letter to Senator Feinstein was leaked to the public against her wishes. Under the demands of the Democratic party, the FBI conducted a *seventh* investigation on Kavanaugh, and for the *seventh* time, found no evidence suggesting his guilt. In any other instance, that would be an indicator of innocence.

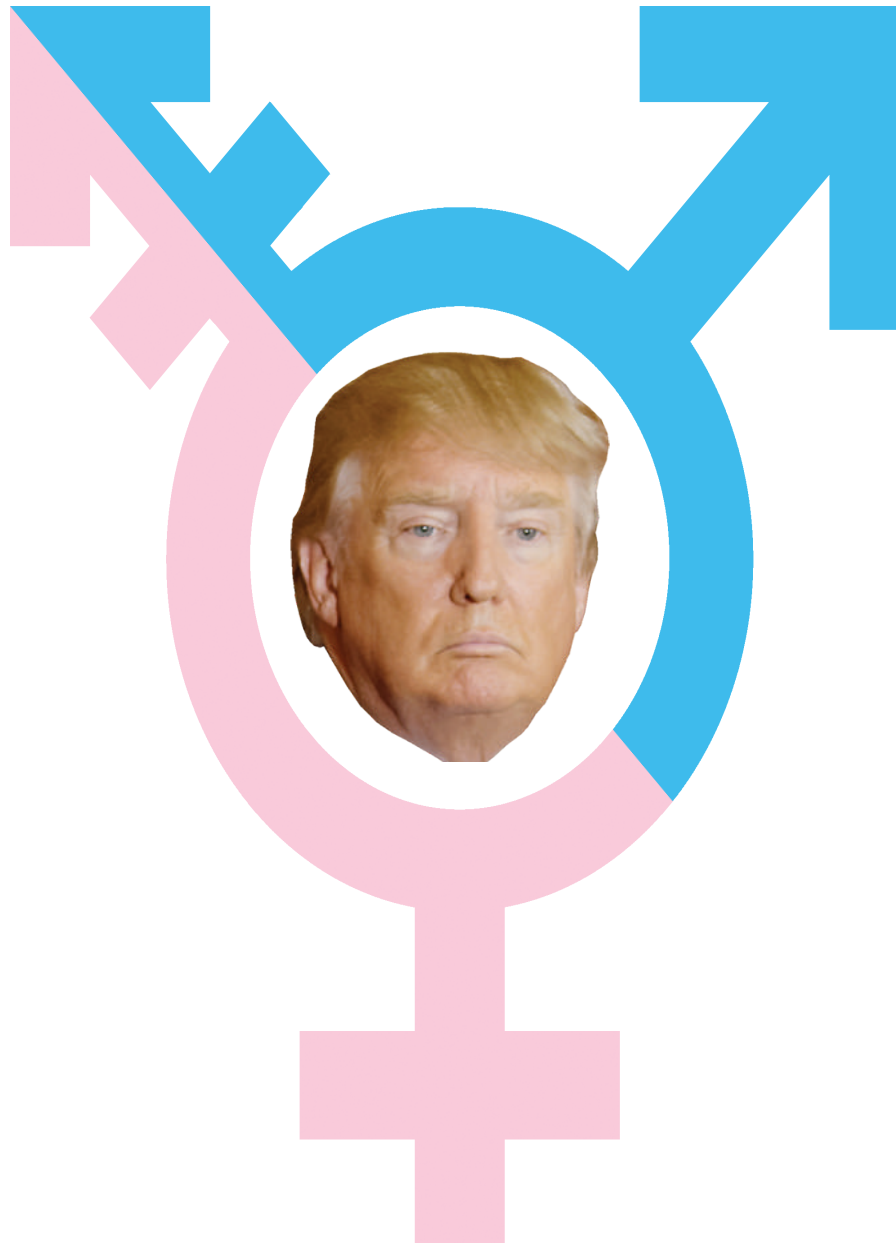
It is true that a very small percentage of rape accusations have been proven false—a 2010 study published in the journal *Violence Against Women* found that 2 to 8 percent of reported rapes are proven to be unfounded. Proponents of giving victims the immediate benefit of the doubt are quick to point this out as a statistic to support their point: the probability of a false accusation is slim.

Beyond the small numbers, however, what the study in *Violence Against Women* found was that false accusations *do* happen. When a man is accused of sexual assault or harassment, the impact it has on his life is immediate, irreversible, and devastating. Waiting for the facts of an allegation to come to light before making an immediate assumption of guilt is not an act in silencing survivors, but rather offering a chance to the potentially innocent.

The “innocent until proven guilty” ideology is a foundation of democracy, and sticking with it in the case of sexual assault accusations is necessary for all parties. Necessary to the accused for obvious reasons, but also necessary to victims of abuse and supporters of the #MeToo movement. False allegations, though rare, are detrimental to the feminist movement and to survivors who deserve to have their voice heard, and abandoning due process does not enable anything but a rise in false allegations. If #MeToo is to be taken as seriously as it deserves to be, their approach to condemning allegations must be more convincing than “I believe her.”

White House memo major setback for transgender visibility

MO MURRAY
Reporter



“As your president, I will do everything in my power to protect our LGBT citizens from the violence and oppression of hateful, foreign ideology,” said Trump at the 2016 Republican National Convention. These words seem almost laughable to a community who has faced repeated attacks from this administration, starting when less than two hours after his inauguration, all mention of LGBTQ issues were removed from the White House official website.

Trump’s latest ideas regarding the LGBTQ community have, unsurprisingly, been extremely disappointing if not terrifying to the very people he swore to protect. It started when the New York Times published an article quoting a White House memo that detailed a plan to remove protection and recognition for transgender citizens under United States civil rights laws; on the table is a proposal to create a legal definition of sex to apply under Title IX, the federal civil rights law that states “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Under the Obama administration, in a huge step toward federal equality for the LGBTQ community, the identities of transgender citizens were included in the legal definition of sex, giving them protection of their civil rights. The Trump administration now wants to roll back this protection for over 150,000 teens and 1.4 million adults who identify as transgender by narrowing that definition to “a person’s status as male or female based on immutable biological traits identifiable by or before birth,” adding that “the sex listed on a person’s birth certificate, as originally issued, shall constitute definitive proof of a person’s sex unless rebutted by reliable genetic evidence.”

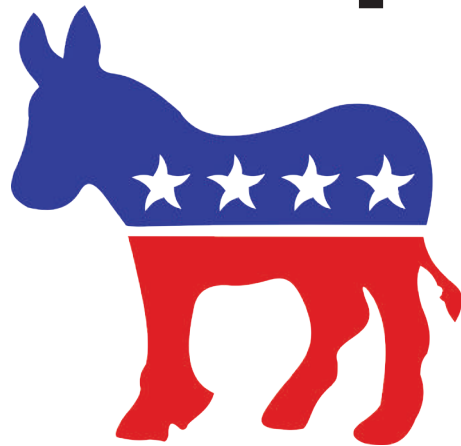
Narrowing this definition of sex undermines the fact that discrimination against someone’s gender identity or sexual orientation is entirely rooted in unrealistic “sex-based” expectations assigned to each gender. For example, when someone discriminates against a transgender woman, it is likely due to the fact that they personally believe someone born with male genitalia should only be permitted to present as masculine in their clothing, hairstyle, etc.; this act of prejudice is a matter of complete individual preference for how others appear corresponding to their sex, and should therefore not be permitted under sex-based anti-discrimination laws.

