

# #METOO

ART & STORY by Violet Glenewinkel

A wave of sexual misconduct allegations and stories of harassment against men of power have moved women across the world to take a stand against years of unequal, unjust treatment. This movement has built up incredibly as the empowering voices of females, young and old, expressing their time as victims has come to an end.

The #MeToo movement, sparked by a tweet made by actress Alyssa Milano to help give voice to sexual assault victims, began not only as women in the media speaking out about their unfair treatment, but a chance for all women to now have a voice of their own.

"The movement has opened the doors and paved the way for women to be brave, courageous and empowered in their speaking out against a long-standing, unspoken culture of harassment," English teacher Amanda Pfeiffer said.

Originating from the many allegations against Harvey Weinstein, the movement was a shock to the world by giving light on the hidden horrors of the workplace between all genders and the constant fear of women's reputation being tainted for speaking out against a person of power.

"We, as a nation of people, cannot problem solve, listen, discuss, and come up with honest, fair solutions if we do not acknowledge that problems exist," academic dean Susan Leos said.



**JOYCE BRISCO**  
*English*

## The STORIES

This is not a gender-constrained movement. With a focus on women, #MeToo also includes all races, genders, and sexualities, letting everyone's voice in to form a unity of empowerment.

"I think the focus is on women, which is great, because I think a lot of the time our voices are kind of suppressed in our society," geometry teacher Deepthi Ramachandran said. "It does affect more women than men, but it's still both genders."

Through platforms such as social media, the web has given opportunity for women who have endured through unfair treatment to join together across the world as well as go against the unrealistic standards a consumer society imposes.

"In all its ubiquity, the Internet has yielded some positive results for young women," Pfeiffer said. "It has bound them together and encouraged like-minded women to build each other up and stand up against false campaigns for beauty and self-esteem that are designed to disparage and encourage constant consumerism."

Unfortunately, people who share their stories are also being attacked through anonymous or fake accounts from either people they do or do not know.

"I have friends who are still being harassed from people on social media," art teacher Mindy Le Jeune said. "They know who harasser is and they have tried to stop it by contacting the social media platform, but the person finds another username and starts again."

Half of the time, these threats and criticism is coming from other women towards the victim sharing her story.

"As women, I believe that we must stick together to support survivors of sexual abuse, violence, and misconduct," senior Anna Seningen said. "I believe that a woman should never put another woman down for speaking up about her stories of abuse."

One issue arising from the movement is the term "feminist" and what that truly means in the eyes of people who may not fully understand or may misinterpret it.

"Men and women alike do not realize that being a feminist does not mean that you believe that women are superior to men," Seningen said. "It means that you support the complete and total equality of men and women in every situation of life."

This moves into understanding what it means to be a woman and what may not be comfortable or consensual for them.

"Men have a responsibility to acknowledge and try to understand perspectives foreign to them so they can act more sensibly," senior David Goeller said. "Behavior like this often arises from ignorance towards others and one's self, as well as ignorance

of the consequences of one's actions."

When people do not take into consideration their actions is when innocents become victims.

"I was at a friend's birthday downtown and there was a guy sitting at a table on the side of the street and coughed the word slut as I walked by," sophomore Kendall Johnson said. "I had never had that experience before until that moment and I felt super powerless because I hadn't done anything to that man to call me that, nothing I did could've made that man call me a term like that."

Comments made like in Johnson's case leaves an impression on the individual that can create far worse effects on self-esteem or mental-health.

"As a woman, I have always been baffled at how men, not all men, have had the capability to address a woman in a manner in which could ruin their whole evening," senior Natalie Haddad said. "Any time a complete stranger insists on telling me I 'look sexy' or have any kind of potential to 'get some', it truly ruins my whole evening and I'm then in fear of any other kind of unwanted attention."

In a lot of cases involving teenagers, young men feel a type of entitlement towards being able to act the way they want towards women which is one of the biggest things #MeToo is trying to shake away.

"I've been looked at as dumb or not capable just because of my sex and discriminated against because of the color of my skin," senior Nya Martin said. "I've dealt with countless boys who felt that they were entitled to my attention and time and as soon as they get rejected they try to insult and harass me."

At times, female teachers are treated unfairly by students just because of their gender and have to work towards receiving equal treatment and respect.

"As a woman, and a tiny one at that, I have had students try and test me," English teacher Bree Rolfe said. "There is a period at the start of every school year where I have to work to get respect perhaps a little more than a male teacher."

Even during times when feminist movements like the nineties' "Riot Grrls", harassment and discrimination made a home amongst the punk wave; something the "riot grrls" were fighting against.

"Before I was a teacher, I wrote about music as a journalist," Rolfe said. "I experienced some encountering editors or musicians who treated me like I didn't have the same music knowledge as my male coworkers."



**BREE ROLFE**  
*English*

## The REASON

In these situations, it's difficult for women to find the courage to speak up towards a perpetrator with power from fear of losing their job, losing respect, or not having support to back them up; this being the reason the #MeToo movement began in the first place.

"You think about it later on and wonder why someone would say that when they wouldn't say that to a male coworker who's on my same level," Ramachandran said. "When something like that happens to me, it's almost like taking your power away."

This leads into the fight for equal pay and how positions mostly taken

on by women (teaching, nursing, child-care) have somewhat lower incomes than more male-driven occupations.

"Historically, I think our country has not always put financial worth into any profession seen more as 'women's work'," Leos said. "The pay is not the same in comparison with other fields that employ more men than women."

The #MeToo movement has sparked questions and controversy around why there is such thing as

"women's work" and how that moved certain men toward feeling they have the power to manipulate and disrespect the opposite sex.

"I believe education is the root of everything," Ramachandran said. "Never are men told 'don't rape women' or 'don't whistle at a woman down the street' or 'don't approach a woman when she's by herself and make her feel uncomfortable!'"

Awareness of problems in the health education system has also been revealed through the move-

ment, including how relationships between men and women work and the way these relationships work.

"The last school I worked at, this health teacher said something along the lines of 'boys, if you get drunk at a party, you might have sex with a girl who you think at the moment is a ten and when you sober up you find out she's actually a five,'" Ramachandran said. "I've never been so horrified."

Teachings like so have been rooted into society

and have slipped under the radar, further creating an unequal view toward women.

"There's a lot of things wrong with that statement: that a girl considered a ten are the only ones worthy of having a sexual relationship; assuming that a man is the only person that has a say in that situation is kind of what is communicated there," Ramachandran said. "He was teaching fourteen year old boys that this is what life is like."

Next to education in schools, education at home involving parenting has been a factor considered in the debate between "nature versus nurture" on the way men view and treat women.

"Sometimes our own ways of raising children predispose both girls and boys and then both groups suffer," Leos said. "You know, all the folks who say boys should not be interested in dance and girls will never be any good at math."

Universal sayings presented to young children of both genders leaves an impression that is a start to inequality, even something that seems simple or innocent.

"The age-old line of thinking that a boy who picks on a girl does so because he likes her is still flying around and I am sick of it," Rolfe said. "I have a four-year-old niece and it starts even in preschool. We're teaching her that sometimes people who like us hurt us."

Gender roles and stereotypes in relationships also has created difference between women and men, further pushing men to an imaginary "higher-standard".

"Women are taught to be more affectionate and men are taught to be kind of more hard in their feelings and 'it's not cool to show their feelings because they're men,'" Ramachandran said. "There's this kind of parody between the way a someone is supposed to act and what they see people of their same gender do."

This "higher-standard" mind-set creates a superiority factor within men when compared to women.



**STEFFANIE PERSYN**  
*Librarian*

## The HELP

"Growing up in the world today, social constructs push this idea upon people that being a man puts you at an advantage," senior Julian Haddad said. "I believe some people foolishly take this mentality to heart and treat women unfairly because they believe their genitalia gives them a free pass to do so."

