

Lemont High School
800 Porter Street
Lemont, IL 60439



Last spring, NHS chose to contribute to the St. Baldrick's Foundation with a goal of \$10,000. Student and teacher volunteers collected donations from friends and family to raise awareness for Kids' Cancer and shaved their heads on May 1 in solidarity with the fighting youngsters. With their help, Lemont High School raised \$10,418 and counting.

To increase student donations, NHS made certain teachers shave their heads after reaching a checkpoint. Mr. Dave LaBarbera, LHS Physical Education and Driver Education Teacher, was forced to shave his head after the school collected over 2,000. "I'm definitely glad I participated," said LaBarbera. "And I'm very glad the goal was reached."

Forty-six students volunteered, including senior Joey Petzoldt and junior Shawn Nienhouse. "I usually get it cut this short so it was no big deal," said Petzoldt. "Plus, its for a good cause."

Nienhouse, who shaved off the afro he grew out for two years, described the experience as "good." "I enjoyed it. It's for a good cause and a free haircut."

At more than 2,400 events, over 106,000 volunteers have shaved their heads in solidarity with kids fighting cancer. With their help, the foundation funds more in childhood cancer research grants than any organization except the U.S. government. In 2009, St. Baldrick's contributed more than \$12 million.

Each year, doctors diagnose 160,000 children with cancer, the number one disease killer of children in the U.S. and Canada. Every three and a half minutes, a child is diagnosed with cancer. However, constant

research and donations help to find cures and improve the quality of life for patients and survivors. "It's something I would definitely do again," said Petzoldt. "I usually get it cut this short, so I'm not apprehensive about shaving everything off."

"The one thing that stands out in my mind is all the participation of the school," LaBarbera stated. "It was for a great cause and it shows how many caring students we have."

If people are interesting in donating, please visit www.stbaldricks.org

Band Director, Mr. Doherty and LHS Alumni Gavin Quinn



Photo by Mrs. Nenne

IN THIS ISSUE

News Briefs pg.2

Know much about Student Council? pg.4

Looking forward to Senior year? DONT! pg. #



BRIEFS

LHS teacher receives Studs Terkel Humanities Service award

Lemont High School teacher Mr. Michael Galati will receive the Studs Terkel Humanities Service award for his LHS teaching career, community work with youth and the Writers Club and poetry efforts. All LHS members can come to the Village Board meeting ceremony at 7:00 p.m. on Nov. 23, where a Humanities Council representative will present Galati with his award.



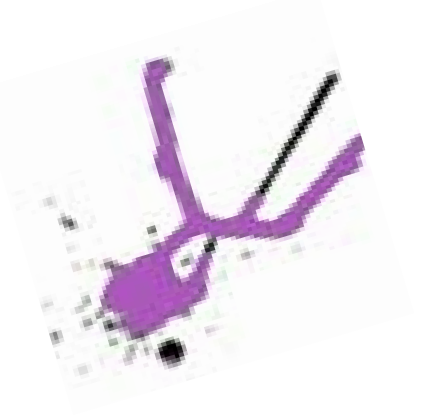
LHS recognizes **STUDENTS OF THE MONTH**

LHS recognizes senior John Nelson, junior Jake Groselak, sophomore Brian Hennig and freshman Dan Totura, as November's "Students of the Month." These students were picked for the hard work and dedication they put towards the school and community. Each month the various "Student of the Month" winners choose a charity that receives a donation from local businessperson Mr. Brad Grcevic, of Edward Jones Inc. During November, the Pediatric Oncology Treasure Chest Foundation will receive the donation.

ACT 36

PREp.

In January, LHS is offering the test preparation program ACT 36 to give students the confidence, strategies and preparation they need to achieve their best ACT score. The eight week program meets on Monday and Wednesday nights from 6:30-8:30 at LHS. ACT 36 is \$270 and open to all LHS and surrounding high school juniors. The completed registration forms and full payment need to be returned to Mrs. Anna Anderson in the Pupil Personnel Services (PPS) Office by Dec. 2.



"SUSHI IS NOT RAW FISH, SUSHI IS RICE."



KITARO

GRILL & SUSHI LOUNGE



Go **KITARO** experiment SUSHI this Holiday

Show Lemont high student ID
and enjoy **10% off** entire bill
for orders over \$50

(valid Sunday through Thursday, expires on 12/31/09 cannot combine with any other offer.)

