

# T.i.P.

BOSTON TEENS IN PRINT ■ SEPTEMBER 2006

## Back to school smarts:

MIND YOUR

# dos AND don'ts

DETOUR

## Saying goodbye to an old friend

### Payzant retires; search for replacement is on

By Carla Gualdron  
T.i.P. Staff Writer

A new school year has begun with an old friend no longer with us. The retirement of Superintendent Thomas W. Payzant this summer marks the end of an era for the Boston Public Schools. After 11 years at the helm, Payzant's retirement leaves a void in leadership and questions about who the new school chief will be. Students and teachers say Payzant will be missed as the city moves forward in its search for his replacement.

[ SAYING GOODBYE, PAGE 17 ]

INSIDE

## Learn to rock climb —Page 14

▲ Photo by: Haidan Hodgson, Artists for Humanity

By Stuart Spina // T.i.P. Staff Writer

Sad but true, the dog days of summer are over. Say goodbye to chilling with friends, not having to raise your hand to go to the bathroom, sleeping until noon, and living the life.

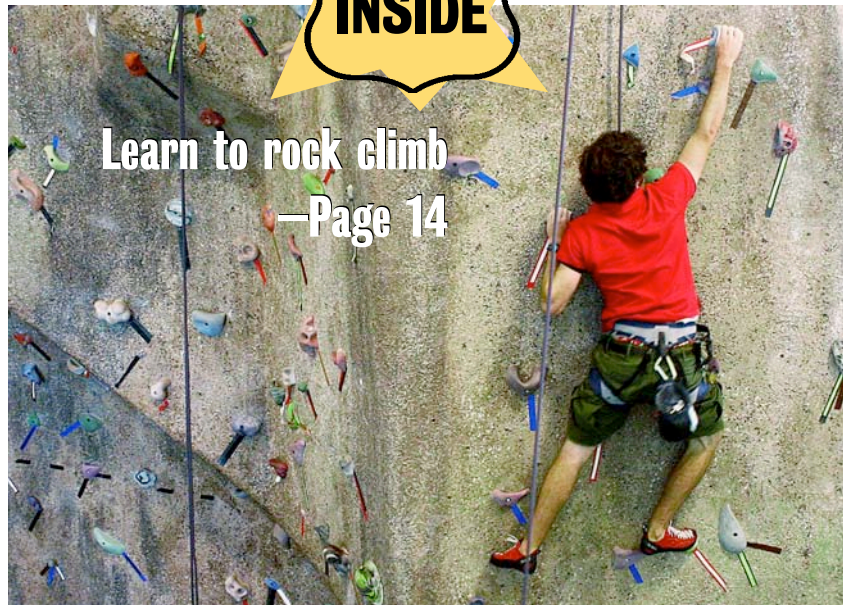
Now it's back to the grindstone: waking up at 6 a.m. (that's just wrong!), running out to catch the bus or train, eating lousy school lunches, taking tests, adjusting to new teachers, and the worst scourge of all—settling down with homework. For ninth and tenth graders, the demands and stress of high school are still new. For juniors and seniors, the shock of SATs and college applications is like a bolt of lightning.

Ah, c'mon, it's not that bad. Check out this list of must don'ts and dos and the new school year promises smooth sailing.

### DON'T:

- Put homework off until later. Sure, you may think, 'Hey, I've got all night to do it.' But if you're like me, you won't want to do it later anymore than you want to do it now.
- Cram for tests, quizzes, and exams. Really, cramming is one of the biggest scams a student can fall for. It hardly ever works, according to several studies. You'll forget most of what you crammed the minute you sit down at your desk.
- Go about studying for quizzes, tests, and exams like a fool! Start studying a week or more in advance, spending some time each day (30 minutes at a time sounds right). C'mon, do you really want to be studying all your physics or chemistry on the day of the test?

[ DOS AND DON'TS, PAGE 17 ]



▲ Photo by: Jonathan Akeredolu, Artists for Humanity

Teens in Print is beginning its third year as a publication written by and for Boston teens. What this means is that T.i.P. now has a hand in molding the culture of BPS high schools and students. The students in Boston have also molded this newspaper. Sadly, this is the last year that T.i.P.'s veteran staffers will be helping to produce the paper, but we are ready to bring you another newsworthy year.

For us veterans, it all started when we were sophomores. We came from different schools. We brainstormed topics that would make good stories to inform and entertain local teens. The no-name paper (which we finally decided to call T.i.P., or Teens in Print) suddenly began to gain an identity. Eventually, our identity grew into an award winning publication. T.i.P. has now won a First Place, General Excellence Award from the Newspaper Association of America two years in a row ('05 and '06).