This thus proves a feeling of "power" or "superiority" isn't just from men in a high position, but also resides in young male students towards young women who are equal to them.

"When students need help, there are some boys who will just interrupt me when I am having a conversation with a female student or cut in front of them to talk to me," Rolfe said.

A lot of times, the actions born from stereotypes or wrong-teachings go under the radar from victims being too scared to speak up.

"We do not always know about all the instances either because students who are victims often do not tell authorities," Leos said.

At Bowie, there is a policy in place to deal with accusations of harassment between any students, regardless of gender.

According to counselor Laura Loza, the first step is for students to come to a trusted counselor and report the someone that has made them feel uncomfortable or treated

them in any disrespectful manner.

After the counselor has been fully informed of the misdemeanor, the statement is then transferred to the student's assistant principal with the help of the school resource officers.



**KENDALL JOHNSON**  
*Sophomore*

## The SOLUTION

"Disciplinary action is usually taken on the perpetrator," Loza said. "The administrator may have to enact a 'no contact agreement' in which both parties sign or even have to file a Title IX report."

To ensure things are dealt with properly, administrators and teachers are required to learn the process and what must be done when students approach them about a misconduct or situation.

"Administrators and teachers are required to attend trainings and professional development, and I think our staff takes it seriously," Leos said.

Now that the #MeToo movement has shed light on the unequal and unjust treatment of women in every standpoint and position, it is now a matter of what will be done to prevent such happenings from occurring anymore.

"Changing the way people act is a tough way to look at solving the problem as people tend to be very stubborn," Julian said. "But, I believe a mind-set of mutual respect, peace, love, and positivity could help foster a new age without these terrible scenarios of assault and harassment."

Moving the attention towards the perpetrator is one step towards focusing on getting justice and prevention from more unequal treatment.

"I think that the solution to this is focusing on the offender and not the victim," Martin said. "Instead of women being told to be modest and careful, men should be taught that women are not their property and women are allowed to make decisions for themselves."

Another possibility is to keep pushing the idea of feminism and what that truly means to the public.

"I personally will not stop pushing the idea of feminism until women are paid just as much as a man is for the same exact job, until women are seen as more than just an object, and until every woman feels that she is just as powerful, as strong, and as equal as a man feels," Seningen said.

There's also the aspect of the people in power backing up movements like feminism and #MeToo for if they speak out on it, others will follow.

"The powerful people have to stand up for the little guys," Ramachandran said. "As a woman and a minority, I can fight as hard as I want to, but the white man is the voice that people listen to right now."

The people in power who are getting away with unfair treatment towards the opposite or same sex is where accountability needs to come in.

"We need to find a way to keep everybody accountable, there needs to be like this circle of accountability rather than this hierarchy of power," Ramachandran said.

However, to people like Ramachandran, education is where the real change will occur.

"I think the solution is finding a way to educate everyone, educating young people that your generation that can make that step where this won't be a problem anymore in the workforce and holding people accountable for what's happening," Ramachandran said.

In the education system, differentiating opinions on how to educate students on tricky subjects such as gender equality, health education, and healthy relationships are extremely prevalent now. "How do you educate or teach children about relationships, but then how do you get all parents to consent one of the most important and heaviest topics to talk about it?" Ramachandran said.

Despite there still being a long way to go, the generation of women now will grow with this movement, further pushing towards the respect all genders, races, and sexualities deserve in a society still working towards equality.

"I am so very inspired and humbled by these young women each day and wish, in high school, that I had just an ounce or sliver of the empowerment and unapologetic passion they have," Pfeiffer said. "What a difference that would have made." ■



**MICHELLE PFEIFFER**  
*English*

"Young women are now more **EMPOWERED** than ever with genuine confidence."



**MINDY LE JEUNE**  
*Art*

"It shows there is **CHANGE** and I am hopeful."



**BELLA LUSCHANOWKSI**  
*Junior*

"It exposes the scale of how much **SEXISM** is still prevalent in society."



**ANNA SENINGEN**  
*Senior*

"We must stick together to **SUPPORT** survivors of sexual abuse and misconduct."



**MARIE PRESCOTT**  
*Asst. Principal*

"The movement has provided a place for **STORIES** to be shared and heard."



**SUSAN LEOS**  
*Academic Dean*

"It is important for our young women to have all the **SAME** opportunities as young men."



**LAURA LOZA**  
*Counselor*

"#MeToo can be seen as a way for women to show solidarity and **SUPPORT**."



**DEEPTHI RAMACHANDRAN**  
*Math*

"The #MeToo movement is just **THE START** for making people aware."



**NYA MARTIN**  
*Senior*

"It provides a sort of **COMFORT** to those who have been sexually abused."



**CARMAN VASQUEZ**  
*History*

"It has made younger generations more **AWARE** of how far we still have to go."



**NATALIE HADDAD**  
*Senior*

"I believe in #MeToo because I believe in the **SAFETY** all women deserve."



# the MENTAL STIGMA

Violet Glenewinkel  
Editor-in-Chief

Only **3 to 5 percent**, including, but not limited to firearm violence, is attributable to serious mental illness.

SOURCE amhca.org

**37%**

of students age 14 **drop out** because of a mental health condition

In states with the lowest workforce, there's up to **6 times** the individuals to only **1** mental health professional.