Head Editor:

David Timm

Design Editors:

Emma Cunningham

Brittany Madsen

News Editor:

Dylan Blaha

Editorials Editor:

David Timm

Features Editor:

Christine Alwan

Sports Editor:

Danny McKevitt

Business Manager:

Nick Celis

News:

Janelle Fennessy

Editorials:

Arlene Bozich

Katie Callaghan

Features:

Alyssa Busse

Kathleen Clark

Rachel Colant

Annette Dzielski

Dale Erdimer

Maggie Francisco

Carolynn Micetic

Sports:

Nick Celis

Stephanie D'Amato

Photographers:

Stephanie D'Amato

Danny McKevitt



by David Timm
Editorial writer



Know much about **Student Council?** Neither did I.

As a big fan of social studies, and classes like World History, AP U.S. History, AP Government and Human Rights and World affairs, I am constantly thinking about things like democracy. I am reminded in nearly every class, especially AP Government, without properly teaching students about the necessity of participation in democracy, they are much more likely to be one of the many millions of Americans who don't vote on Election Day.

In light of this I've looked at Lemont High School and found unfortunately that although there are opportunities to experience democracy in action, most LHS students who are involved are those who have had to look specifically for the opportunities. This may mean other students, who may not be looking for these opportunities, leave LHS without experiencing democracy in action. LHS needs to do a better job of presenting and promoting leadership roles which will involve all students in a more democratic and representative way, with the decision-making process in the school.

Now, don't misunderstand me; I do understand that there are extra-curricular groups like Model U.N., NHS, NEHS or even our Student Council, all of which are stellar promoters of democracy in school. The problem remains, not all students are interested in these groups or they may have other activities that won't allow them to be a part of the groups.

So what happens to these students? Are we going to let them leave high school without experiencing democracy in action?

When writing this article I ran into a number of surprises. The most surprising thing I found was most of those I talked to, freshmen, sophomores, juniors and seniors had no idea whether or not we had a student council and those who did know, didn't have a clue as to what student council did.

After talking to a few student council members I found the extent of their authority/policy making power to be limited to non-existent. Megan Flanagan, a junior and secretary of Student Council told me, "for homecoming week we pick the spirit days, work spirit links, make posters and find judges... We also pick the music in the halls... We recently just hosted the blood drive... We are about to start a candle fundraiser."

Now I'm not against any of these things student council is doing, in fact I'm all for them, but is this really student council's purpose?

The definition of student council according to dictionary.com is very clear, "a representative body composed chiefly of students chosen by their classmates to organize social and extracurricular activities and to participate in the government of a school or college (Emphasis added)." This definition again highlights the problem in our own school.

(Continue to page 7)

Editorials

5

IT'S THE ANGRY PILGRIM! The epic smack-down between by Arlene Bozich *Editorials writer* **Santa** and the **Turkey**

So on Halloween I saw something truly terrifying.

I walked into Walgreens dressed up as Super Girl and was enjoying the bizarre stares from the staff and other customers. I was picking up some candy because trick-or-treaters had cleaned us out of all of the Kit-Kats, Milkways, and Butterfingers.

Then, I looked up. And almost screamed. On the top shelf of the first aisle, peering over the store and glaring into my soul, was Santa Claus. His glare made my Super Girl outfit seem even more out of place than it already was. He waved at me, furthering my discomfort and fear.

I ran over to the candy aisle, in hopes of escaping the specter. But I found no comfort in the sugary walls. Chocolate elves and little Christmas candies coated the walls staring at me with



Photo by Stephanie D'Amato

the same vehemence as Santa. Fear pounding in my heart, I grabbed the nearest non-Christmas treat and ran to the counter.

But in the safety of my car, I calmed down. And became angry. Since when did Santa have the authority to stomp all over the other holidays? Every other holiday character only gets one day a year. Santa is already privileged in that he gets an entire season.

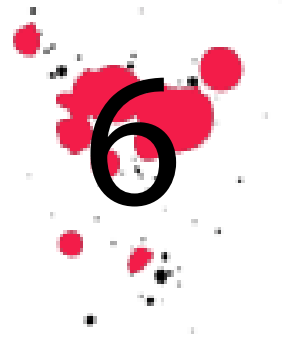
So, after Halloween, I took up an oath. Between Halloween and Thanksgiving, I would take on another persona.

Enter the Angry Pilgrim.