This new plan would eliminate legal recognition and protection for transgender individuals, who, having already faced attempts to exclude them from the nation’s health care laws and the military, are now being told that their identity itself is not welcome in the eyes of the government. Should this revision pass, transgender students could be required to use a bathroom or locker room that does not correspond with their identity. This will inevitably lead to an increase in discrimination in the classroom setting and correspondingly, a probable rise in suicide rates which already effect the transgender community at a disproportionate rate compared to other minorities; 41%-50% of transgender individuals attempt suicide at some point in their lifetime, and almost all are likely to be the result of either bullying and discrimination, isolation, or body dysmorphia.

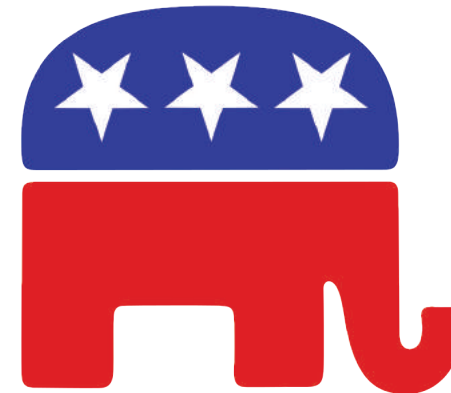
Additionally, this may majorly impact the effectiveness of healthcare for transgender individuals by enabling discrimination within the medical community.

Instead of the bright future this community hoped for after the legalization of gay marriage, my fellow LGBTQ individuals and I are once again forced to fight blatant, institutionalized homophobia to simply exist as equals in the United States.

President's rhetoric perpetuates party division



VS.



EMMA JABER
Head Editor

After the midterm elections, at first, I was so pleased to see the higher numbers of voter turnout, the high levels of youth turnout, and noted many other positives, including the democratic win of the house. However, just 24 hours after the polls had closed and the races were called, I scrolled through Facebook only to notice some of the most hateful and contentious arguments, coming from people on all sides of the political spectrum. It really isn't hard to find a bitter and scathing argument in the comments section of any political article posted on any media platform. Thousands take to their keyboards to express their distaste, but what's interesting to me is that almost none of it pertains to policy or actual political disagreement, but instead focuses on personal attacks and remarks pertaining to an individual, not their beliefs. Somehow throughout Trump's presidency, people have become increasingly unable to remove personal attacks from politics, and the former usually takes precedence.

Unfortunately, I think the growing contention across party lines can be attributed to the remarks of President Trump. His bitter attitude towards the media fuels the fire for disagreement across party lines, and even more importantly, his remarks lead to serious distrust in the media. In some cases, I think distrusting the media is not unwarranted. Most heavily biased articles, although they may contain real facts, skew them in ways that completely favor one party. If you're truly just looking for facts, that can prove to be incredibly difficult. Although accurate information is used, it's almost impossible to find a source with no bias. Of course, when no conversation can even take place, people and their views become more and more polarized and divided. However, Trump constantly claiming something is "fake news" when he doesn't agree with the way it's reported is unwarranted, and leads his devout followers to believe just that: the "bad" press about Trump isn't real, and that it must be a part of the leftist agenda. That's another thing, the idea of agendas and political scheming. Since when did politics skew so far from truly helping people and become so much more about attacking them for disagreeing with your views? Policies and laws are supposed to advance the lives of millions of Americans, but no one is talking about that. The conversation is diverted so heavily which leads to little knowledge of the actual political decisions, and adds only to an advanced repertoire

of insults.

After the midterm elections, Trump and Jim Acosta got into a slight altercation at Trump's post-election press conference which ultimately lead to the White House revoking Acosta's press pass. Acosta is the Chief White House Correspondent for CNN, and I think this is completely unnecessary, and honestly, violates the first amendment. I say this because Trump has publicly and frequently denounced CNN, so it seems awfully convenient for him to use this as a "reason" to pull his pass. Obviously Trump has showcased his contempt for CNN over the past few years, but the dialogue he utilized at this conference was especially heated and unnecessary. Trump called Acosta "a rude and terrible person" and claimed CNN should be ashamed of themselves to have him working for them. He also added, "I think you should let me run the country, you run CNN, and if you did it well your ratings would be much better". Honestly, if you haven't yet watched this heated interchange, I highly recommend it. It's almost comical to see the way that Trump addresses pressing issues under pressure as he backs up from the podium in a visible display of rage. Admittedly, Acosta asked a question about immigration and the demonizing of immigrants throughout Trump's campaign, which was bound to set him off. In some cases, I do think questions can be slightly pointed on behalf of the reporters in the press room, which really doesn't lead to beneficial dialogue for any party involved. However, the tactless way this was handled by the President along with his unruly temper only contributes to the idea that it is acceptable to speak to people who don't share your own beliefs this way. Remarks like these, to me, seem only more popular in the overflowing comments sections of Facebook and Twitter, which I think is truly a product of Trump and his behavior. As the leader of a nation, acting out so extremely and so frequently only reinforces bad behavior in his constituents. It's upsetting to see someone in the highest office of the nation tolerate this in himself, and tolerate it in his supporters. The snowball effect that has come from his dialogue and remarks only rolls into that of his his followers, which is not welcoming or conducive to positive political conversation. Hopefully in the coming years, whether it be during or after Trump's presidency, the dialogue between people who differ politically can return to the discussion of policies and programs, and become less about insults and unwarranted remarks.

Incidents at DHS:

Is sexual assault taken seriously on a local and schoolwide level?

JESSIE BOWMAN
Arts Editor

In light of Brett Kavanaugh's recent confirmation into the supreme court, I have been asking a lot of questions about how this is going to affect our country, our state, our town and most importantly, for those attending Durango High, our school. While the confirmation of Supreme Court Justices who lean in varying political directions is not new, the allegations of sexual assault against Kavanaugh have added another layer of questions about the already highly debated political administration and their views on gender discrimination and sexual assault. Although it's important to continue the discussion about the behavior and opinions we want the people controlling our country to have, I think it is even more important to look inwards to our own communities and ask ourselves how this nationwide debate addresses issues that may not receive a lot of publicity.

As a student who has attended Durango High School for three years, the amount of discussion surrounding consent, sexual assault, and how to address it has seemed concerning and at times negligent. Some administrators say that a "healthy relationships lesson" in advisory is the primary source of in-school education regarding consent, sexual harassment and sexual assault. Young adults spend so much time in high school, and with young, developing, imprintable minds, some responsibility lies on the school to educate their students and keep them safe. It's one thing to complain about the administration's lack of action and education, but another to do something. Sexual assault is a hard problem to address, a lot of sensitivity is required, but that doesn't mean students should not be informed about how to handle it and where to get help.