SOURCE mentalhealthamerica.net

ART BY Violet Glenewinkel

Steps to take towards getting **HELP:**

**1.**

Talk with your pediatrician

**2.**

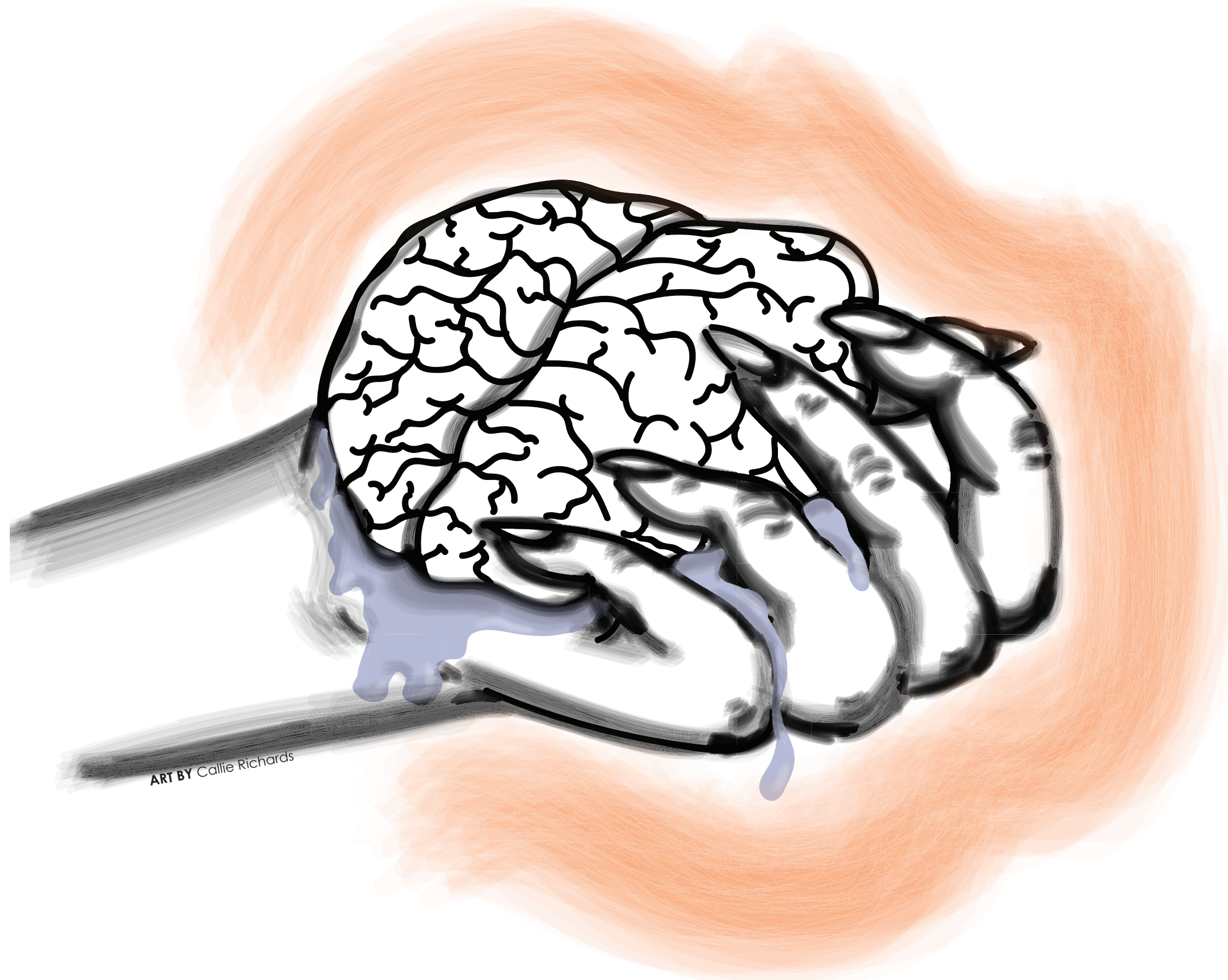
Get a referral to a mental specialist

**3.**

Work with your school

**4.**

Connect with others

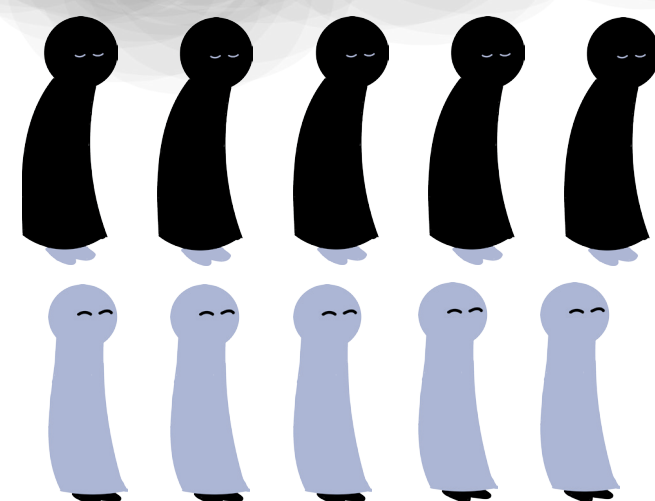
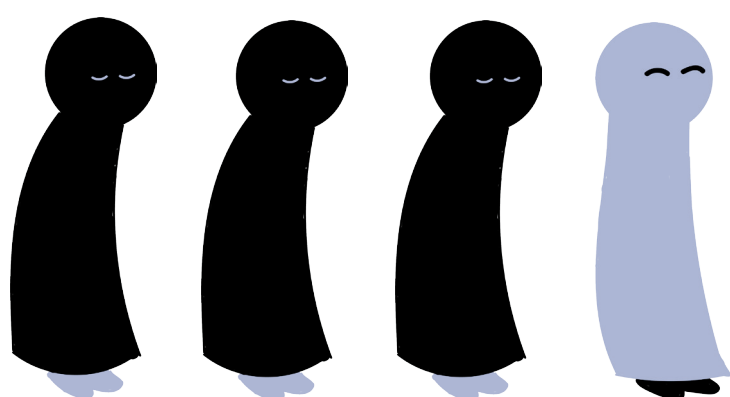


ART BY Callie Richards

**3 OUT OF 4** young Americans don't get the help they need when struggling with a mental illness or disorder

SOURCE amhca.org

**50%** of all lifetime cases of illness start at age **14**



The tragedy of the Marjory Stoneman Douglas High School shooting in Parkland, Florida resulted in seventeen innocent lives lost, creating a shock that has affected lives across the nation.

As hearts and minds cope with the loss across the country, questions have risen on the subject of the role mental illness plays in both the perpetrator and victim.

"I think it's difficult to explain why anyone in the world could create such terror on other human beings," academic dean Susan Leos said.

A rise in advocacy as well as the overwhelming impact the shooting has had on young adults is what has caused the tragic event to stand out apart from others.

"Part of the reason why this has impacted people is because this is a group of students who are very literate and knowledgeable and speaking up about what they have had happen to them," Leos said. "Now students are speaking up more about the ones who have lost their lives in this tragedy."

Concern surrounding the well-being and safety of students particularly at Bowie has been a constant worry since the tragedy.

"I have received several emails and communications from students, teachers, and parents, with suggestions for changes at Bowie and action to contribute to the larger, regional and national conversation about preventing events like this," principal Mark Robinson said. "We need everyone's advocacy and involvement to support common sense programs and legislation."

While some would jump to pure evil being to blame for the violence, Leos sees a lack of help and care as more of the issue.

"What I see more than anything is our society and our country in coming to terms with mental and emotional illness," Leos said. "We don't have enough support for the people who suffer from emotional turmoil and

more measures taken towards reevaluating gun violence and the weapon-culture in the nation.

"I think that we as a country need to take a hard look at our culture surrounding guns and violence, from lax gun laws to police brutality to glorification of war, rather than scapegoating vulnerable people," Dye said.

There is no particular "profile" that is said to prove or predict future violence from an individual, but rather there could be signs.

"A variety of behaviors could be concerning depending on the individual," Robinson said. "Violent fantasy content, anger problems, suicidal/homicidal ideation, cruelty to animals, inappropriate affect, anhedonia, or violence and cruelty."

While the surveillance of mentally ill students may seem harmless, the possibility of their situation taking a downward turn towards an incident than one of a more positive nature is becoming a rising concern.

"It really worries me that there have been lots of high-profile calls for things like increased surveillance of mentally ill students," Dye said. "I can't see something like that going anywhere other than scapegoating and unwarranted suspicion or even violence being directed towards people who are already vulnerable."

On the other hand, violence like the Parkland shooting has raised awareness towards getting students the help they need.

"Parents or teachers are being more cautious of paying attention to their kids and students being cautious towards students to getting them the help they need," Leos said. "I think there has been a shift in our nation that it is something shameful that you don't talk about it or share."

On the other side of the country, the effects of Parkland has touched Bowie students, causing an increase in worry over safety and the future.

"We have made some changes that Robinson has made that are very visible like locking the iron gate and asking teachers to be more cautious of locking their doors," Leos said. "The counselors are going to use all their best counseling and training to any students worried or anxious, even though the shooting happened in Florida."

Mentally ill or not, any suspicious behavior should be reported to administration or an adult immediately.

"The priority is to keep all students safe," Vida Clinic therapist Alex Rudy said. "Whether or not the threat seems credible, it should be addressed so that further assessment of safety can take place."

Regardless of who makes the report, the first step is to get the campus School Resource Officers (SROs) to investigate.

"We have an anonymous hot-line where students will use it to say 'look this kid said this to me or did this to me' or some sort of threat," Leos said. "We do take the information, every bit of information, and handle it the way the SRO feels would be best."

If the report becomes something more and an actual crime has been committed, the situation is turned over to local police department rather than the SROs.

"It is important that police, who have the authority and technology to take action as trained investigators determine if a crime has been committed," Robinson said. "If the action reported does not rise to the level of a terrorist threat, it is turned over to school administration for campus discipline and/or counseling support."

At Bowie, counseling and therapy begins with an evaluation of the student's history and personality as well as creating goals for getting better to move towards becoming mentally healthy again.