You can find T.i.P. in all Boston public high schools, as well as the Boston Public Library and its branches. The paper is ever growing and changing (meet our new staff from this summer's WriteBoston journalism camp on this page and next). New staff members come from seven high schools, including Boston Latin School, English High School, Parkway Academy for Technology and Health, and the John D. O'Bryant School of Mathematics and Science. T.i.P.'s identity continues to change as the teenagers in the city are too diverse to have a consistent identity. We have many stories in this issue that will shape the culture that we are shaped by. We think you'll enjoy the front page tips on getting back in the groove at school, the articles on why teens join gangs (Page 7) and teen depression (Page 16), as well as our regular features, Jukebox (Page 18), Horoscopes (Page 23) and Yo, Mo (Page 24).

So, here's to the start of another year, and hopefully, to T.i.P. gaining new and interested readers.

-Phil Donahue, T.i.P. Senior Editor  
-Marie C. Franklin, Boston Globe, Editor



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MEET THE TIP STAFF

OLUBUNMI A. OLUTEDO

School: Parkway Academy of Technology and Health  
Favorite superhero: God. He does everything for me and gave me the life I have.  
Worldwide problem and solution: Teens and violence in the city. I would give teens jobs and opportunities.



AKSHAT PANDEY

School: Boston Latin School  
Favorite superhero: Tommy the White Power Ranger. He's the leader and he has a funny ponytail.  
Worldwide problem and solution: Depression and sadness everywhere



TAMAIRI RIVERA

School: Young Achievers  
Favorite superhero: Superwoman because she represents strong women in the world.  
Worldwide problem and solution: Deforestation in Haiti and Kenya



JASMINE ROBINSON

School: English High School  
Favorite superhero: My sister is really my "Super-Sister."  
Worldwide problem and solution: We need better education for African and Hispanic kids. We should have the same quality education as the suburbs.



ARLENE SANCHEZ

School: Boston Community Leadership Academy  
Favorite superhero: Wonder Woman because she's an independent, sexy woman just like me!  
Worldwide problem and solution: Hunger in Africa. It would be cool to know that I have a chance to save someone's life.



STUART SPINA

School: Commonwealth School  
Favorite superhero: Flash  
Worldwide problem and solution: Violence affects us all. Spread peace.



DAVID UKPOKPO

School: Boston Community Leadership Academy (BCLA)  
Favorite superhero: Green Lantern is a black superhero and he has a green ring.  
Worldwide problem and solution: I would solve the hunger problem in Africa.



MICHAEL VISONI

School: Boston Community Leadership Academy (BCLA)  
Favorite superhero: Daredevil shows you can do anything if you try.  
Worldwide problem and solution: I would lower all the high gas prices.



SHAONA WATT

Favorite superhero: Power Puff Girls. They are cute and they save the world.  
Worldwide problem and solution: Teen suicide.



RYAN WARD

School: Home-schooled  
Favorite superhero: David Ortiz. Nobody comes through in the clutch like he does.  
Worldwide problem and solution: Terrorism; Sign peace treaties.



SHIRLEY YU

Favorite superhero: Doraemon is such a cutie!  
Worldwide problem and solution: Global warming is a very important problem that needs to be solved.



VALERIE SCHOONMAKER

School: Boston Community Leadership Academy (BCLA)  
Favorite superhero: Power Puff Girls. They keep the world safe.  
Worldwide problem and solution: Stop teens from killing each other.



NEELABH BHARTI

School: Boston Latin School  
Favorite hero: Gary Coleman because of his amazing acting skills.  
Worldwide problem and solution: Greed because it would end many other problems.



LUCIA CATANO

School: Parkway Academy of Technology and Health  
Favorite hero: Superman has been a child's hero for a long time. He's sexy.  
Worldwide problem and solution: I would like everybody to love and cherish each other.



**MOHAMED DAMBA**

**School:** Boston Community Leadership Academy

**Favorite hero:** Superman always saves the day.

**Worldwide problem and solution:** I would like to stop the ozone/air destruction.



**PHIL DONAHUE**

**School:** Odyssey High School

**Favorite superhero:** Superman

**Worldwide problem and solution:** AIDS epidemic/awareness



**CARLA GUALDRON**

**School:** Media Communications Technology High School

**Favorite superhero:** Batman.

His outfit is cool and his batmobile is awesome.

**Worldwide problem and solution:** Saving all endangered animal species



**MICHAELA HUGHES**

**School:** Boston Latin School

**Favorite superhero:** Spiderman

**Worldwide problem and solution:** Because of government rules in Darfur, we are not allowed to help the people; people are starving and dying from illnesses. I wish I could make their lives better by sending food and medicine.



**BRANDA JOHNSON**

**School:** John D. O'Bryant High School of Mathematics and Science

**Favorite superhero:** Wonder Woman because she's a woman's superhero

**Worldwide problem and solution:** Deforestation



**SHEILA LEE**

**School:** Boston Latin School

**Favorite superhero:** X-Men because they work well as a group.

**Worldwide problem and solution:** Global warming because no one is doing enough about it.



**RICH LIANG**

**School:** Boston Latin School

**Favorite superhero:** The Flash. He has the power of being really fast, but his personality is what makes him shine.

**Worldwide problem and solution:** Poverty. To put food in the hands of the hungry, medicine in the hands of the sick, and beds for the bodies of the weary.