Since DHS is supplying only a small amount of advice, I wanted to let our community know where to go and what to do if they suspect someone they know has been assaulted or if they themselves have been. The most important piece of information for how to report is to use Safe2Tell; they can respond the fastest, and it's anonymous. Then, after a report, the school will take statements from students and look into the rules and regulations on what steps to take next. To me, along with many other individuals, this approach, at times, can seem disappointing, with possible offenders seeming to get only



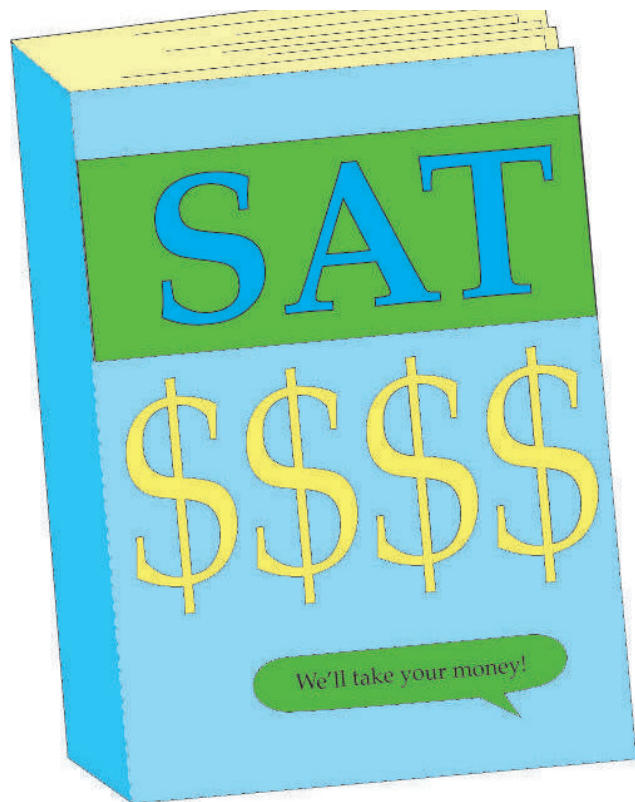
a slap on the wrist for a very serious offense. But, administration stresses the severity of the no contact contract put in place to protect DHS students from further harm.

After several recent discussions with several school administrators, it has become clear that the way DHS is permitted to handle sexual assault allegations is left strictly up to Colorado state law, but this does not excuse the lack of discussion and education present at DHS. A common thread heard throughout many of my conversations was the idea that in a high school there are so many issues that need to be addressed throughout the year, some may end up on the backburner. This is a concerning thought.

While awareness rises nationally, this community needs to make sure an equal level of awareness reaches our town and our schools.

Numbers \neq Intelligence

Corporations use standardized tests to put a numerical value on high schoolers' worth.



GWEN STODDARD
Arts Head Editor

Imagine you are the smartest kid on the block, straight A's, and a part of every club on campus. In the spring of your junior year, this college readiness could all be undermined because you didn't fill in the bubbles correctly. Your future could be completely altered because of standardized tests like the SAT and ACT. Standardized tests should not be a way to exemplify the competency of a student because it does not accurately convey

The SAT, for example, is supposed to be a fair-playing field, but how can it be fair if one student can afford a \$40 an hour tutor and another student, just as smart, cannot? When testing distributors for the SAT conducted a study, it was found that, "The organization's [College Board] own data show that wealthier Americans, from more educated families, tend to do far better on the test," (Washington Post). America has always been seen as a place where people should have equal opportunity, but how can test scores fueled by expensive tutoring create an equal gateway

for those trying to enter college? Not only does this affect a student's acceptance to college, but scholarship opportunities are affected as well. Wealthier students who don't even need merit-based scholarships are receiving them because they had the money to attend an SAT tutor twice a week. It's even admitted that, "The companies that create the most important state and national exams also publish textbooks that contain specific testing strategies. Unfortunately, low-income school districts can't afford to buy them," (Broussard). How could one argue that schools with the money to buy test preparation textbooks aren't going to have higher scores than the schools that don't have money to buy them? This situation then continues to spiral downward, as they continue to get bad test scores and in turn keep losing funding from the state because of it. Standardized tests obviously favor those with socio-economic advantages.

As stated, standardized testing is not something I agree with, but, some of the top decision makers in school districts do approve of this testing world, and because of their positions, respect for their decisions is something that should follow. The SAT and ACT are used to develop an understanding of a student's college preparedness but there are other tests like PARK and CSAP. These were created to test younger grades and in turn evaluate the school district, these tests have some of the same basis' as the ACT and SAT. ProCon.org provides a piece of evidence supporting standardized testing in schools, "Most administrators approve of standardized tests. Minnesota administrators interviewed for a study in the Oct. 28, 2005, issue of the peer-reviewed Education Policy Analysis Archives (EPAA) approved of standardized tests "by an overwhelming two-to-one margin," saying they "improved student attitudes, engagement, and effort." (ProCon). Since most administrators do approve of additional testing, it makes sense that they are incorporated into school systems, but, some people question whether they are choosing to have these tests in the schools for the right reasons.

While the scores of students are the ones that we see, teachers are directly affected, because according to the administrators, test results are reflection of students learning. Opponents of standardized testing say, "the tests are neither fair nor objective, that their use promotes a narrow curriculum and drill-like "teaching to the test," and that excessive testing undermines America's ability to produce innovators and critical thinkers" (Procon.org). Teachers feel the pressure of scores reflecting on them, so some only teach a standard curriculum without flexibility. It becomes a memorization game, with the goal of teaching them "skills" that will only benefit them on testing days. Teachers are not the only ones that are affected by test scores, the school districts are as well, "A district that consistently fails to meet Adequate Yearly Progress through testing standards may not be able to access some grants and other forms of funding,"(Thompson). If the students of a school district are not testing to the states liking, it could literally take away a district's ability to provide basic necessities to said students.

In conclusion, Standardized Testing should not continue to be used as a way to exemplify the minds of students. These tests are not a fair playing field for individual students or schools as a whole. They also cause schools to be caught up in the race of teaching their students only how to improve their test scores. We cannot let the future of children be determined by a test graded by a scantron.

DHS HAS A PASSION FOR FASHION

CHLOE BOWEN
Reporter

All over the world, you can see the variety and individuality of people walking down the streets through the way they dress. With fashion being commonly seen as one major aspect of identification, what do the students at DHS think about fashion's influence on personality and first impressions?

DHS fr. Nevaeh Erlandson shares her thoughts about expression through fashion.

"The way you dress can reflect your personality in so many ways! I could come to school in sweats, a super baggy shirt, and just throw my hair in a bun. That could show that I want to feel comfortable or I just don't care what people think about me" said Erlandson.