"The most important part of counseling is the ability of the individual to be able to trust and open up to the counselor about difficult situations they are currently experiencing," Rudy said. "Together, they can reflect on what is causing the most stress in their lives and develop skills to best cope with those stressors."

According to Leos, there are still milestones to go before communities as well as the nation understands the complexity and needed help young adults need in situations of disorder or illness.

"It's good that more students and parents are talking about it, but it's still going to take time and more education to understand," Leos said.

As people begin to understand what mental illness entails as well as recognizing the individuals who have the illnesses, the less negative stigma there will be surrounding it.

"What I see is the more our parents, students, all of us in our world, can actually be able to name something and understand it and see it from a human point of view, the better off we are with coping with the situation," Leos said. ■

Want to speak out on **gun violence, mental health**, or anything else you feel **passionate** about?

Senator JOHN CORNYN:  
(202) 224-2934

CONTACT your  
representative @  
(202) 224-3121

Senator TED CRUZ:  
(210) 340-2885



## WAY BACK WHEN

A comparison of how things have changed throughout the years

### Then

Held after school with parade floats and food. This was a state-wide tradition.

### PEP RALLYS

Before STAAR, state testing was held in the cafeteria before classes were involved.

### STATE TESTING

The tradition was originally a way for staff, students, and families to get to know each other in 1988.

### BULLDOGS & HOTDOGS

Eight periods per day was the original schedule. School also started earlier and ended earlier.

### SCHEDULE & TIMES

### Now

Smaller, held in cafeteria during last period, and classes sign up to attend.

Classrooms with two monitors are assigned around thirty students for state testing.

Modern Bulldogs & Hotdogs has similar principles, now hosting more games and clubs in addition.

Block schedule was implemented in the 2000's with the days beginning later and ending later.

## VETS & GRADS

The ones who stayed and the ones who came back

# 30

Jeff ABLES

Athletics



# 30

Joyce BRISCO

English



# '00

Matthew HUMPHREY

Theatre



# 30 YEARS

Violet Glenewinkel  
Editor-in-Chief

### It takes something special

to create a long lasting impression on a community. To keep thriving as one of the greatest high schools in the state of Texas and excel in prideful performance, a grand foundation must be established through the facility and its people. Celebrating this year's 30th anniversary, James Bowie High School continues to thrive as its history grows older.

During the AISD City Council meeting of 1975, Bowie's spirit began before school came into session, when Kent Ewing made it his goal to be the first principal of the new southwest school. He was picked out of the 112 applicants because of his passion.

"There were several years during in-service, before school began in August, that [ Ewing ] would charter buses and take us to eat barbecue," government and street law teacher Patricia Maney said. "This was a great way for me to meet teachers that had been here at Bowie from the beginning."

Between opening the school and kicking the first year off, tradition-building helped create what Bowie symbolizes today.

"All of us teachers had the opportunity to come together, meeting of the minds, and actually start some of the traditions that we enjoy today," English IV teacher Joyce Brisco said. "We decided upon the mascot, chose the colors, and implemented the tradition of Bulldogs and Hotdogs."

Planning for Bowie's success had to start with the end in mind. To do so, the faculty and administration came together and put all of their expectations and visions for the school to formulate a general goal.

"We all had a vision," Brisco said. "Nothing comes to a sleeper but a dream."

However, for there to be a foundation, the make-up must go farther than traditions for a school to stand for thirty years.

"[ Bowie ] was built on the love and the passion that teachers and the administration and the students have for the school, the community," Brisco said.

When describing how Bowie came to stand out from the beginning, Brisco explains it as starting with the teachers and faculty members bringing their own uniqueness and diversity to the school.

"What is it that's going to make Bowie special? What are you going to bring to Bowie that is unique?," Brisco said. "I can't make that special for you, you have to make it special for yourself."

Academic Dean Susan Leos sees the Bowie history as an onion analogy made by educational researcher and writer, Thomas Sergiovanni, who describes the culture of an institution or organization as being made up of different layers, including a core in the middle.

"I don't know if we can really define [ the core ] because pulling back all the different layers, you're taking away from the organization at the

same time," Leos said. "Bowie has the strongest core of any school, of any onion, because there's something about the people, teachers, kids, parents."

From the start, the "core" radiated a sense of pride and faith in the school that has continued to stay with the many generations it's seen.

"There's something about even the community that believes in this place," Leos said. "There's still been this focus on the Bowie core and what it means to be at Bowie where you are proud of yourself, you're proud of your academics, you're proud of your courses and we do our best to support each other."

As the years passed, the "core" has stayed the same when change started occurring, for example, with students.

"We're continually expecting more of our students, high school is more rigorous now than before," World history teacher and Bowie graduate Wendy Uzzle said. "High schools keep raising the bars and the students keep rising to it and it's amazing they keep achieving it."

With Advanced Placement classes entering the educational scene across Texas in the 90's, Bowie shifted its ways by setting higher goals for students.

"There are many more rigorous requirements on our kids nowadays," Leos said. "There wasn't state testing at the time and, if there was, it was much easier."

With harder classes came changes in technology, causing Bowie and its faculty to morph the traditional classroom and halls.

"More of the books were on-line so we stopped using lockers," Leos said. "We did have a year where students still had some books and some teachers were doing things on-line."

The introduction of flipped classrooms, a system in which students can use technology at home and work with in the classroom, was a major transition from the traditional classes.

"Students who don't have access to computers at home can get a hard copy of the work at school and those who do have computers at home, they can use their computers at home as well as have an extra copy of the work," Brisco said.

Being able to see a transition from tradition to a modern classroom is something Brisco has been able to experience first hand.

"I think that's pretty phenomenal since I've been here for so many years and seen so many changes," Brisco said.

Modern education also gave teachers the ability to drive their own professional learning, meaning they have free-will to choose what they think is necessary for the course in contrast to "going by the book".

"That's had a big impact on the students in the end, because we keep growing our students through our teachers who are teaching what they think is most important and what matters more instead of going by the book or the district

"One of the big benefits is us coming up with FIT and how we can capture time in the day to help students," Leos said. "It really opens the horizons for the students."

Besides educational shifts, social challenges have come along Bowie's timeline as well.

"I think with change in any institution there are challenges so we must learn with change to adapt to change and to address the changing trends that comes into any institution that is thirty years old," Brisco said.

Some of these challenges brought dark times, evident when the news hit America, and Bowie, of the 9/11 terrorist attacks.

"The reality innocent men, women and children, some of whom could possible be family or friends of my students incomprehensible," Brisco said. "Bowie, like the rest of the world, was paralyzed."

Even when faced with tragedy, the Bowie community was able to stand together within those 24 hours.

"In the spirit of America and her core values, her ideals, my speech and debate team were summoned to meet in my classroom at lunchtime," Brisco said.

To support the people affected, Brisco and her forensics team put forth a donation system. In

" Bowie has the strongest core of any school because there's something about the people, teachers, kids, and parents. "

- Susan Leos



return, the donors received a blue, white, or red ribbon.

"With 100 percent of support from Bowie's administration, faculty, staff and the community, students raised over \$8,000 in less than 24 hours for the Red Cross," Brisco said.

The amount of money the school raised in such a short period of time also impacted the great community at large, according to Brisco.

"Bowie was the first of its kind raise money and give it to the Red Cross, resulted in an invitation to appear on KVUE television and share their story. This was the proudest moment for me, not only as Forensics Director, but as an educator," Brisco said.

Most of the social changes haven't necessarily affected the school but rather the students.



# 30

Betsy CORNWELL

Theatre



# 30

James LLERBROCK

History



# '97

Erin KOWALIK

Science



# 30

Vicki HEBERT

English



# 30

Andy PADGETT

Security



# '90

Stephanie MCGRAW

Asst. Principal



# 30

Ruth NARVAIZ

Gov./Eco.