As a Holiday Purist, I believe each holiday, no matter how trivial, should get its respective due. But with

see p. 6

Editorials



Christmas trees appearing in Macy's in late August and Christmas lights popping up all over town on or before

Halloween, it's hard for any holiday even remotely close to Christmas to get its say. So, I'll just have to help. As the Angry Pilgrim, I promise to talk down those who begin to celebrate Christmas before Thanksgiving. That includes singing Christmas carols, having a Christmas countdown, and putting up Christmas decorations before the turkey is on the table.

Senior Lauren Dohse is one of the unfortunate merry makers I have had to verbally abuse as the Angry Pilgrim. "I started counting down at 127 days until Christmas." That's August 21st. Maybe Macy's is counting on the other Christmas drones like Lauren to buy trees in summer.

Lauren also celebrates by listening to Christmas music and planning festive activities. "[My mom and I] have mapped out a plan of attack when it comes to decorating and baking and such. We like to keep it fresh."

She mentioned how she was, surprisingly, the only one excited to begin practicing Christmas music in choir. "The choir hates me right now," smiled Lauren, oblivious that it's not only the choir. The Angry Pilgrim is right there with them.

Senior Patrick Hopkins takes another look at celebrating Christmas early. "I'd like to punch [early Christmas celebrators] in the arm," says Patrick. "I think Thanksgiving is important, but it's often overlooked by people who get caught up in the materialism of Christmas."

Speech teacher Dan Franke jumped into the conversation and cut Patrick off at this point. "Everyone knows that Thanksgiving is just pre-Christmas," he said. If I wasn't so afraid that he'd knock my head off, I'd pull a Patrick and punch his arm.

Please understand, I'm no Scrooge. I love Christmas. What's not to like? Excited little kids, presents, family, great food, winter break...heck, my last name actually means Christmas in Croatian!

But as the Angry Pilgrim I also understand that each holiday deserves its special time. And dragging Christmas all year diminishes the special feeling of the day.

So if you see a crazy girl tackling an inflatable Santa in your neighbor's yard before Thanksgiving, don't worry. It's just the Angry Pilgrim avenging the turkeys.

Photo courtesy of Google



VS.



Photo courtesy of Google



from p. 4

Students are able to join Student Council as members at the beginning of the year, officers are then elected by members from inside of this group. This is certainly not how democracy is meant to operate; it means regular students unable to participate are robbed of the proper representation which is present in other schools.

There is a bigger problem though. Even if the general student body did elect officers, Student Council does not have enough influence on school policy to make a big difference.

From a very early age I have always had this understanding that schools had an active student council, involved in more than just fundraisers, dances and blood drives. However, this does not seem to be the case at LHS.

After meeting with Dr. Doebert, I found that LHS is currently employing a philosophy that tries to diversify leadership, turning over most responsibilities specific to the group which the policy will affect. For example a discipline committee meets annually to discuss and make changes to the athletic and general student codes. In this case representatives from the students, parents and administrators are chosen or volunteer to be a part of making these changes. Lack of popular election and lack of a centralized student government also hurts the unity of the schools decision-making.

Exceptionally involved senior Helen Dickson pressed home this thought, “there’s a select few that have made the choice to make their voices heard”. Dickson also stated that, “those that want to do something don’t put in the effort.” We as a school need to offer a medium to make our student’s voices heard, and it needs to be done in a democratic fashion. After all it’s the job of the school to make sure that students have proper motivation and opportunity to make their voice heard.

I’ve been well pleased with my experience in the school, and have encountered stellar teachers, great classes and a solid overall educational experience. I’ve learned almost all of what I know, academically speaking, in high school.

With that said, I want to be extremely careful with this article: I don’t want to come off as accusing our administration as disregarding these issues because that would be unrealistic. I do believe, however, that this lack of democratic process and student leadership in school affairs is a big problem and is, in part, the administrations fault. On the other hand, we as students have the responsibility to demand a role in the decision-making process at LHS. Failure to realize this on both sides has resulted in a hole in some LHS student’s educational experience.

The greatest thing I can hope for this article to achieve is to plant a seed in our collective minds so that maybe, just maybe, we will see the need to make a change now.