Out of 70 voters on the El Diablo Instagram, 62 voted for "totally fashion is a part of who I am", and only eight voted for "nah I don't really care how I look." Junior Greta Cahill shares her opinion on the importance of fashion.

"I think that fashion is important because it can directly tie into your personality, you can use your clothes and your style to express your mood and what you like to do. For example, sports and activities that you're apart of can be shown from your clothing" said Cahill.

Others in the DHS community see the other side of the fashion world, and the importance of comfort over one's outside appearance.

Freshmen Mya Olier shares her thoughts on being fashionable. "I don't think it's bad that people care about how they look or them having a really good fashion sense. I do care about how I look but I don't feel like I constantly need to dress to impress. I wear what's comfortable and I like. I think that's different for everyone, a lot of people are more comfortable wearing more fashionable things" said Olier. In fact, most teens at DHS also prefer comfort over style while at the same time caring about their overall appearance.

Senior Morgan Allen expresses the importance of being comfortable.

"My style is more about being comfortable, I don't think what you wear or how you dress says a lot about who exactly you are. Clothing and fashion for me is more being confident and happy with what I'm wearing" said Allen.

For most people fashion and outfit choices is a way to voice what you're feeling and your mood that day. In another poll surveying 26 DHS students, 17 people said that fashion does reflect their mood, while the other seven chose to disagree, stating that what they wear does not reflect how they feel.

Sophomore Adelaide Beasley shares her opinion on fashion's mood through colors.

"I think mood is basically expressed through outfits if you don't like life that emotion is usually expressed in black colors reflecting sadness and depression. But then again it could mean many different things based on how you are feeling. For me I usually wear what I feel good in that day, other days I might wear a hoodie because I'm sad" said Beasley.

One trend voters say is highly favored right now is the skater trend; wearing vans, hoodies, and beanies is very popular among high schoolers. Located in the Durango Mall, Zumiez is a place where people in Durango can go to shop for these types of outfits.

"Our store's attitude is skate or die trending all the latest fashion. We have all the moods, we have everything from super hyped up to super depressed" said Zumiez employee Oscar Bennett.

After many students around school expressed their opinions about the fashion world as a teenager, it is clear that DHS is full of individuality. This trait can be seen everywhere, just look down the hallways.



From left to right: Kristina Bodewes, Ben Stoddard, Diana Koshvoy, Angela McManus, Annelise Heinicke



DHS POLL:

Team Cardi or Team Nicki?



"I don't really like either of them. They both try way too hard. But Cardi B is dating Offset and I like Offset, so just because of that I'm on Cardi's side."

"I know they got in a fight and I think there were some big nails that were broken. I choose Nicki's side. She's got some real talent."

"I don't really listen to Cardi B's music, but whenever Nicki Minaj does a public appearance she just comes off as so annoying. Also, my family friend was in New York during fashion week because he's a model and he actually saw the fight break out between the two artists. He said it was crazy."

"I'm on Nicki's side for sure. She's the queen of the rap game and has been a part of it for a long time. Cardi B just started and isn't as experienced. I also just like Nicki's songs better."

"I like Cardi B a lot better than Nicki. Not only is her music better, but her personality is so fun and she's hilarious. Whenever I listen to her music, it puts me in such a good mood."

"Nicki takes Ls, Cardi B has way better bars. Every time Nicki hops on a song she ruins it and talks about stupid stuff. I'm Cardi B all the way. Also, if they actually got into a physical fight Cardi B would beat Nicki 100%."

"Honestly I don't really like either of them. But if I had to choose it would be Nicki Minaj. I just like her vibe better than Cardi B's. She's also been in the rap game a lot longer and that makes her better to me. I cannot stand Cardi B's voice when she talks. It's the most annoying thing I've ever heard."

“GIVE ME A FAT PROMOTION”

One student’s take on 9 to 5: the musical

LUKE SWIFT
Reporter

“Well we’re going back to 1979, when a gallon of gas ran you about 86 cents, shag rugs, pet rocks and disco were the hottest things around and it seemed like your whole life existed between the hours of 9 to 5,” said Dolly Parton. Troupe 1096 has done it yet again, combining heart, comedy and progressiveness into amazing sets of acting and perfectly curated songs. Based on the 1980 film starring Dolly Parton, Jane Fonda and Lily Tomlin, the troupe has tackled this heartfelt comedy musical with three women trying to break through the glass ceiling and reach the top of their company’s ladder by getting rid of their “sexist egotistical bigot boss.”

After announcing the troupe would be premiering 9 to 5 in August of 2018, they have been preparing for the large show - with over 50 cast members - ever since. Senior Risa Whitehead, the show’s stage manager, comments on the readiness of the cast and crew the day before opening night.

“Honestly I hope that it goes perfectly, as anyone would, but knowing live theater there are things that can go wrong, so I’m okay if something goes wrong, as long as we’re able to figure it out on the fly. But I think everyone is definitely ready, especially the actors, they have been working so hard for a really long time, there are a few tech things that we are going to be working on that night though, but we are ready,” said Sr. Risa Whitehead.

After seeing the play in full action opening night, the actors displayed exactly what had been promised as well as spot on casting for characters. Jr.

Izzy Herringer comments on her role and how she shares some personality traits with her character.

“The character I play is Roz and she’s like this quirky office worker who likes to antagonize with the protagonists, and I would say I have a lot of quirky things about my personality as well, so I really can find a way to connect with her,” said Herringer.

The comments on her character do not do it justice, Herringer delivers an excellent performance displaying what it truly means to connect with a character and bring it to life right before an audience’s eyes, giving us a few laughs while she’s at it.

As the lights went down and the cast finished their well deserved bowing, the tech crews behind the curtains could be rest assured that they, as well, helped bring this show to life. Jr. Caitlyn Steiner comments on how she thought the show went, as well as what they could improve on.

“It was definitely one of the more challenging ASM positions that I’ve had, but I think it went well overall, Risa is an amazing stage manager. The next show I would want to focus more on tech because tech is self directed. Mattson doesn’t really help us, so there’s a lot of independence when it comes to that, but it’s fun because it’s student led,” said Steiner.

According to some actors involved in the show, they had doubts about the overall plot of the play, but once the hard work was finally put into action they couldn’t help but love the final product. Jr. McKenzie Belt, who plays Doralee, notes on her first reaction to the show and how she came to love it.



From left to right: (Cast A) Holly Harris, McKenzie Belt, Haley Szczech, Luke Nicholson, and Athan Garza.



From left to right: (Cast A) Holly Harris, Haley Szczech, and McKenzie Belt. Ensemble pictured in the background.