# 30

Howard THOMPSON

Athletics/History

## 30 years of HISTORY

Some of the most memorable and important moments in Bowie's time line

ART BY Callie Richards and Madison Austin

# ?

The first discussion on building a southwest high school at the AISD City Council meeting

1975



Bowie named National Blue Ribbon school, invited to Washington to receive award; First Bowie football playoff victory

1992

# AB

Modified "block" schedule, where only some classes followed it; 3200+ students

1997



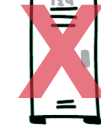
Bowie is shocked by the 9/11 Terrorist Attacks; Joyce Brisco's debate team raised over \$8,000 in support

2001



Major state-wide budget cuts to most schools, affected Bowie's programs and teachers

2010



No more lockers in regular use; FIT's first year being implemented

2010

Cancer walk for Nikki Vohl; #WaterForBowie, the day that there was no water running on campus; Theatre flooded

2015



Yearbook wins a national CSPSA Gold Crown

2016



### in Memoriam

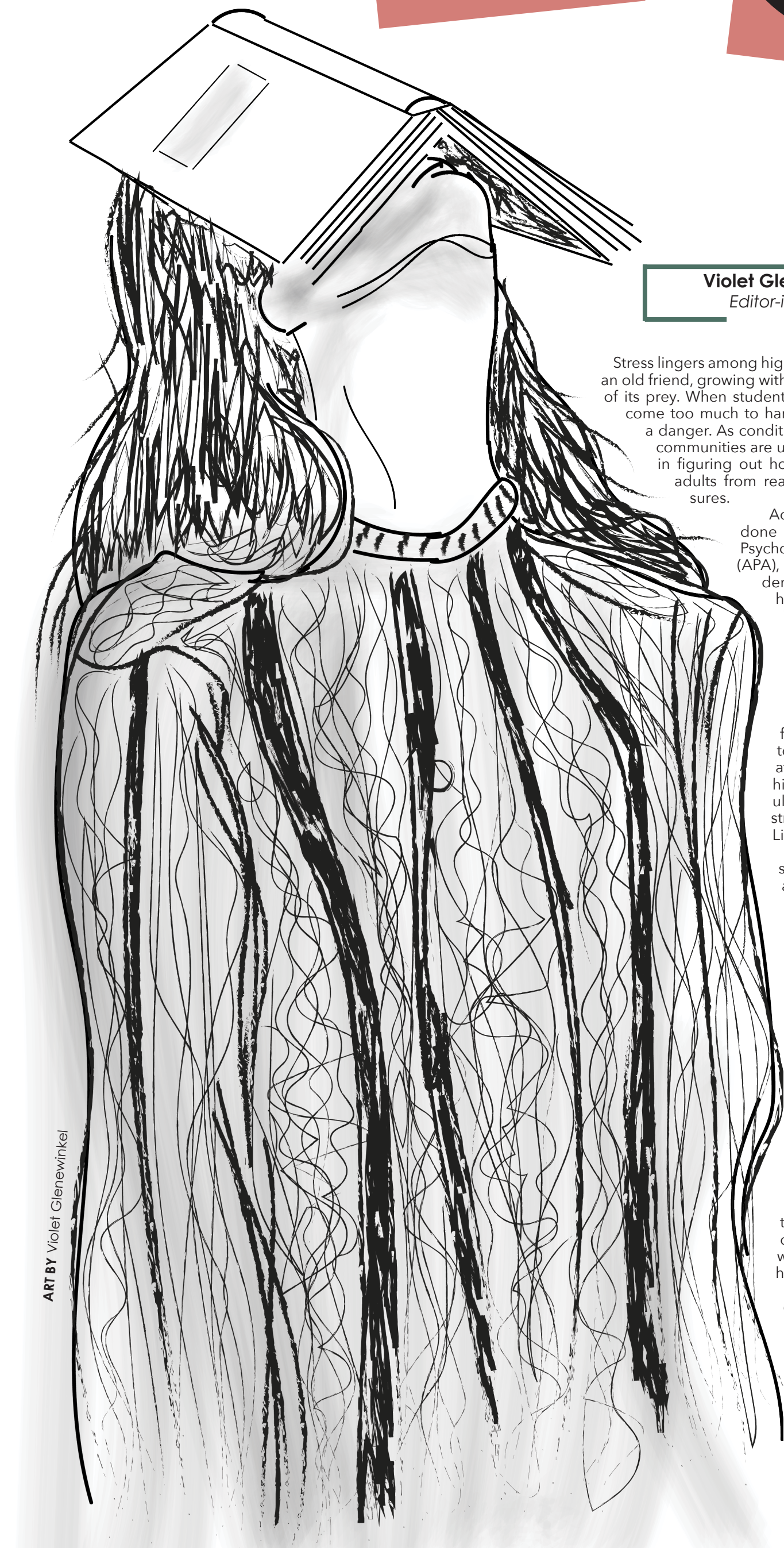
Teachers and administration who have passed within the thirty years

Becky Van Shellenbeck  
Ray Roche  
Ron Crompton  
Karen Saylor  
Nikki Vohl  
Jason Landers  
Wade Pittsford  
Susan Andrews  
Robert Gomez  
Patsy Alexis  
Card Chapman  
Janis Pinelli

PER: Bowie Staff



# STRESS



## The Kids Are NOT ALRIGHT

Violet Glenewinkel  
Editor-in-Chief

Stress lingers among high school students like an old friend, growing with time under the nose of its prey. When students don't know it's become too much to handle, stress becomes a danger. As conditions worsen in teens, communities are under their own stress in figuring out how to prevent young adults from reaching extreme measures.

According to a study done by the American Psychological Association (APA), 49 percent of students in high school have reported feeling a "great deal of stress" on a daily basis.

"Sometimes people will avoid situations that cause them stress, which for students, can lead to poor attendance at school, falling behind in classes, and ultimately, even more stress," head counselor Lisa Saunders said.

When it comes to stress, there is such a thing as a healthy amount.

"Life is full of stress," Vida Clinic therapist Micaela Gonzalez said. "There is such a thing as too much stress but there's also a thing of just enough."

According to Gonzalez, controlling stress and managing it in a healthy way is what prevents things from worsening.

"When it comes to the point where you can't manage it, that's when you should get help," Gonzalez said.

The high-level stress epidemic among young adult students is the leading cause of the rise in anxiety and depression rates, due to the physiological change

the body goes under.

"When you're stressed, your body goes into a fight or flight response," Gonzalez said. "Being at that level prevents you from thinking clearly and that just complicates things."

Not being able to think clearly makes the individual more prone to anxiety and, especially, depression. "Depression is one of the big ones because if you feel like you can't handle stuff, it can affect your self-esteem," Gonzalez said. "It feels like you aren't performing at where you're supposed to be."

As this chain reaction of stress to anxiety and/or depression goes on without help, health conditions become at risk, too.

According to school nurse Jean Vo-Foradory, chronic anxiety can lead to sleeping disorders, immunosuppression, stroke, or heart disease while chronic depression can cause substance abuse, suicidal thoughts or actions, or isolation in the long run.

Now more than ever anxiety and depression are prevalent in students, directly correlating with high-level stress environments, like high school.

"I see a lot of students who are really struggling to handle all of their extra curricular activities, responsibilities, and commitments," Gonzalez said. "Kids who are really over achievers and they really want to give their all to everything in the end may wind up spreading themselves too thin."

As an officer and senior director in theater, a class officer, president and head of the prom committee, involved with PALS, president of Spanish Honor Society, NHS, and all AP classes, senior Piper Kopser understands what it means to struggle with a stressful environment.

"It's pretty tough to find free time to do my homework and when I come home from the day, exhausted, the last thing I want to do is whip out a multiple page calculus review," Kopser said.