Response from Superintendent
Sandra Doebert
on page 10

Editorials

8

Are you **IN** or **OUT**?

by Katie Callaghan
Editorialist

In order to narrow down some of my top choices for college, I have to take into consideration the major issue of tuition. Honestly, I do NOT have the \$36,000.00 my dream school Michigan State University is asking me to dish out like loose pocket change. Is it fair that I am on constant patrol for any type of money that I can get my hands on (yes, I'm adding lucky pennies on the sidewalks of Lemont into my piggy bank labeled COLLEGE) while students in other states have the Reciprocal Tuition agreement?

Reciprocal Tuition agreements allow students to pay the in-state tuition fee of a school that is not the state of their own. But, in order for this to work, the state the student is applying for must have the agreement as well.

Tuition Reciprocity is not common everywhere, but states have definitely taken into consideration the costs of college and by doing so have figured out ways to benefit both the state and the student. For example: Indiana and Wisconsin both have the agreement that says any student who would like to go to a college in Wisconsin but is a resident of Indiana will be pardoned from paying the extra out-of-state costs, and instead will pay the in-state tuition fees. This means that a

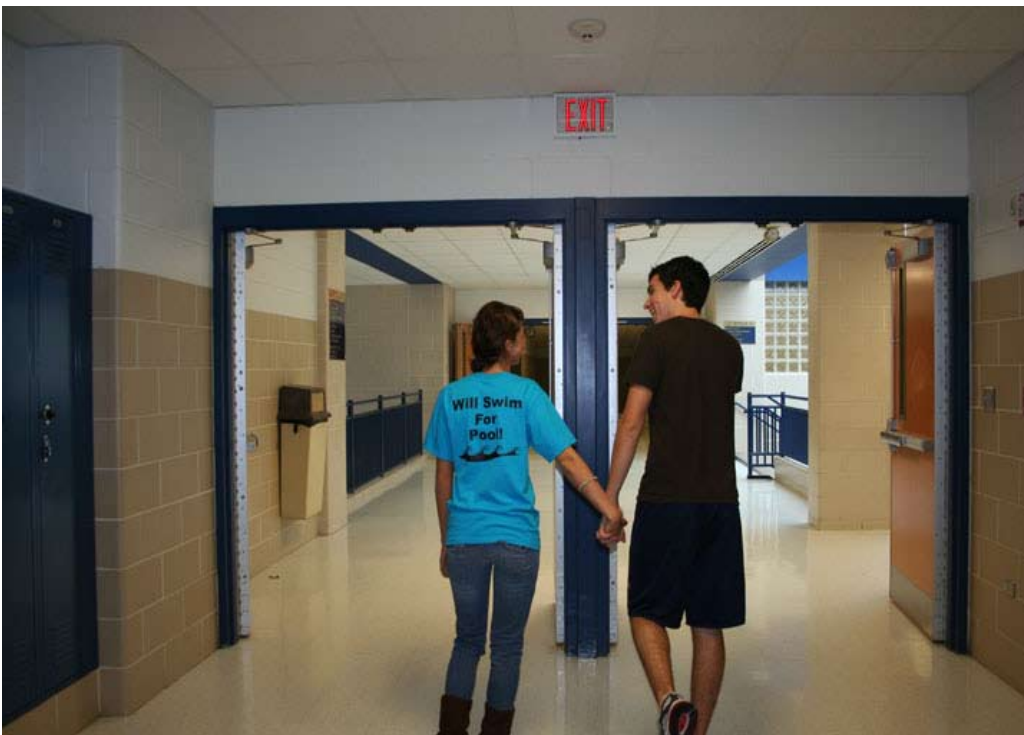


Photo by Stephanie D'Amato

residential student in Wisconsin who has dreamed of going to Indiana University will be able to pay as a resident of Wisconsin.

Many states have a larger percentage of in-state residents attending their colleges with a smaller percentage of out-of-state students coming in. There could be many reasons for this, but one major issue would be the expense

Editorials

9

difference between the two. Because college is so expensive, it makes it a lot less appealing to those who want to pursue going to school out-of-state but can't seem to afford it.

Why wouldn't Illinois want to offer this kind of opportunity to students who are pursuing to further their education? The cost for college tuition is already absurd enough, but to have to pay extra amounts for being a

non-resident makes it that much harder.

Taking a look at the costs just makes me want to cry. How in the world can my family afford to send me to an institution that is going to cost them more than \$100,000.00 in the long run? Yes, there are ways to help save money like scholarships, student loans and financial aid. But in the end, after the next four chapters of my life are over, I have to take into consideration how much debt I want to be graduating with.