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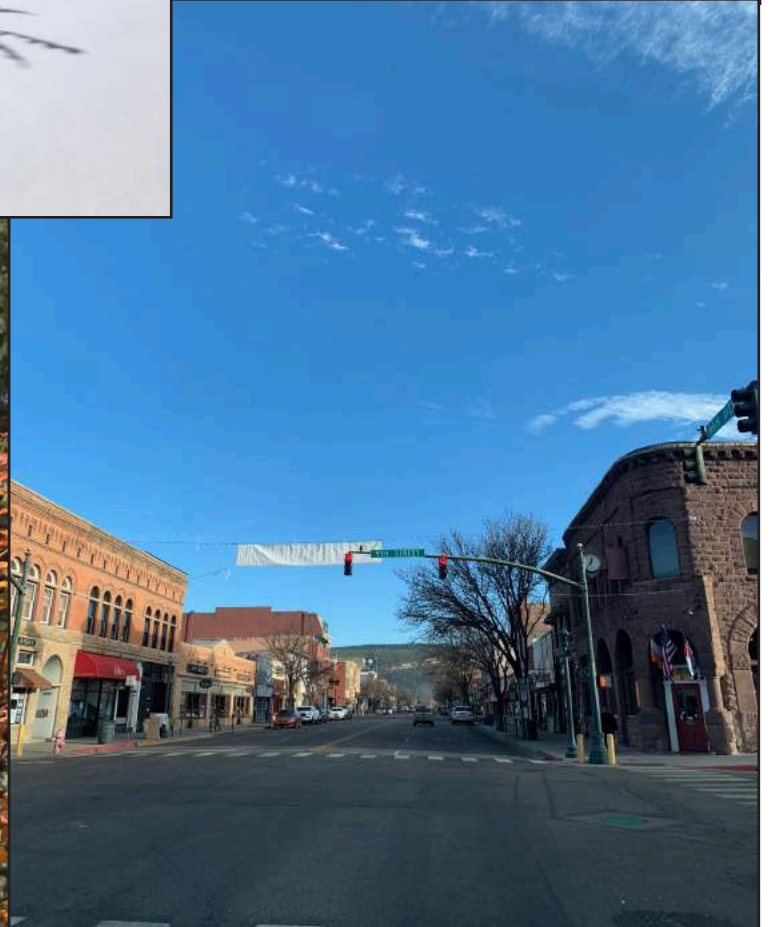
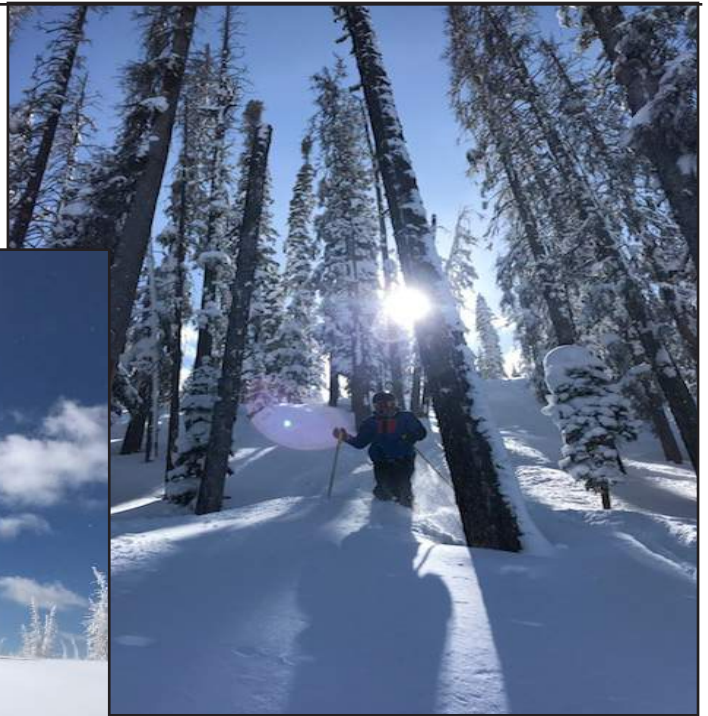
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Gwen Stoddard and Jessie Bowman

	Positive	Negative	Misc.	Our Opinion	Overall Rating
Food 2nd Street Deli	It's one of the only sandwich Deli's in town.	It gets super crowded at lunch, so plan to get there early!	That location has been ev-erything from a Sushi place to a Vegan resatur-ant.	Order the Italian Grainder and pasta salad! 	 
TV Shows Big Mouth	If you like crude and teen relat-able humor, this one is for you!	Some of the jokes are a bit gross. 	It is a Netflix Original with two seasons.	It is hilarious, and definitely not for younger siblings.	 
Women's Fashion Camo Pants	You can make the joke, "I can't see your legs?" 	Some peo-ple might call you a Kylie Jen-ner knockoff.	You'll be dressed to hunt on the go!	They're cute if worn with the right things...no cammo on cammo plaese!	 
Men's Fashion Custom Ten-nis Shoes	They are great for flexing.	Expensive AF	The US spends 56.2 billion dollars on shoes per year. 	Are they worth it? We would rather eat for a month then buy shoes.	 
Music Billie Eilish	She has a fresh take on pop./alt. music.	She has spider breath	Billie is only 16!	Her music is definitely differ-ent, but we ad-mire the hustle .	 

Give me a Break!

Photos Compiled by
Alyssa Robertson and
Gwen Stoddard



Painting vs. Watercolor: one in the same?

TODD MURRAY
Reporter

At DHS, the two art subjects of painting and watercolor are separated into two classes, despite seeming to be very similar. Are they worthy of their own class or should they save resources and student time by having one class?

For students who are art aficionados, it seems to work out well. Student painters who believe the two subjects to be similar enough could enjoy the fact that they get two of the subjects they love out of the same class, but non-art students who think the classes are the same could find the combined subjects impractical for their schedules.

Krista Karpel, the teacher of both subjects at DHS, thinks of the separation as justified because according to her, they are too hard to teach together.

“Harder, because they have completely different techniques and processes and that’s why they are separated,” said Karpel.

She believes that having them apart makes it easier to go into the different processes and techniques more in-depth instead if they were combined just making things too general for students to really comprehend.

Though they aren’t exactly the same, separating the two painting classes does make things impractical for some students who automatically are put into an art class by the algorithm used to fill students schedules.

So, Ryan Flora, who has been placed into nine art classes from 9th to 10th grade thinks the two classes being separate is totally unnecessary.

“I’ve taken both classes, same principles, same elements, we do the same thing... it’s very impractical,” said Flora.

Non-artist students who want to take AP classes or subjects that are more fitting could find the algorithmic scheduling conflicting for their interest if they are put into art classes they believe are the same. So if painting and watercolor are separate for good, does that mean students who don’t necessarily want excessive art classes just have to accept their chosen pathway?

Not all the current art students find painting and watercolor separated as a burden or impractical for their schedules, in fact, the majority probably don’t even think of it as an issue. Whether justified or not some think it’s nice to have them apart because it’s just another art class where they get to enjoy what they love doing.

So, Taiya Peterson, who has painting and watercolor in her daily schedule, thinks they are practically the same with techniques and principles but are different when it comes to what the daily task is like.