**AADHAR MAHAJAN**

**School:** Boston Latin School

**Favorite superhero:** Superman because of his superhuman strength

**Worldwide problem and solution:** World Hunger. I would like everyone to have at least two meals a day.



**CIARA MARTINEZ**

**School:** Health Careers Academy

**Favorite hero:** Catwoman is incredibly fierce. Being fierce is important to me because I hope to be my own version of Catwoman.

**Worldwide problem and solution:** World peace!



**ARIELYS MORALES**

**School:** Boston Community Leadership Academy

**Favorite superhero:** Spiderman. He's daring just like me!

**Worldwide problem and solution:** Make the voting process to become president more complicated



**T.i.P.**

## Mission Statement

Boston Teens in Print (T.i.P.) unites Boston teens to create an outlet to inform, communicate, and provide positive change through written expression.

**CALL FOR SUBMISSIONS**

**ATTENTION!!**

Now that we have it....do you want some? There's no better way to get noticed than to write for T.i.P. We're interested in publishing your poetry, news, feature, or opinion stories, as well as your photos or art. If you want to be published, send something to us. Hundreds of Boston teens have discovered how great it is to see their work in print and on the Web. You should too! What have you got to lose? C'mon, send us your work.

To learn more about submission guidelines, or to submit your writing by e-mail, visit our websites at [www.writeboston.org](http://www.writeboston.org) or [www.bostonTiP.com](http://www.bostonTiP.com).

**Next issue: December 2006**

Send submissions by mail to:  
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Call the T.i.P. voice mail at 617-929-8374.  
To find out more about Boston Teens in Print, call WriteBoston at 617-541-2604.

**Go to**  
**[www.bostonTIP.com](http://www.bostonTIP.com)**  
and take our reader survey!

**T.i.P.**

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# You didn't want to lock us out

By Phil Donahue // T.I.P. Staff Writer and Natalie Cucchiara and Alafia Spencer // T.I.P. Writers

The Boston Student Advisory Council (BSAC) scored a huge win last spring, striking down the lockout component from the district's tardiness policy. To our surprise and joy, the School Committee agreed to remove the lockout component from all tardiness policies in all BPS schools, effective this fall. This is a major feat for BSAC to successfully persuade the committee to commit to abolishing the practice of locking out tardy students.

We attribute the speedy victory to substantial lobbying efforts leading up to BSAC's presentation to the committee. Members organized around this issue for more than six months, researching, analyzing, and preparing presentations. Members lobbied key leaders and built a case for alternative consequences to tardiness. We met with and presented our views to two deputy superintendents, the mayor's office, several headmasters, and the School Committee. We clearly articulated the injustice of locking out students. At the same time, BSAC adopted a campaign slogan – "We know you don't want to lock us out of school; we know you love us. Let's come up with alternatives together!" – that melted all resistance from headmasters and others.

Before last spring's meeting, the BPS Headmasters Association submitted a letter to the School Committee asking that the tardiness policy be left up to individual schools and not standardized across the district. The Headmasters Association came to the meeting to counter the BSAC proposal, but after an amazing BSAC presentation, the headmasters backed away from their initial position.

Best of all, everyone left that School Committee meeting feeling respected and supported. It was a remarkable victory for BSAC, your voice in the Boston Public Schools.

## BSAC proposes solutions to dropout problem

By: Braulio Soto // T.I.P. Staff Writer

Last year, BSAC worked on the dropout issue and conducted a survey of BPS student opinion on this topic. A total of 338 surveys were collected from students at 23 Boston high schools.

We compiled the data and presented the results to the School Committee, to the Boston Private Industry Council, and to the public on a local cable access program. Most importantly, we created a list of proposed solutions to the dropout problem, addressing the reasons most often cited by students for dropping out of school. We believe that any discussion of the problems in public schools must include consideration of possible solutions. And it is important for students to offer

these solutions. We have firsthand knowledge of school problems and often the best ideas about how to address them.

We also sent a letter to Oprah Winfrey after seeing that one of the topics of her shows was "American Schools in Crisis." The letter focused on the dropout rate of students in the country. (See "Open Letter to Oprah").

### An Open Letter to Oprah Winfrey

Dear Ms. Winfrey,

Our group, the Boston Student Advisory Council (BSAC), viewed part of your two-part segment "American Schools in Crisis" that aired in April, and would like to thank you for your attention to this important issue. BSAC is a group of students representing each of the 39 high schools in the Boston Public School District. BSAC members advise the School Committee on policy development, inform and mobilize their schools around citywide school policy, and campaign for change on important school issues. As you can imagine, they share many of your concerns about the state of America's public schools.

supportive relationships with students. Teachers need to recognize the uneven power dynamic of the classroom and learn how to treat students respectfully. For their part, students should acknowledge that teachers work hard and need to be appreciated for their efforts.