Taking a breath when things become too much is one of the main things Kopser does to get a clear view of the situation.

"I have definitely had severe stress and anxiety, and I just have to take a step back and get some perspective," Kopser said. "I'm 17, in practically the prime of my youth, and I'm stressing over classes that may or may not even help me in the future."

For junior Cade Blagdan, who is involved in theater, color guard, student council, PALS, and track, he takes a similar approach in dealing with stress.

"Some nights when I stay up too late and have loads of homework, I start to freak out and stress out too much," Blagdan said. "To handle that, I make myself a cup of tea, or warm milk, power through my homework and I'm fine the next day."

For freshmen, Blagdan believes the best thing to do is find friends who will support each other through stressful times.

"Find a group of friends that are always willing to help with homework, friends that you can help, too," Blagdan said. "It makes it all easier to share a load of stress between many than by yourself."

This aspect of students lives is a big focus of principal Mark Robinson and he is currently working with administrators and teachers on how to help struggling students.

gling students.

"Introducing some social and emotional learning sessions into FIT is a step," Robinson said. "I know in the past those have always been academic sessions but it doesn't really help you deal with the stress aspect."

For example, FIT sessions are now being offered for freshmen to attend where they can get help with how to deal with overwhelming stress.

"Freshmen are able to sign up for some mentoring sessions with the juniors and seniors, getting some help from people who have been there and done that," Robinson said. "We're going to be continuing doing that."

On top of that, counselors are being encouraged to join FIT sessions about managing anxiety as well as other coping mechanisms.

"We're talking to the counselors about being able to do some sessions on anxiety, stress management and maybe even yoga, getting teachers who do yoga to get them to do sessions with students so they are able to sign up for that during FIT," Robinson said.

To prevent stress from escalating, Robinson is working with the NHS by getting students involved with tutoring sessions for ones struggling.

"The first focus is on FIT and getting more student voice in what we need in those sessions and finding out what they need," Robinson said.

Being able to set a focus on freshmen now will help

"I'm 17, in practically the prime of my youth, and I'm stressing over classes that may or may not even help me in the future."

- Piper Kopser

prevent future cases of extreme stress in the years to come.

"In general, we are trying to have conversations about a growth mindset in letting students know that it's okay to work on something and get better with it," Robinson said. "Just because it's hard now doesn't mean it will always be hard."

However, not all help can come from academic situations.

"I think that the school can only do so much to help students with their stress by FIT, off periods, and tutoring," Kopser said. "The rest of the help has to come from yourself for we are the only things causing ourselves to be stressed."

According to Kopser, there is only one time students are able to be young adults in high school and being this stressed out during such a vital time is something that must be balanced and taken care of.

"We won't ever be teenagers again, so I'd say to make sure that you enjoy it," Kopser said. "Do your best and work your hardest, but don't get yourself

According to a CNN poll of 4,500 high schoolers, around 75% have engaged in "serious cheating" due to stress

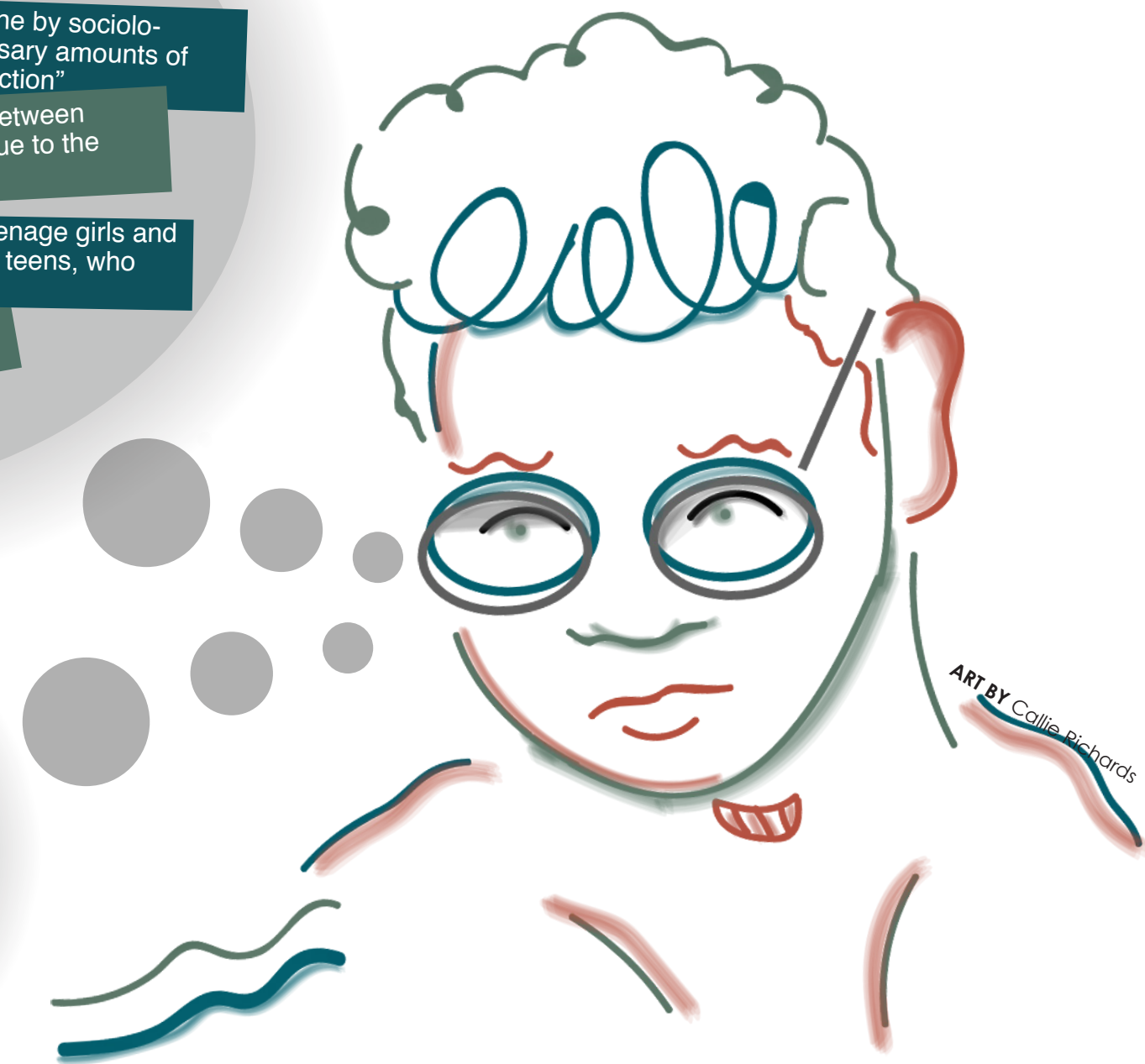
55% of female students reported to a poll done by sociologist Michael Kimmel that they place unnecessary amounts of stress to maintain society's impossible "perfection"

According to *The Guardian*, 600-800 students between the age of 15 and 24 commit suicide annually due to the mental health issues stress induced

According TIME, about 30% of teenage girls and 20% of boys, making it 6.3 million teens, who have had an anxiety disorder

Mental Health America's estimates there to be one in five teenagers clinically depressed from stress

Stress has become an EPIDEMIC among teenage students that is nowhere near from being solved. Thousands of teens are suffering through symptoms of anxiety and depression, leading to worse cases and little help. The question is *why* and *what are we going to do about it?*



### CAUSE & EFFECT

Knowing what can happen to the body due to stress can prevent effects from worsening. The flow-chart below describes what to do if you're feeling these side effects.

Deep Breathing  
Practice Mindfulness

*Clears mind, making it easy to focus and think*

Muscle Relaxation  
Make Time for Rest  
Yoga & Meditation

*Provides energy to complete tasks*

Take a Step Back to Think  
Apply the 6-month rule: Will this matter then?