“For painting, we paint every day but here (watercolor) it’s just learning how different techniques are,” said Peterson.

It’s not like the watercolor class doesn’t actually paint, as painting class does every day, but they instead take time to go over all the basic techniques needed to make sure students are following the correct steps.

The separation of painting and watercolor at DHS seems to be a conflict for some, and a necessity to others.

To solve the issue of impracticality, the scheduling algorithm may need to be fixed to ensure non-art students don’t get stuck in a few painting classes they believe to be the same or don’t enjoy. For art lovers, they can continue to enjoy the opportunity to be assigned to both classes during the school year.



Story Time from Mrs Coon's Creative Writing **Path to Darkness**

By Corey Meeks

Chapter 1: New beginnings

It was cold, I awoke on a metal table. As I looked around I winced in pain from the cuts and burns all over my body....I heard a voice.... it was soothing, and kind....they said something, but I only heard part of it....."Mr. Chek.....you are safe.....relax" "relax.....you are going to be ok".

I jolted awake and sat up, checking my surroundings. We had parked the Jeep on the side of the road and set up camp for the night. I sighed, this was the fifth time we had to do it. I heard the sound of a campfire crackling, followed by Andy's voice saying "Another nightmare Corey?"

His voice was quiet, and everything he said now...was followed by sadness. "Y-yeah, another nightmare" I said mumbling, still tired. Behind me I heard Zeke snoring in the back seat of the jeep, tossing and turning in his bloodied and ripped biker vest....life was hard for us....and it has only been a month....but we'll get by....

.....we always have.....

By the time the sun was up we had already been on the road and stopped at a nearby gas station to ask for directions. Zeke drove us, as Andy was in the front reading a book and I sat in the back tired. "Yo guys!" I yelled from the back "I'm gonna take a nap, wake me when we get somewhere,". With that I closed my eyes, and drifted to sleep.

"Wake up.....Wake up.....Wake up!"

I opened my eyes and felt the heavy rain on my face and water all around me. Immediately I sat up to find myself back at crows nest, the town was flooded, most of the buildings were on fire from one of the creatures..... I looked all around calling out for anyone that might be alive, as I walked in the rains it got heavier.

As I walked around, I passed the bodies of innocent people and f.r.s guards that tried to contain the creatures and save the town. "It's all your fault!" a voice said behind me. I turned around to see Aaron, he was bloodied and scared....his eyes staring directly at me. "It's all YOUR fault!" He yelled, as he started to run towards me with a piece of broken metal. I stood there looking at him, then at all the dead bodies....women, children, men, the guards....they all died because of me.

I felt a sharp pain in my stomach before I woke up.

FRISK

By Ana Klumpenhower

Daisy walked into the class, head high, holding her backpack, and doing her best to pretend she had a clue what was going on.

The classroom was normal. She had seen ones like it all across the country. Desks in pairs, board up front, lab tables all around and a teacher sitting in a swivel chair in the corner ignoring the students as they filed in.

Daisy slid into the first seat she saw, which might have been a mistake, because it was in the front row and occupied by a sullen-looking girl with brown hair and a ponytail. The girl gave her an uninterested look before returning to drumming her fingers and staring at nothing.

Daisy pulled out the chemistry textbook she had borrowed from the school library five minutes before. She thumped it on the desk. Then tried to breathe. This was just another surveillance mission. Just another day at another school checking for more problems that weren't there. Why did she get stage fright every time?

The girl next to her was looking at her again, and she wondered if she was doing something wrong, or if she was just a mess. She had tried to comb her hair, but untangling her short brush of red curls only made them wilder than ever. Daisy could never be accused of looking like a secret agent. Which was what made her so good at it.

They had made eye contact. Oh no. Time to put on a show.

"Um, hi," Daisy smiled. "I'm new."

The girl rolled her eyes. "Um hi, I noticed." Daisy blinked. "Suit yourself. I'm Andrea. And you're rude."

The girl laughed, not as mean as before. "No, I'm Rose."

"Nice to meet you," Daisy said, remembering just in time that high schoolers didn't shake hands for introductions. Agency formalities died hard.

There was an awkward pause where the girl smiled a little. Daisy got the feeling Rose wasn't the most socially graceful person either.

Then Rose blurted, "So... where are you from?"

For a split second panic shot through her as she tried to remember, but then her alias' information came to her in a flash.

"Uh, Alaska. My family... we just moved here."

Rose gave her a strange look. "Oh. Isn't there a mass murderer hiding out there somewhere?"

Daisy felt nothing but confusion for one blank moment. "What?"

"You know, Blizzer or Blyther or whatever. I read somewhere that that was where she was last seen. Some island off the coast."

Daisy's heart froze.

Blyther.

In Alaska.

Some island off the coast.

A clue.

After all these years, there was a clue.

Blyther. In Alaska.

If she was there, Neil would be there too.

Rose was saying something. With great effort, Daisy dragged herself back to the present.

"What?"

"I said, didn't you know that?"

Daisy's mouth felt numb as she answered.

"No, I didn't. That's - that's cool."

Rose looked skeptical and started to ask something else when she was interrupted by the teacher.

"Good morning," he said, and class had started.

Daisy sat in a trance while the students around her moved on into the next moment in time. She couldn't believe the words humming around her ears, like a dream that seems real until you wake up.

Off the coast of Alaska.

It was the biggest lead she'd had in years. She could research it. She could plan a mission. She could....

If you want to read more of Ana and Corey's stories "Frisk" and "A Path to Darkness", you can read the rest online

@ElDiabloNews.com. Look in the next El Diablo issue for more stories from Mrs. Coon's Creative Writing Club!



Spilling the tea: common teas and their benefits

STEVI CAMERON, *Reporter*

Eat, sleep, school, and homework is often the routine high schoolers face today, yet along with these essentials in daily life is something more important than expected - tea. Let's be honest, most high school students are not avid tea drinkers, but there are many reasons as to why they should be.

Passionate tea drinkers have discovered the effects of tea on their attitudes, thinking, and energy levels as well. A fellow tea drinker, Jr. Tori Brunvand, drinks tea everyday and enjoys its healthy advantages.

"Tea makes my heart feel full! I am a whole lot more enjoyable when I am full of tea! I also feel recharged and hydrated," said Brunvand.

Some teas can open your mind and make you feel more positive, while also providing one with a sustained energy throughout the day. This could be especially beneficial on a school day.

"I think of tea as a great part of a healthy lifestyle...When you fuel your body well, your mind is able to function at its highest potential," said Teri Kopak, who teaches at DHS and is known to drink tea on a regular basis. Incorporating tea into your day could be beneficial due to its healthy properties.

Tea has many benefits both physically and mentally. Sr. Campbell Brown works at the Old Barrel Tea company, a local tea shop in downtown Durango, and explains how herbal teas have many medicinal benefits.

"Tea is always a great way for people to get energy and vitamins easily and conveniently," said Brown.