■ Create support systems for every student, not just those who are struggling. Support should be available to every student from the moment they enter high school, not just given a Band-Aid when things go wrong. Here are some ways to support a student.

- a) Make sure there's at least one adult tracking each young person in the school, someone who knows when that student is showing up to school and what is going on in his/her life.
- b) Provide counseling or peer support groups to help students cope with personal and family issues.
- c) Strengthen academic support programs. Give struggling students the resources they need.
- d) Start a violence prevention program, such as a series of workshops or a peer mediation group.
- e) Get to know parents and involve them early on in their child's education.
- f) Educate students about drugs and alcohol, pregnancy, and other critical health issues.

■ Eliminate MCAS as a graduation requirement. MCAS preparation diminishes teachers' creativity and students' eagerness to learn. Allow students to graduate based on their grades and school performance.

■ Engage students. When students have input into the way the school is run, they will not only be invested in their educations, they will offer their unique insights and ideas on the best ways to keep students in school.

■ Change school structure and activities. Consider whether the school schedule could better align with students' needs.

- a) Change the schedule by starting school later in the morning, having longer or shorter class periods, or offering flexible scheduling for students who work.
- b) Change rules and discipline procedures to emphasize student safety and creating a positive, healthy environment, rather than harsh punishments.
- c) Offer field trips or activity days to give students a break, encourage team building, and make the school climate more open and fun.

### What do you think?

Why are BPS student dropping out? How can we keep our friends, peers, and colleagues in school? If you have any comments please contact your BSAC School Representative or Maria I. Ortiz, BSAC Coordinator, at [mortiz@boston.k12.ma.us](mailto:mortiz@boston.k12.ma.us).

## Try these to keep teens in school

By BSAC Staff

Why do teens drop out of school? According to those who responded to the BPS dropout survey, many leave school because they lack interest in academics, do not feel engaged or invested, or have poor relationships with teachers, administrators, and students. A large number of responses indicated that the dropout rate should be addressed by changes to the curriculum and school structure to increase student engagement and provide greater student support. Here are some solutions that students have come up with.

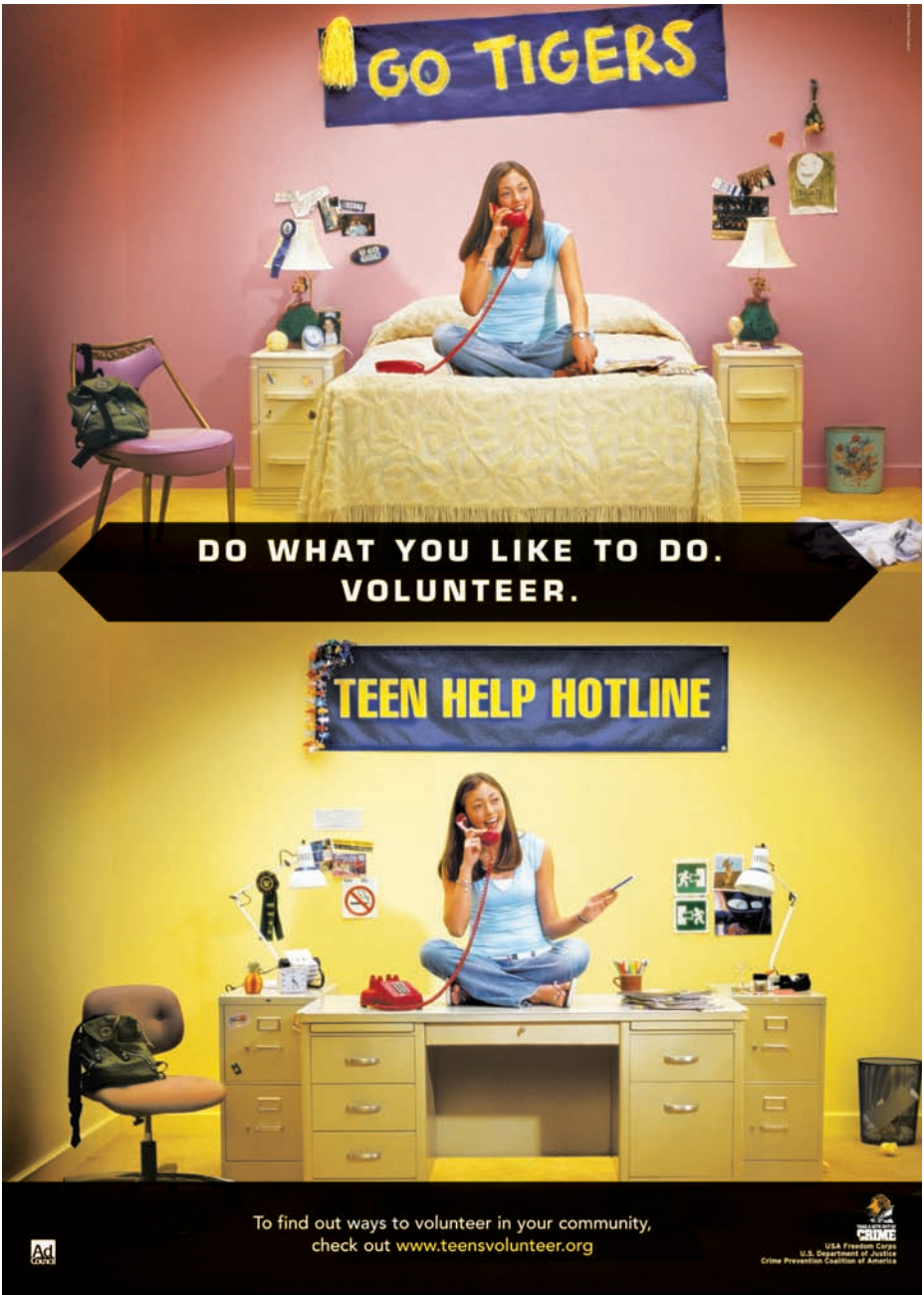
■ Give teachers support and training on how to make classes interesting and engaging. Students want to be in classes with teachers who engage and inspire them.