Senior Disrael Sanchez says he's "really worried



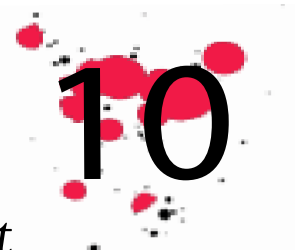
Photo by Stephanie D'Amato

about paying for college but I'm trying my best to look for scholarships and make due with what I have. Every day is stressful when it comes down to thinking about college."

If Illinois were to just think more about the youth of its state, then maybe they would consider helping us out with paying for college. It is our generation that will be leaders within a few years. Don't they want to leave this so called legacy in good hands of well-educated people? Students who are considering going off to college in different states to get a better education might be impaired because of a smart agreement that our state does not have.

Unfortunately for us Illinoisans, we will be paying the extra thousands of dollars unless our government decides to make a few smarter changes to help all of us further our education. This could also mean that we save the extra cash and stash it away in our pale pink piggy banks.

To view an example a Reciprocal Tuition Agreement, check out this site: <http://higher.colorado.gov/Publications/Policies/Current/vi-partd.pdf>



A response from Superintendent Sandra Doebert

Every school has a different culture that nurtures the students' voice in different ways. Sometimes that students' voice is heard in the leadership of class officers or Student Council. Sometimes it is heard through the opinions given as part of committees. Sometimes that voice is heard through the class discussions that take place every day. If one considers the opportunity for anyone to have a voice as a fundamental element of democracy, then I believe that democracy is alive and well at LHS.

During the fifteen years that I have been a part of Lemont High School, the administration has operated from a model of shared leadership. As a result we have had regular committees at the district and building level that involve board of education members, administration, faculty and staff, community members, and students. One of the first things I did after being selected as the Superintendent was hold focus groups to discuss what people wanted from an LHS education. One of those focus groups was made up of students. As a result of these committees students have input into decisions about parking, the discipline code, the athletic/activity code, intramural events, Freshmen Day, Homecoming, service projects and any number of other things. Typically these students are selected to represent a cross section of students.

In a smaller arena, class officers are part of the decision making process for events that are important to students like Homecoming, Prom, and the class gift. Student Council members and officers make decisions about any number of other events from blood drives to Turnabout Dance. The Athletic Council has input into ways to increase school spirit and improve good sportsmanship. Students involved in the Mission Possible program have helped develop ways to inspire students to respect themselves, respect others, and respect their school. In fact, the Mission Possible organization was initiated by students many years ago. The list of such examples could go on and on.

However, one common democratic element that may be lacking is the popular vote process for selecting students to be involved in all the ways described above. It is true that students do not vote for many or most of the groups that I have used as examples. Sometimes they are selected from representative groups. Sometimes they self select. Without the requirement of being elected, one could presume that they are not representative of the student body because they did not have to gain enough people's support in order to be "voted into office." However, it is possible that by allowing self selection due to an interest in a particular organization, we are not only allowing for a greater cross section of students to be involved, we are also involving those that will be willing to work the hardest because it is an area of interest for them.

In this discussion of democracy let's not forget the work of our Social Studies Department. Courses like U.S. History, American Government, American Problems, and Human Rights are excellent vehicles for educating students and training them for our democratic freedoms and responsibilities. These classes are centered around the importance of people's voices being heard. They open up students' minds to the tools and resources that are available as well as the requirements for an active democracy. Students are taught the practical aspect of registering to vote and being election judges right along with the philosophical elements associated with our freedoms.

I clearly support and actively seek input from students. And in our endeavor to constantly improve our efforts in all ways as a school community, perhaps we need to consider more opportunities for student election to an ongoing organization providing input in the more traditional student government sense. However, I do believe that the education that students receive here, the opportunities for leadership that are presented to students, and the culture at LHS all serve to allow for the voice of students to be heard as well as to prepare them for their future as citizens in our democratic society. We do take our mission seriously that all student become lifelong, independent learners and productive citizens in a rapidly changing world.

FEATURES

11

Looking Forward to Senior Year?

by Kathleen Clark
Features writer

You are one year away from graduating. The last year of high school seems like it should be a breeze. You're one step away from starting your future and the rest of your life. This is easy, right? WRONG.

DON'T!