Different herbs in teas can benefit a specific part of your body. For example, elderberries provide support for the immune system, while barbury root and fennel are good for digestion and drinking stinging nettle root tea can help to fight allergies.

Deb Swanson, owner of Dancing Willow Herbs of Durango and mother of a highschool student, explains how drinking a cup of tea can help to reduce the stress highschool students

are under by relieving anxiety and clearing the mind. This can include easing stomach aches, scratchy throats, and hormones that plague high schoolers' daily lives.

"As highschool students, you are asked to juggle so much and one cup of tea can help to center you, just by holding something warm in the center of your body," said Swanson.

She recommends her Bright Mind tea because the herbs it contains are good for digestion, circulation to the brain, and it provides a sustained energy by feeding the adrenal glands, which create adrenalin energy in the body.

Many exhausted teenagers choose to drink coffee in the mornings but some believe that tea is the better alternative.

"I do drink coffee on occasion, but I would rather drink tea in the morning because the kind I drink contains less caffeine, but can still make you feel energized," said Brunvand.

Tea has much less caffeine and therefore creates less stress on the adrenal glands. The more a person burns their adrenal glands out, the more work it takes for their body to create adrenalin, according to Swanson.

More importantly, caffeinated teas have many health perks, as shown by green tea.

"Some of its qualities include lower risk of cancer, improved brain function, powerful antioxidants, and lower risk of obesity," said Brown. Green tea specifically helps with healing and making sure the body functions properly.

Many teas have these health benefits as well, all the more reason for high schoolers to drink tea.

"Tea has been used cross culturally to help people focus" said Swanson, "A lot of inspiration has happened over a cup of tea."



tea type	benefits + effects	time	tea type	benefits + effects	time
CHAMOMILE	- Reduces inflammation and anxiety - Treats insomnia	Before bed	PEPPERMINT	- Soothes stomach pains - Reduces stress, - Can help with bad breath	When sick, premenstruation, when you're stressed
ELDERBERRY	- Boosts immune system - Speeds up metabolism - Aids in healing and digestion	In the Winter	GINGER	- Can help relieve upset stomach and nausea - Fight colds or sore throats	In the winter, or when feeling sick
GREEN TEA	- Contains antioxidants - Fights cancerous cells, - Sustains energy, boosts metabolism	In the mornings	CHAI	- Strengthens immune system, gives you energy (from caffeine), - Improves digestion	In the mornings, or during the winter
CITRUS TEA	- Source of vitamin C - Supports immunity - Provides antioxidants	In the mornings, or daytime	BLACK TEA	- Boosts heart health - Can reduce blood pressure - Has antioxidant properties	In the mornings, or during the daytime

Winter Horoscopes

Aries (21 March - 19 April):

With the beginning of winter now in full swing, you've probably found yourself at your worst extremes, or even both. Despite whatever mood you may find yourself in, your unwavering determination and the zest you add to your everyday encounters will carry you, unharmed, to the end of the year.

Taurus (20 April - May 20):

Something exciting or new has come into your life recently. If you've noticed that tensions are high, don't be alarmed. It could be bad luck, or more likely possessiveness that started this trend. Take a moment to step back and reconsider certain aspects of the opportunities and relationships in your life right now.

Gemini (21 May - 20 June):

You have a natural ability to learn quickly, and exchange ideas with others. This is an incredibly useful skill that you will use a lot. A downside to this is that it causes your mind and the spaces around you to become cluttered and congested. Take time this season to refine your emotions and workspaces.

Cancer (21 June - 22 July):

This sign is often painted as insecure, but what many don't see just beneath the surface is an incredible amount of tenacity and loyalty. Winter is usually seen as a period of cold, dark slumber. For Cancer, the last season in the year's cycle is an era of opportunity and growth, particularly growth that is sparked by personal challenge.

Leo (23 July - 22 August):

'Tis the season of gifting! A standout quality of this sign is a seemingly endless pool of generosity. Coincidentally, you feel right at home during this time. While you tend to be assertive and steadfast, your benevolence is easily manipulated. Little gifts mean just as much as lavish ones.

Virgo (23 August - 22 September):

For the most part, the roughest times of first semester have come and gone. Virgos, in particular, while notoriously hard working, can often push over the threshold to becoming all work and no play. This can also trigger other negative characteristics, chiefly your tendency to worry yourself sick- sometimes literally.

Libra (23 September - 22 October):

Incredibly diplomatic and cooperative, Libras are peaceful people. When you find yourself in times of stress, you tend to lose any grip you have on a situation and regress to answering questions with vague responses. Avoiding confrontations altogether will severely limit your horizons.

Scorpio (23 October - 21 November):

An attribute of Scorpio is what many describe as a sort of passion. This is likely just an extension of your loyalty, although it could be advisable to try and rein in your aggression. What surprises some, even you, is strong jealousy. This season is the perfect time to clarify and separate the fatal pair of envy and zest.

Sagittarius (22 November - 21 September):

Known for a sharp wit and a keen sense of humor, Sagittarians are a bright flame in the depths of winter. A dark parallel to your banter is your tendency to say anything and everything, no matter how undiplomatic and harsh it is.

Capricorn (22 December - 19 January):

Generally, this sign tends to be good managers. This is not a bad thing; it's useful during standardized testing. Things often take an ugly turn when you expect the worst, which is made more severe by your stubborn, know-it-all temperament. Direct your organizational skills in another direction.

Aquarius (20 January - 18 February):

Desire for advancement and a strong originality have been driving you for the past few months. Unfortunately, if a hiccup in this system hasn't already come, it will soon. This is sure to spark a wave of erratic emotions and chiefly cold aloofness. Make time this season to reconnect with your inclination towards progress.

Pisces (19 February - 20 March):

Compassionate to a fault, and creative, it's hard to see the turmoil, under the exterior. A desire to escape reality, reveals that daydreaming is becoming more frequent when it needs to be declining. Channeling your fantasies into art, music, or writing could be a step in the right direction.

Festive Recipes: It's Christmas time

NAKED FUNFETTI CAKE

LUKE SWIFT, *Reporter*

These cakes first started at the Milk Bar in New York City, where the owner of the patisserie, Christina Tosi, hated the idea of covering up all of her hard work from baking the cake. Now they are popping up everywhere with their own unique twists.

INGREDIENTS

1 cup unsalted butter, at room temperature
1 1/2 cups sugar
4 large egg whites
2 tablespoons clear imitation vanilla, or just regular vanilla
6 tablespoons vegetable oil
2 1/2 cups cake flour
2 1/4 teaspoons baking powder
3/4 teaspoon salt
1 cup whole milk
2/3 cup sprinkles, plus more for decorating

WHIPPED CREAM CHEESE FROSTING

1 cup whipping cream
9 ounces cream cheese, room temperature
3/4 cup powdered sugar
1 teaspoon vanilla

DIRECTIONS

CAKE:

Preheat oven to 350° F. Prepare three 6-inch cake pans.

With an electric mixer or in the bowl of a stand mixer, cream together the butter and sugar until fluffy.