■ Help teachers and students develop better relationships. Teachers need regular trainings on developing

Check it out!

Below is a summary of students answers to the dropout survey questions. Similar answers have been grouped together and their percentages combined. (Percentages may not add up to 100% due to rounding.)

| WHY DO YOU THINK PEOPLE DROP OUT OF SCHOOL?                                                            |                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Academics/Programs:</b>                                                                             |                                                                                                                                                           |
| 43% Poor academic performance, difficulty meeting standards                                            |                                                                                                                                                           |
| 35% Lack of engagement (dislike school, see no point in going)                                         |                                                                                                                                                           |
| 18% Feel discouraged and give up                                                                       |                                                                                                                                                           |
| 4% Decide to pursue GED instead                                                                        |                                                                                                                                                           |
| <b>School Structure:</b>                                                                               |                                                                                                                                                           |
| 68% School structure is too burdensome (starts too early, long days)                                   |                                                                                                                                                           |
| 17% School rules are too restrictive or unfair                                                         |                                                                                                                                                           |
| 10% Increased violence in the schools                                                                  |                                                                                                                                                           |
| 5% Disagree with four-year plan                                                                        |                                                                                                                                                           |
| <b>Attitude/Feelings:</b>                                                                              |                                                                                                                                                           |
| 65% Lack of interest in school or lack of motivation to stay in school                                 |                                                                                                                                                           |
| 30% Negative feelings about school (too much stress or pressure, feelings of depression or alienation) |                                                                                                                                                           |
| 4% Other priorities take precedence                                                                    |                                                                                                                                                           |
| <b>Faculty/Administration:</b>                                                                         |                                                                                                                                                           |
| 37% Teachers aren't interesting or don't understand students; dislike administrators                   |                                                                                                                                                           |
| 28% Poor relationships between students and teachers (lack of respect or communication)                |                                                                                                                                                           |
| 20% Lack of support from teachers/administrators                                                       |                                                                                                                                                           |
| 15% Pressure from teachers                                                                             |                                                                                                                                                           |
| <b>Personal/Family/Friends:</b>                                                                        |                                                                                                                                                           |
| 56% Personal issues (pregnancy, drugs/alcohol, health issues, gangs, homelessness)                     |                                                                                                                                                           |
| 16% Family issues (parents keep students out of school, other issues)                                  |                                                                                                                                                           |
| 14% Interpersonal issues (fights, bullying, peer pressure to drop out)                                 |                                                                                                                                                           |
| 8% Need to work (to support self or family)                                                            |                                                                                                                                                           |
| 5% Other                                                                                               |                                                                                                                                                           |
| <b>DO YOU THINK YOUR SCHOOL HAS A DROPOUT PROBLEM?</b>                                                 |                                                                                                                                                           |
| 30% Yes                                                                                                |                                                                                                                                                           |
| 30% No                                                                                                 |                                                                                                                                                           |
| 37% Not sure, don't know, or maybe                                                                     |                                                                                                                                                           |
| 3% No response                                                                                         |                                                                                                                                                           |
|                                                                                                        | <b>HOW MANY PEOPLE DO YOU KNOW WHO HAVE DROPPED OUT IN THE LAST YEAR?</b>                                                                                 |
|                                                                                                        | 41% 1-3                                                                                                                                                   |
|                                                                                                        | 9% 4-6                                                                                                                                                    |
|                                                                                                        | 3% 7-9                                                                                                                                                    |
|                                                                                                        | 14% 10 or more                                                                                                                                            |
|                                                                                                        | 7% Don't know                                                                                                                                             |
|                                                                                                        | 25% None                                                                                                                                                  |
|                                                                                                        | <b>WHAT WOULD KEEP PEOPLE FROM DROPPING OUT?</b>                                                                                                          |
|                                                                                                        | <b>Academics/Programs:</b>                                                                                                                                |
|                                                                                                        | 57% Interesting, fun programs that engage and motivate students and meet their needs; friendlier school environment where students get to know each other |
|                                                                                                        | 28% Changes to academic standards or requirements (eliminate MCAS and use grades as graduation requirement; different class levels and school work loads) |
|                                                                                                        | 15% Increased student engagement and support                                                                                                              |
|                                                                                                        | <b>School Structure:</b>                                                                                                                                  |
|                                                                                                        | 66% Changes to school structure and student life to create a more student-centered environment, where students are respected and their needs are met      |
|                                                                                                        | 23% Changes to security and discipline policies                                                                                                           |
|                                                                                                        | 11% Student involvement in school decisions                                                                                                               |
|                                                                                                        | <b>Faculty/Administration:</b>                                                                                                                            |
|                                                                                                        | 37% High-quality, understanding, motivated teachers who care, are supportive, and make learning fun                                                       |
|                                                                                                        | 27% Someone to talk to, e.g., supportive counselors                                                                                                       |
|                                                                                                        | 23% More tutors and mentors available to students                                                                                                         |
|                                                                                                        | 14% Teachers who talk about the importance of staying in school                                                                                           |
|                                                                                                        | <b>Personal/Family/Friends:</b>                                                                                                                           |
|                                                                                                        | 58% Increased student support (family support, money for college, etc.)                                                                                   |
|                                                                                                        | 29% Changes in students' attitude and approach to school                                                                                                  |
|                                                                                                        | 10% Other                                                                                                                                                 |
|                                                                                                        | 3% Nothing can be done about dropout rate                                                                                                                 |