Remember entering high school as a small, timid, freshman? Back then the halls were filled with hot older guys. Each year there would be that one gorgeous senior guy. My freshman year it was Ryan Buttney. He was gorgeous, with blond spiked hair, perfect pearly white teeth, a toned bod and a smile that would make your heart skip a beat. As I grew older, the amount of older hot boys lessened. Now that I'm a senior, there are no more hot older guys.

Senior year isn't all fun and games like it's played up to be. College applications are very stressful. Filling out just a couple sheets of paper determines your entire future. If not filled out with care and precision, your future could be drastically altered. Hitting the deadlines and finding the perfect college creates a huge weight on your chest that stays there until that big fat acceptance envelope is received in the mail many months later.

Besides college applications, senior year is filled with numerous advanced classes. Schedules are filled with honors and advanced placement courses that require much attention and hours of studying.

Because it's the last year in high school, seniors develop something known as dun dun dun – SENIORITIS! Senioritis is a disease in which there is no more motivation or drive to do well in school. The infected become very lazy and careless.

Senior Adrianna Munoz is being affected by all the stresses of senior year. She states, "It has become increasingly difficult to manage good grades, friends, and hold a job-especially with senioritis."

Being old enough to attain a job is another pressure. Due to the current poor economy, it is impossible to find a job. However, jobs are a necessity because you're going to have to cough up thousands and thousands of dollars a year to pay for college.

During senior year, everyone turns the legal age: 18. We are now all legal adults. We can legally vote, move out of the house, buy cigarettes and adult merchandise; you name it, we can do it. With this comes a new desire for independence, along with more responsibility. Now, more than ever before, we want to separate from our nagging parents and be on our own in this world.

Senior year isn't all it's cracked up to be. So enjoy the less pressure filled early years, because it only gets harder from here.



FEATURES

12

CAN YOU HEAR ME

by Maggie Francisco

Features Writer

NOW?

If you are one of the 173 million people who listen to an iPod or MP3 player, you are at risk. Popping in your headphones before a big game or during passing periods may seem harmless, but many consequences could follow you for the rest of your life.

iPods are designed to pump music directly into the ear canal at up to 115 decibels. According to The Washington Post, listening to an iPod at 115 decibels can cause hearing damage in just 15 minutes. Listening too loud and too long can damage fragile hairs in the ear. These hairs turn sound waves into the electrical signals that the brain understands as sound.

“Studies have shown that people exposed to 85 decibels for eight hours tend to develop hearing loss,” Brian Fligor, ScD of Children’s Hospital in Boston, told WebMD. And with battery life on musical devices lasting more than 12 hours, CBS news estimates that 12.5 % of children aged 6 to 19 have noise-induced hearing loss.

Senior Ryan Staudt said he listens to his MP3 player, “All day, every day. I do listen to my music way too much. I know about the health risks, but I just don’t think it will happen to me.” Sophomore Amanda Parson agreed, commenting, “My hearing is fine right now.”

MP3s and iPods are often used to block out background noise. “My iPod is loud enough to the point where I don’t hear anything in the hallway,” said Parson.

Blocking out background noise can be hard to do without causing damage. A lawn mower can produce 85 decibels of sound. If you want to listen to your iPod while you mow it needs to be at least 20 decibels louder. Listening to your iPod at such a level is harmful.

If the health risks are apparent, why do teenagers continue to listen to music at dangerous volumes?

Mary Florentine, an audiologist at Northeastern University, thinks many young people may have what she calls a loud music dependency disorder (LMDD). This is when people get depressed when they cannot listen to their music loudly. Left untreated, this disorder leads to hearing loss.

While it’s hard to consider hearing loss a serious problem as a high school student, studies show that continuing to listen to your iPod at high decibels will affect you in the future.

FEATURES

13

Guilty Pleasure I:

by Kathleen Clark

Features Writer



“So I put my hands up, they’re playin’ my song the butterflies fly away, I’m noddin’ my head like yeah!, Movin’ my hips like yeah!” Clearly Miley Cyrus knows how to rock out, but what might surprise you is senior boys Petar Vjestica and Nick Forzely like to rock out with her!

Music is one form of a guilty pleasure. Although many are “too cool” to admit it, songs sung by artists including Miley Cyrus are catchy.

Vjestica stated, “I think ‘Party in the USA’ is a pretty good song because Miley Cyrus is sexy!”

Forzely stated, “After a big win I always rock out to Miley Cyrus.”