Add the egg whites, one at a time, mixing well after each one. Mix in the vanilla and oil.

In a medium bowl, whisk together the flour, baking powder, and salt.

*For high altitude: add about a 1/4 a cup to a 1/2 cup to prevent falling while in oven. DO NOT ADD MORE, cake will be dry!

With your mixer running on low, add this to the butter mixture in three additions, alternating with the milk.

Once you have a smooth batter, fold in the sprinkles. Do not overmix!

Divide the batter evenly between the pans. Bake the cakes until a toothpick inserted into the center comes out clean. Begin checking for doneness at around 25 minutes.

Let the cakes cool for a few minutes in the pans and then flip them onto a cooling rack to cool completely before layering.

WHIPPED FILLING:

Pour whipping cream into bowl of standing mixer. With the whisk attachment whisk the whipping cream until it becomes fluffy and forms stiff peaks. Transfer whipped cream into a different bowl.

With a paddle attachment on your mixer, beat cream cheese until light and fluffy. Gradually add in powdered sugar and beat for 2 - 3 minutes until smooth. In the same bowl, gently fold in the whipped cream.

Once you put the first layer of the cake down, take a tall piece of acetate and wrap it around the circumference of the cake and secure it with tape. Place the 5-inch cake ring around the acetate to make sure it is extra secure.

A generous scoop of frosting goes on top of the cake layer before sliding in the second layer of cake into the acetate tube. Alternate between cake and frosting until you reach the top, ending with a layer of frosting.

Wrap the cake securely and chill the cake in the freezer for a minimum of 8 - 10 hours, until the cake has set.

At least 3 hours before serving, remove the cake from the freezer and using your fingers and thumbs, pop the cake out of the cake ring. Gently peel off the acetate and transfer cake to platter or stand. It is important to peel the acetate off when the cake is still frozen to ensure clean sides.

Let it defrost in the fridge or counter for a minimum of 3 hours.

*Recipe courtesy of Constellation Inspiration, food blog



TINY CARAMEL TARTS

KENDALL FLOYD, *Reporter*

This recipe is a little fancier than your basic holiday treat, but the amazing flavor is totally worth it. These classy caramel tarts are perfect for the holidays!

INGREDIENTS

2 cups sugar
1/2 cup of cold butter, cut into pieces
6 tablespoons all purpose flour
4 egg yolks
2 cups milk
5 boxes of frozen mini fillo shells
Sweetened whipped cream

RECIPE PREPARATION

Step One: In a skillet, heat 1 cup of the sugar over medium heat for 6 to 8 minutes, stirring constantly, until sugar is melted and golden brown. Stir in butter until melted. Remove from heat.

Step Two: In a saucepan, stir together flour, egg yolks, milk, and remaining 1 cup sugar with whisk. Heat to simmering over low heat, stirring constantly. Add melted sugar mixture; cook 1 to 2 minutes, stirring constantly, until thickened.

Step Three: Spoon mixture into large bowl. Cover; refrigerate 4 hours. Step Three: To serve, spoon caramel mixture into fillo shells; top with whipped cream.



Humans of Durango



CHLOE RAGSDALE, Lifestyle Editor

Our daily lives seem to be overrun with stresses, especially for high school students, and can sometimes take the joy and goodness out of one's life. No matter who you are, everyone around the world deals with these stresses, and together can find strength in dealing with them. For this issue, El Diablo asks people in Durango what their daily stresses are and how they take a break from those so that they can ultimately benefit themselves and the world around them.

CHLOE RAGS-

"When I get stressed I just walk my dog. We go, oh, from three to seven miles. On a slow day, three miles. On long day, seven miles. If you want to escape your stresses, I say to just get a dog. Seriously. Great therapy. Even if it's not a therapy dog. My dogs name is Louie. And this is how old I am. I have an actual picture of my dog."



"School stresses me out. Especially AP Bio. It's stressing me out. There's so much homework. Lots of homework. And there's also reading Slaughterhouse Five. That's pretty stressful. What do I do? I usually watch Netflix sometimes or just go on a run. I should run more. That would benefit me. You just take a minute every single day and just chill out and forget everything that's stressing you out. Just figure out what it is and live your life. Just figure it out. You gotta do it at some point." - So, Lilly Tichi

"What's funny about you asking me as like if somebody approaches me with a question, I know it's natural to be insecure and want to turn that down. So it's funny that you come up to me because I'm trying to be more open about that. I like to make mandalas, do self care, such as dry skin brushing. I do things like sound meditation, which is just slightly off of how we hear things. It just puts us in a meditative state. I mostly just do what I want in the moment and I listen to my intuition and it guides me. I do create art a lot when I get stressed, I do it pretty much every day. I'm always creating something. They're not in galleries, I mostly do this just for personal outing so that when I'm dealing with emotions that I don't really have words for it I can transmute them into other forms. I get a lot of stress from parenting a three year old. But I don't really find life very stressful to be honest, I enjoy it. I try to search for the beauty in my days. It kind of helps me to be beyond myself because I think most of the stresses that we go through at different places in our lives most of the people out there go through as well. So if you're a high school student or a college student, you're going to go through a certain set of things that somebody in their mid twenties or mid thirties were all going through in that period of their lie. I guess for me I try to find comfort in the collective. I would say to start doing rituals. Those little things that we miss I find are very important. If you're not promoting yourself, then I don't see how you can be putting your best foot forward."



Demon's Advocate

CAROLINE KNIGHT, Head Editor

Another break is coming - how do I talk to my old relatives?

At this age, there is no talking to the old relatives without breaking down your entire college plan many many many times. If there was a way to avoid this, I would have figured it out by now. Come prepared with your top five colleges, what you want to major in, and why. If you don't know your plans yet or you want to major in something useless like me (English), lie and say you want to be a petroleum engineer. Your grandpa will be so impressed he won't even notice as you turn on Fox News and he falls into a Fox News trance. Now you're free to grab a roll and hide in the laundry room.

I have a crush on a boy I used to know but haven't talked to in years, what should I do?

Let me give you some advice I never follow: talk to them! Boys can't read your mind, which is something I'm grateful for this holiday season, but that unfortunately means you have to put yourself out there if you want anything to happen. If you have mutual friends, see if you can all hang out together and talk to him then! Everyone likes to reminisce about the good ol' days, so you should have plenty to talk about already. If you hate putting yourself out there, do what I do and ignore your feelings - less risky that way <3.



WINTER IS COMING

COZY UP WITH A BOOK

PHOTOS BY:
HANNAH WILLS



**maria's
Bookshop**
DURANGO, COLORADO

Number of Sexual Partners	SEXUAL EXPOSURE CHART (if every person has only the same number of partners as you)	Number of People Exposed to
1	1 person icon	1
2	2 person icons	3
3	3 person icons	7
4	4 person icons	15
5	5 person icons	31
6	6 person icons	63
7	7 person icons	127
8	8 person icons	255
9	9 person icons	511
10	10 person icons	1023

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