▲ Photo by: Isabel Kriegel, Mayor's Office

Participants of WriteBoston's Summer Journalism Institute pose with Mayor Thomas Menino after joining him for pizza.

OPINIONS  
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IN YOUR FACE

▲ Photo by: Artists for Humanity

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# Immigration issues cause heartache for students

By Aadhar Mahajan // T.I.P. Staff Writer

**M**ario Rodas, 19, studied accounting at Harvard Extension School one night a week. Meanwhile, he worked hard at an office job so he could support his 5-year-old brother. Then the government came in and arrested him because six years ago, when he was 13, he had entered this country illegally, according to a story in the June 15 Boston Herald.

My opinion is that the authorities should have no right to ruin the life of someone who is going to school and trying to do good for the world.

Over the past few months, there has been much debate over the issue of illegal immigration. To many people, the debate has been about whether or not to deport illegal immigrants, but actually, the bills being debated are bills that make it criminal for illegal immigrants to go to state colleges, get a job, or get married. They also would allow a business to sue another business in the same field for financial damages if the second business employed people it knew or should have known were illegal immigrants. In fact, according to [www.FinAid.com](http://www.FinAid.com), a website to help people get financial aid for college, “a federal law passed in 1996 [Illegal Immigration Reform and Immigrant Responsibility Act] prohibits illegal aliens from receiving in-state tuition rates at public institutions of higher education.”

Locally, the Massachusetts House tried to pass a bill (H 1230) so that immigrants would receive in-state tuition to state colleges, but it was badly beaten. The final vote was 96 to 57, according to a June article posted on Human Events Online. A student in Boston, who happens to be an illegal immigrant and wants to go to the University of Massachusetts, will have to pay \$25,377, the same amount as a student from Maine who wants to go to UMass. A student who happens not to be an illegal immigrant and lives in Massachusetts and has to pay only \$14,477, according to the website for UMass-Lowell. This would make it harder for the illegal immigrant to afford college and many people think this is wrong. “If a person pays taxes to Massachusetts, they should be able to go to their colleges,” said Ali Noorani, director of Massachusetts Immigrant and Refugee Advocacy Coalition.

Who is the government to say you can’t go to college so you can make a living because you don’t have a passport and a stamp? If people are coming to America so they can better themselves, why would anyone want to stop them? The government is only stopping people who are assets to society from working to their potential. To many immigrants, education is a big deal. Some illegal immigrants come to America so their children can have more opportunities to succeed and be spared from going through what their parents did.

Immigrants bring a lot to the classroom and the learning experience. “Immigrants are like diamonds. They bring a different perspective to everything, like holidays, and languages. They help American students appreciate what they have. They also bring a different work ethic,” said Barbara Ohrstrom, a writing coach from WriteBoston with more than 15 years as a teacher.

What can be done to improve the situation? Many believe the government should welcome illegal immigrants with open arms. The government should make more of an effort to help immigrant students develop English skills. Others argue that the government should make it easier for illegal immigrants to gain citizenship. At some level, we are all immigrants. The only group of Americans who were not once strange people in a strange land are Native Americans.



▲ Artwork by: Alana Andonian, Artists for Humanity

## Reverend invites ex-gang members to mentor teens

By Neelabh Bharti // T.i.P. Staff Writer

On May 14, 1992, a funeral was taking place for 20-year-old Robert Odom, who was shot by a teen at a party. During the funeral, another young man, Jerome Brunson, was shot by members of a teen gang. This is the day members of the Boston clergy, including Rev. Eugene Rivers of the Azusa Christian Community Church, formed the Ten Point Coalition to reduce gang violence.