Other boys that admitted to listening to Cyrus were senior Connor Riley and junior Clayton Fejedelem. They said, “the song ‘Party in the USA’ takes our breath away.”

Besides boys listening to girly music, there are girls that like to rock out to hardcore death metal.

Senior Becky Wiley stated, “I listen to hardcore metal and screamo, anything that I can mosh and headbang to!”

Senior Suzie Martin said, “Q101 is my favorite [radio] station because they play Slipknot, Disturbed, Hollywood Undead, etc.”

Next time you see someone walking down the hallway jamming to their iPods, just know that Miley Cyrus or Slipknot is flowing out of those ear buds. ;]

What is your guilty pleasure in music?

“I like all the Disney soundtracks.”- Sydney Goushas

“Mariah Carey rocks my world.” – Dave Plecki

“I like the Glee songs.” – Kara Gikas

“I like the Hercules soundtrack because I just like all the songs.” – Rebekah Michaelson

“I like RadioHead.” – Benas Tijusas

“I listen to Taylor Swift.” – Brent Dibartelo

“I secretly like [listening to] Britney Spears at night while trying to fall asleep.” – Chris Gawron

“Taylor Swift is pretty much terrific.” – Mike Orszulak

“I listen to Elvis Presley.” – Christine Szostak

FEATURES 14

paramore

by Alyssa Busse
Features writer

Music. Many define this as a window of opportunity to express emotions in their hearts and minds. Sometimes it's just the opening melody or the simple lyrics of one of your favorite songs that can convey what we can't quite put into words.

One band that seeks to express through relevant lyrics is Paramore. Paramore is an American alternative rock band that originated in Franklin, Tennessee. Their first album *All We Know is Falling* was released in 2005, and their second album *Riot!* was certified platinum in the U.S. and gold in the UK, Ireland and New Zealand. Their high-energy music appeals to listeners interested in a wide range of genres.

It is unlikely that you will find a song by Paramore that you can't relate to. LHS senior Adrianna Munoz explains that "their lyrics have a way of saying what I'm feeling, and the beats are fun and energetic." She says that her favorite song is *Riot*. "I like this song because her vocals are amazing, her voice is so unique."

Their latest and best selling album, *Brand New Eyes* was released on September 29, 2009. Paramore introduces 11 songs that stay true to their signature sound. Another LHS senior Kelsey Keating says she is a fan of the new album. "I love the song *Ignorance*, it is so intense."

Another announcement was made in September of 2009. Singer/rapper Timbaland publicized that Paramore would feature on *Shock Value 2*, the follow up to his 2007 platinum selling record, *Shock Value*.

Blogcritics may have given some disapproval towards *Brand New Eyes*, but they did give props to Haley Williams (the band's main singer), "The last track really gives Paramore's lead a chance to show how she has grown in terms of both her age (she was only 16 when the band's first album hit stores) as well as her vocal ability, which is stronger than ever."

Although countless may be rocking out to *Brand New Eyes*, some are hesitant. The *Rolling Stone* music review criticized the album, "...some of the sweeping moments blunt the band's fresh-faced immediacy — as if the cute kids from the sticks have had a hard time turning pro."

In an interview with the BBC, Josh Farro stated "Our faith is very important to us. It's obviously going to come out in our music because if someone believes something, then their world view is going to come out in anything they do. But we're not out here to preach to kids, we're out here because we love music."

Whether you're rushing out to buy *Brand New Eyes* or not, you can at least appreciate the emotion that comes with creating new songs.



Photo Courtesy of Google



When The Cheering

By Danny McKeivitt

Sports Editor

STOPS

As the seasons change, many seniors around the country are faced with a similar predicament; what to do once the sport they've dedicated umpteen hours to just ends? As the transition from the lifestyle of a student athlete to just a student, many questions may arise such as how do I stay in shape, can I continue playing this sport or what do I do with all of this free time? If you are asking yourself these questions, you may need to refer to these five suggestions in order to get your life back on track.

1. Remain active!

Just because your sport is over, there should be no reason for you to go home and lie around and do nothing all day. Continue everything that you have worked for over the past couple of months. Senior Matt Lemming is a perfect example of a person that remains active despite Boys Cross Country is over. "Even though the cross country season is over I am still active. Whether it is doing speed work with the baseball team, distance runs to keep up my endurance or playing dodgeball at the First Church of the Nazarene once a week just for fun. I am still active to keep my body in shape," said Lemming.