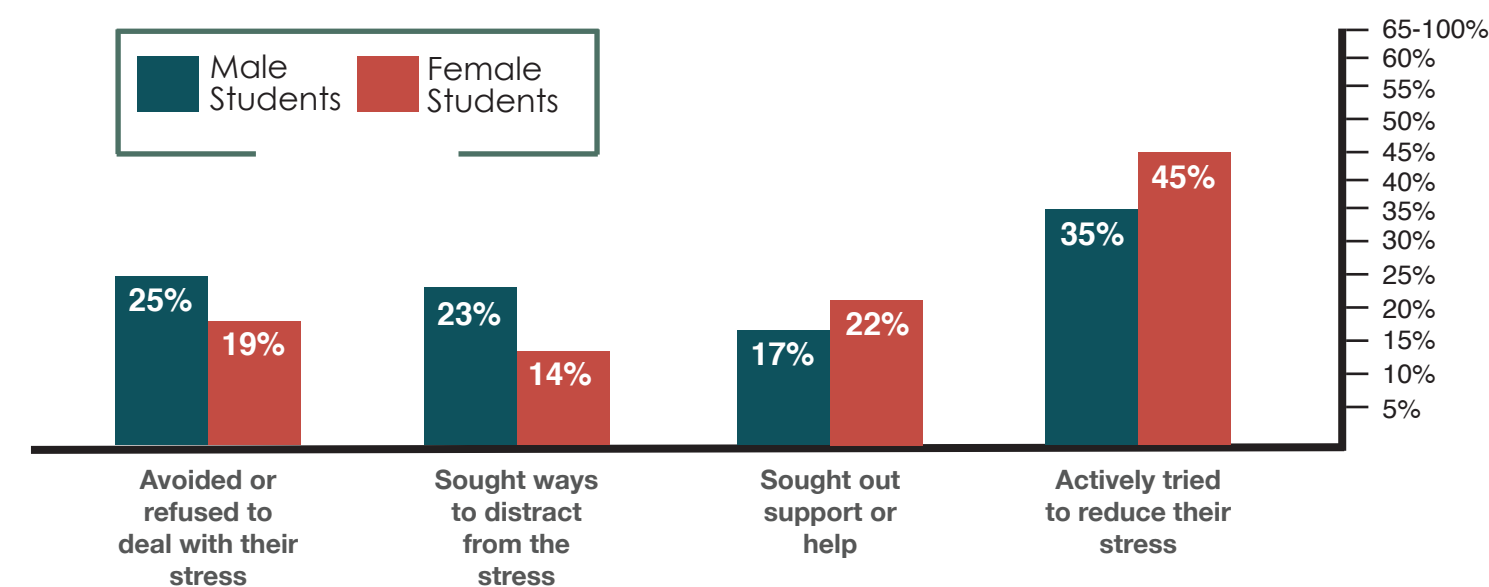
*Keeps mind in check with reality and not stray to negativity*

OVERWORKED  
MIND

BODY  
EXHAUSTION

NEGATIVE  
THOUGHTS

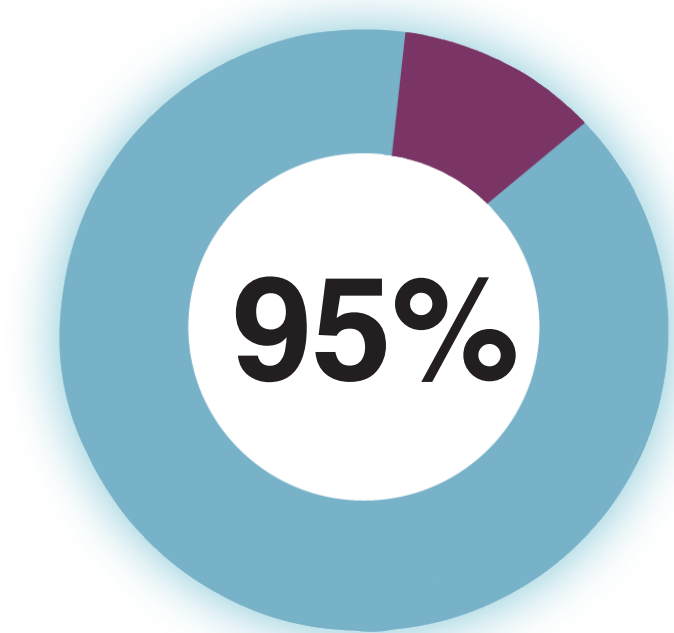
Stress by  
the SEXES



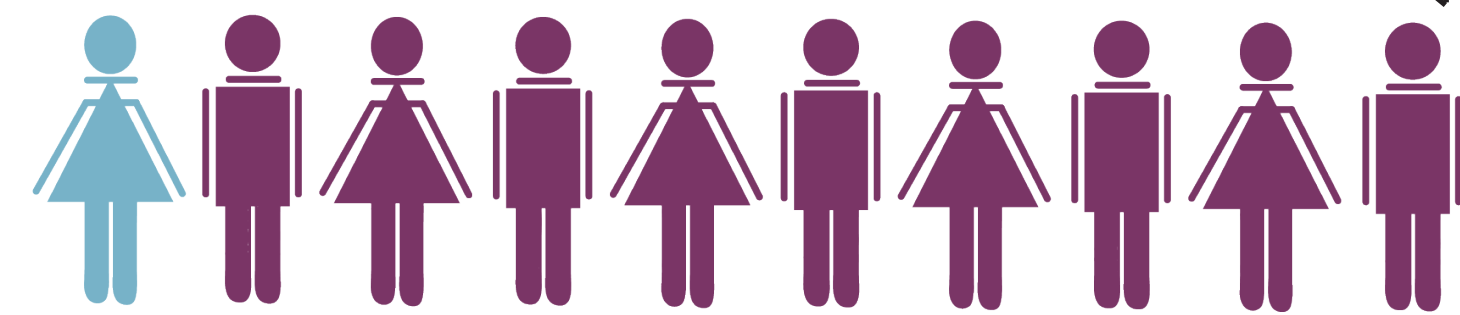


# PROBABILITY of cyberbullying



How likely and often does bullying really happen?



Over 95% of teenagers use social networking sites to communicate with peers



# The bully factor

 **Marissa Salazar**   
@Staff Writer



It's commonly known and taught that bullying others is wrong. We have been exposed to this since elementary school and yet it still seems to be present into high school. With the recent creation of David's Law, it's disappointing to know that the price of addressing the serious problem of bullying to lawmakers came at the cost of a teenage student's life.

I have always wondered why people bully because I can never think of a reasonable or justifiable cause to treat someone cruelly as opposed to just moving on. When I do ask someone why they are bullying another student, most of the time there is no reason at all or a completely baseless one.

As someone who has been in a bullying situation themselves, I can verify first-hand that it's not great and help is very difficult to find on campus. In an already isolating situation, not being able to find adequate help makes the whole ordeal worse and seemingly endless. I talked to AP's and counselors but they were dismissive and unhelpful with the problem, as I expected them to be.

When talking to various students around

campus I found out that there is shockingly low expectations with the office's ability to handle or help with the problems students have personally or academically. The notion that AP's and counselors put minimal effort in effectively helping students with their problems is popular and dates back years from when my older sister was at Bowie.

Students should not have to feel hesitant to attend school in anticipation of harassment or ridicule from bullies while the staff that are supposed to help them do nothing about the student's problems. I went to the

“Students should not have to feel hesitant to attend school in anticipation of harassment or ridicule from bullies while the staff, that are supposed to help them, do nothing about their problems.”

assistant principal who I had reported the initial bullying to and they told me there was nothing more that could be done and shut the door, even though the situation was persistent. I didn't come to school for the next few days after that.