A network of church programs for teens was set up, allowing gang members to focus energy on activities like sports and art. “A well-funded project, staffed by reliable and skillful youth workers, could attract large numbers of young men into alternative economic projects centered on entertainment and athletics,” Rivers wrote in an essay in The Boston Globe. As years passed, members of the clergy came and went, but Rivers remained a figure head of the coalition. Because of the Ten Point Coalition, in addition to other efforts, gang violence in Boston reached a low in the 1990s, but this is far from the case now.

According to the Department of Public Health, 45 percent of non fatal gunshot wound victims since January were under the age of 20, up from 35 percent last year, and 20 percent in 2003. Last year, 50 percent of shooting victims were teenagers, according to the City Council.

While explaining his ideas about the causes of violence, Rivers outraged other black leaders. “Get beyond the stupid, café latte liberal dumbness and get to the important question: If you can’t take control of the children of your community, then how are you a leader?” he asked in an interview with Globe columnist Brian McGrory. T.i.P. attempted numerous times to contact Rivers for an interview, but by being absent from the Ella J. Baker House, and not returning our calls, he was unavailable.

Perhaps his most ambitious program involves making former convicts mentors for young men across the city. He wants to hire 20 to 50 ex-convicts and pay them to mentor teenagers. Rivers believes this will give father figures to fatherless black teens, and in the process, keep them away from gang violence. However, Rivers recently learned the funding he applied for was not approved.

Rivers is also trying to start a boxing league in place of an empty storefront in Dorchester to keep young people off the streets and away from guns, as well as giving them an outlet for their rage. Another type of

facility Rivers set up is a recreation room where pool tables or video arcades are accompanied by recording studios. The Baker House, which he founded, already has one of these recreation rooms in its basement.

These are first steps. More needs to be done to significantly decrease teen violence, but city leaders, such as Eugene Rivers, are leading the way.

## Why teens join gangs

By Michael Visoni // T.i.P. Staff Writer

It’s a hot Monday in June. A boy goes to school. While he’s there, a big, strong bully bothers him. He smells the bully’s body odor and tastes blood in his mouth because of punches to his face. The bully punches him and insults him saying he’s a worthless piece of trash. Then a Hispanic gang member, Robert, wearing mostly red except for his baggy blue jeans, comes to help the boy. He threatens the bully. “Don’t touch him again or I’ll hurt you!”

The boy is grateful for Robert’s help and joins the gang so he will be protected from other bullies. This is common in city teens’ lives. Soon after, the boy who was being bullied starts to bully others by beating them up and stealing from them, and the cycle continues. It may be hard to break, but it is possible.

In order to improve our communities, we need to lower the number of gang members on our streets.



▲ Artwork by: Richard Gomez, Artists for Humanity

We need to help teens by making more programs for them and making them feel safe, so they don’t join gangs.

According to Michael Mitchell, Director of Youth Opportunities Program (YO Boston) and a former gang member, in order to prevent teens from joining gangs, they must feel safe from bullies. The need to feel safe is the reason they join gangs in the first place. Mitchell believes parents, teachers, and police need to look out more for teens, and stop the fighting and the bullying. Teachers need to sit down one-on-one with students and talk to them about problems. Also, if they see someone being picked on, they need to stop it right away. This way, teens will always feel safe and won’t have to turn to a gang for help.

A 1990 study by the Bureau of Statistics showed the number of teens in jail on any given day was 2,301. This had increased to 6,759 in 2005, about three times as high as 15 years earlier. Many believe the way to reduce the crime rate is to decrease the number of gang members.

There are people who think gang members deserve

help and can turn their lives around and do better. Joan Moore, a professor of sociology at the University of Wisconsin and author of "Homeboys: Gangs, Drugs and Prison in the Barrios of Los Angeles," said: “Prisons are an expensive proposition and a losing proposition for society as a whole. The money could be better spent on the other end, meaning educational programs, drug counseling, and treatment programs that could more effectively deal with the situation.” Mitchell agreed, saying, “jail is like a college where they learn to become bigger and badder.” Mitchell insists that instead of throwing gang members in jail we should teach them to change their morals. He said, “Show them what they do is wrong, what might happen if they continue, and how they affect others because of their crimes; things that will show them what’s right and wrong and how to turn their life around.” Mitchell joined a gang in order to protect his streets from gang members intimidating other teens. In order to get out of the gang, he joined the Boys and Girls Club. Programs like this, and the YMCA, can help get teens off the streets by bringing them inside and giving them opportunities to have fun in a safe environment, he said.