2. Get a job!

Now that your season is over, you can finally get that job that you always wanted. You will no longer have to make bank withdrawals or beg your parents for money and you can finally lose your nickname "The Mooch". Senior girls golfer Sami Nelson was able to focus herself after she finished girls golf. "After golf ended," she said, "I was able to work more hours at my job, which is always nice."

3. Focus more on your significant other!

Go the extra mile to make their day. Maybe you weren't able to really give them the attention that you should have given them while you were in season. Senior football player Ross Kwasneski, who may spend too much time with his girlfriend, agrees. "Well I'm going start back up working weekdays at Ikea and whatever time I have off I want to hang out with the most wonderful girl in the world Catherine Jeanette Armbruster," said Kwasneski.

4. Join a club program!

If you want to continue playing the sport that you recently departed from, join a club program. This way, you can still continue playing your sport at a high-intensity level with others your own age. Senior boys soccer player David Plecki, who has played club soccer for many years, is an advocate for club sports. Plecki says, "I miss being with all my friends at practice and playing the sport I desire. Playing club soccer allows me to have an activity outside of school through the whole year that I truly enjoy."

5. Get some r and r!

Spending everyday for the past season practicing can take a large toll on your body. Spend some time to recover before you go jump into you next activity. Senior girls Cross Country runner Katie Kester says, "I've been taking time to actually relax since I haven't been able to do that since cross country, but I'm trying to get myself out to run again with some of the girls so I still stay in shape." Katie Kester



by Stephanie D'Amato
Sports writer

Are You Ready For Some... **RUGBY?**



Folk football, mob football or Shrovetide football. Whatever you want to call it, it all refers back to the game of Rugby.

First originating during the Middle Ages, it involved an unlimited amount of players on both sides, who would try to move an inflated pig's bladder down to the markers at each end of the field (i.e. goal posts).

Sadly, we don't use pig bladders for the sport of rugby anymore. Today, rugby is a cross between soccer and football. Using an oval shaped ball, players try to earn as many points as they can by carrying, passing, kicking and grounding the ball into what is called a try zone. For

example, grounding the ball into the try zone results in five points, if the try is successful.

If the try is successful, players can go for a conversion, which is attempted by drop kicking or place kicking the ball. When the ball goes out of bounds, an infringement occurs and the play is stopped. If this takes place, the "forwards" of the opposing team will line up and jump for the ball, which is referred to as a "line out."

Here is where it gets a little different. Usually when people play a sport that person gets to pick their number and also decide what position they want to play. In rugby, depending on what number you are, this also determines what position you will play. There are 15 positions that are given out with the exception of 6 and 7 being interchangeable along with 13 and 14. (Just a little side note, the English club ix-nayed the number 13 because of the death of the player who wore it).

For the positions, numbers one through eight are considered to be the forwards and they each have a role: the hooker, the props, locks, flankers or the eight man. All of these players are in charge of moving the ball to drive the scrum (when the players get into a big "huddle" and try to gain possession of the ball).

Players 9 through 15 are the backs, and again, they each have their own special role. These positions consist of the scrum-half, fly-half, inside center, outside center and the wings. If you want something to compare it to, these players would be considered the offensive line in a football game. All of these players need to be fast and able to call plays out quickly before the defense closes in (again, very much like football).

All of these rules and positions might sound confusing at first, but it is pretty simple. If you would like to read more about how to play rugby including a more in-depth explanation of the game, visit <http://www.uwplatt.edu/org/uwprugby/howtoplay.html>.



SPORTS



BEFORE THE BALLIN' BEGINS

by Nick Celis
Sports writer



Sr., Mike Jaeger slam dunks his way into the 2009 season.

Photo by Stephanie D'Amato

working out and running

shows me that we are definitely going to be ready for this season. We are going to be in the best shape we have been in for a while."

Runaas is all ready leaving a good impression in Lemont. "He's a good coach," says returning senior Billy Slobodnik. "He really gets us to practice hard to have us prepared for this upcoming season." The reason behind the extra kick in the pants the guys have been getting is to try to bounce back from last year's (not so) historic season. The team claimed only one victory last season, which is giving this year's squad plenty of incentive to work harder. Senior Mike Jaeger said that the team is "training a lot harder this season. Looking back at last year is definitely motivating all of us. It tells us that we now have something to prove to the fans and ourselves."



Photo courtesy of Google