The ordeal with the assistant principal led me to become more upset at the incompetent and lackluster job done by the administration than those who were actually bullying me. For a place that incentives good attendance, it's ironic that their lack of concern contributes to some students deciding

not to attend class in addition to losing confidence in school authority.

When acquiring more information on the procedures used to handle bullying on campus and the possible changes with David's Law, some counselors repeatedly refused interviews with little to no explanation as to why. One excuse that was given to me was that they didn't know enough about the law, which was puzzling because I would think counselors need to be well informed on something that could possibly affect the students they are paid to advise.

I know others who have come to the point of withdrawing from school altogether because they feel that there isn't any other way to stop their consistent harassment. It is outright ridiculous that some teenagers resort to altering their own education for a persistent yet preventable situation that was never properly dealt with.

When a student begins the process of leaving school, administration intervenes in attempt to keep them enrolled. It's ridiculous that after all the time they did little to help the student, now administrative staff

take action when they could have put effort in preventing this from happening in the first place. By this time it's too late for them to redeem themselves by thoughtfully intervening, the student has made up their mind and the damage is already done.

I have come full circle since the time I was bullied and yet am still stumped on the same question I've been pondering for over a year, which is where can students go on campus to find effective help for victimization or any other social/emotional problem? The disappointing truth is that there isn't any easily accessible place on campus to find a complete resolution for concerns a student may have and that isn't going to be fixed with a new law.

With a situation like this happening, everyday school routine can get overwhelming and frustrating for any student instantaneously. While David's Law is a step in the right direction, nothing will change unless there is a better effort on everyone's part to improve things on campus. I'm confident the new law will affect what constitutes as bullying but I am unsure that the law will affect the actions of our school administration when it comes to a student's concern regarding bullying situations.

Here is a clear message to the administration who are supposed to have a strong stance on bullying at school and online: do better. While bullying situations aren't always black and white, there should be more than little to no action towards bullying on a campus that claims to be a safe environment with no place for hate. ■

## OPINION

The negative impact cyberbullying has on teens today and how David's Law is trying to make the necessary changes.

 **Violet Glenewinkel**  
@Editor-in-Chief

The tragedy of a young life lost has blossomed into an act for justice with the introduction of David's Law, an anti-cyberbullying law making it illegal to commit acts of bullying over any media.

With the new law in place, along with a pledge towards anti-cyberbullying, these actions are a step towards ending the use of media for negative reasons.

“The story is of a young man who was bullied until he took his own life and there can be nothing more tragic than that,” principal Mark Robinson said. “His parents took this initiative and worked with lawmakers to get a law passed.”

Originally, schools could do nothing about what occurs outside of the grounds, meaning behavior outside of classes was something they couldn't be involved with.

“All David's Law does is give administrators more power over those situations so if it is impacting what happens at school, then we're able to get involved where as before we couldn't,” Robinson said.

Students will now be held accountable for their actions, on campus or off.

“[David's Law] forces people to realize the implications of their actions, even if it is online,” English II teacher Whitney Shumate said. “It can affect the whole school if students are made aware of the consequences that will actually take place.”

Educating students on cyberbullying and the legal effects of it is the next step in implementing David's Law.

“There has to be something built into our curriculum to encourage students to be responsible in their online presence,” Shumate said. “It seems like a lot of students believe that nothing bad will happen to them.”

This also means defining bullying: What constitutes as bullying and what may be just “mean” are two completely different things.

“What teachers can do is educate students about what bullying is and isn't and when they see it occur or brought evidence of it to be able to get the administrators involved to be able to stop it,” Robinson said.

For Shumate who has witnessed students taking light of the subject first-hand, teaching must be intentional on explicitly explaining behavioral expectations and making a clear line between right and wrong.

“I have had multiple students come and show me videos of others that they know, and that they don't know, being humiliated or hurt, and it's often shown to me with the expectation that I will laugh or think that it's okay,” Shumate said.

According to sophomore Charlie Ferguson who has experienced bullying first hand, a typical form found on campus is justifying someone doing an action they did not commit, whether in person or over social media.

“When people do that it's like they're trying to justify being mean to them,” Ferguson said. “Sometimes it may be based off a misunderstanding of some sort that's completely untrue or an over exaggeration of something.”

In Ferguson's opinion, David's Law being more about bullying as a whole is what will make it the most effective.

“David's Law is originally centered around cyberbullying but I like how it's a bit more expansive and being directed toward more bullying as a whole,” Ferguson said. “The whole concept of David's Law is raising awareness in a way.”

The experience of being bullying is

different for each individual, making it dangerous to a person's well-being no matter who the student is.

“In the moment [of being bullied] you sort of feel like you're in danger, it depends on how severe the situation is but it feels like you don't want to show your face because you feel like someone's looking for you or out to get you,” Ferguson said.

Dealing with the consequences of ver-

A recurring problem with bullying is the act of victims letting it go, seeing it as something not so important to keep pushing for help. According to AISD Licensed Mental Health Professional Cristine Hanlon, that's where problems worsen.

“We need to actually tackle the problem and not let it go, we need to speak up,” Hanlon said. “If a student is experiencing that then they need to find some-

bystanders that stand by and look and don't say anything,” counselor Nona May said. “We also have too many victims who take the hurt and they don't say anything.”

However, David's Law isn't defined as clearly as it could be which causes the public to not have a clear view of its benefits.

“As a new law, it needs to be defined more clearly so people have an idea of how this law can help them and protect them and then people need to take it seriously,” May said.

Being so new, details like bystanders are not addressed, making it difficult to handle bullying cases and all the factors that come along with it.

“Right now, the law says if anybody feels uncomfortable about what is said to them, said about them or sent to them, they can have action on it,” May said. “Everybody's perspective is unique to them, so we have a law now that is all over the place.”

For now, David's Law does not have a clear point on what it can truly be effective towards.

“What is harassment? What is bullying? Right now, anything and everything kind of falls under David's Law,” May said.

Despite the few flaws, David's Law is a step in the right direction for the safety of victims and justice towards bullying over media or in person.

“I think what David's Law does is it empowers our staff here and it empowers our adults here to actually follow through with bullying that was not considered ‘real’ bullying in the past years,” Shumate said. “Kids won't feel as empowered to harass people because they know that there will be consequences, even if it's online.” ■

## NEWS

“In the moment [of being bullied] you sort of feel like you're in danger... it feels like you don't want to show your face because you feel like someone's looking for you or out to get you”

- Charlie Ferguson

bal bullying over physical bullying have varied for many years.

“Physical bullying was a lot easier to address and punish because a lot of times students would pretend they were joking if it was being done through speaking,” Shumate said.

In the classroom, teachers can now watch for signs of verbal bullying and aggression before it can be covered up as “joking”.

“I think that's a really important thing to keep in mind for teachers and administrators to look for signs of that kind of relational aggression in the classroom, because there should definitely be consequences for that and not just physical aggression,” Shumate said.

one they trust and who will listen to them and not let it go.”

For the new law to work, the first action must be from a student or parent speaking out about the action.

“I like to make sure that students and parents, and school staff even, are aware that if a student is being bullied, no matter if it's social media or in person, that the school district has a clear procedure to follow for that and it starts with the student and/or parent complaint,” Hanlon said.

Even though this law may cause people to reconsider bullying over the media, the problem of bystanders is still very evident.

“We still have too many bystanders,

42% of TEENS with technology access  
REPORT BEING CYBERBULLIED OVER THE PAST YEAR

ART BY Violet Glenewinkel  
SOURCE: nobullying.com

69% of teens own their own computer or smart-phone device

OF THOSE TEENS: are active on one or more social media sites

80%

81% of young adults say bullying online is easier to get away with than in person