Another way to help, rather than putting gang members in prison, is through educational or employment programs and mentors. Mitchell’s program helps teens get their general equivalency diplomas (GED) and high school diplomas. They offer job training, job placement, computer skills, and preparation for college tests. YO Boston works with the Department of Youth Services (DYS), serving more than 50 percent of the DHS-committed youths (for a criminal offense) in Boston each year. They have helped more than 250 youth receive their high school credentials. Because Mitchell was in a street gang to protect his turf, he understands that people make mistakes. The only way to solve this, he said, is by bringing them into a better community environment so they have mentors to teach them what is right.

Mitchell said one contributing factor is all the money being taken away from youth programs, which creates more violence. According to The Boston Globe, the government decreased tobacco prevention funding, which was being used to fund jobs for teens, by 4 million dollars between 2000 and 2004. This lowered the number of jobs available to teens. A pregnancy prevention program also had funding cut from \$5 million to \$1 million in 2002. Mitchell said we need more programs because without it more and more teens end up in jail.

## WhAt iS a GaNg?

According to Wikipedia, “a gang is a group of individuals that share a common identity and join in illegal activities.” The word gang often refers to a street gang. Gangs take over territories and usually battle over them. Gangs also provide protection to others within their territory. Some people may join the gang to be protected or to pay for protection. In some cases, a gang may operate out of a secret base, such as a restaurant, a bar, a casino, a strip club, or some other legitimate business in their territory. Many gangs are not only involved with drug sales, such as crack cocaine, but often rob people, steal cars, and commit armed robberies.

# MBTA charges more for less

By Rich Liang // T.i.P. Staff Writer

Slowly, I climb onto the hot sweltering bus. As I reach deep into my pockets for exact change, I feel burning glares from other riders. The air conditioning is broken so I grab onto a sweaty pole as the bus lurches forward. Forty minutes later, I am forced to yell to the bus driver to ask him to stop because the button remains broken. The bus halts to a stop and I stumble to the backdoor. I wait for the door to open. Instead, I hear “I ain’t opening no back door man, you wanna get out? You come to the front.” Incredulously, I look at the driver as I weasel myself through sweaty bodies to get to the front door. The driver ushers me out and closes the door. I wonder, was this experience worth what I was charged?

One dollar and twenty five cents. Think about all the things you could buy with that money. Then multiply that by 22 and what do you get? That’s right, \$27.50. That’s how much I would spend monthly to ride the MBTA. Bus fares are not far behind with 90 cent fares adding up to just under \$20 dollars a month. Times all that by more than 24 million monthly riders, and you get a rough estimate of \$567,600,000. This is what the MBTA receives in cash every month, according to the MBTA. Yet the MBTA still raises prices and complains about their tight budget. One wonders what they do with all that money. The MBTA says they use it to improve the system by using the new Charlie Tickets and the flashing message boards now installed in most stations. MBTA staff hopes these new features will attract more riders to the MBTA, hopefully pulling it out of its \$8.1 billion debt.

Places like Forest Hills and Back Bay Station are being refitted with these new Charlie Ticket systems that are supposed to “improve” the efficiency and speed of the old token system. Sorry, but I don’t see how buying a ticket from a machine instead of purchasing a token from a person would increase my speed. It seems to create more hassle. Not only that, but some stations do not have the new Charlie Ticket systems. If you happen to buy extra Charlie Tickets at Forest Hills and transfer at Downtown Crossing, you cannot use your tickets. Downtown Crossing has not been refitted with the new system, so you have to spend additional money buying tokens. Also, the new Charlie Tickets seem to promote littering. I have never seen more discarded trash on the floor except for lottery tickets. Guess what? Cleaning those things up costs the MBTA more money. But hey, it isn’t all bad. You never get attitude from a machine.

Not only does the Charlie Ticket system not work, security is lax. Graffiti is common in stations and many times I see kids sneak on for free. Following the subway bombing in London, the MBTA announced they had “necessary measures” to prevent terrorist attacks. In other news, a man was struck by a T commuter rail and killed on June 24, according to BadTransit, a website started by frustrated T riders to embarrass the MBTA to clean up its stations, trains,

and buses. Apparently, the conductor mistook the man as a “piece of paper” and did not stop the train in time. If the T does not have the necessary equipment to monitor a man who jumps onto a track, how would they see a terrorist disguised as a civilian? Why isn’t money spent to address these issues?

Complaints run high as prices run higher. When asked about the new ticket system, Luther, from the South End, said “It’s stupid you know, a big waste of money.” Asked about T service, he said, “Pretty bad.” Harsh? Not at all. Countless tales of similar frustration can be read on Badtransit’s website at [www.badtransit.com](http://www.badtransit.com).

Are you outraged at the notion of paying more for less? Wouldn’t it be more reasonable to lower fares so the price would be equal to the amount of service we receive? If the MBTA lowers fares, more people could afford to ride the MBTA on a daily basis. More passengers would mean more revenue. On the other hand, the fare increase by the MBTA might chase some passengers away. Fewer passengers would mean less income for the MBTA. That would inspire them to raise fares, once more chasing away more passengers. Do I smell a cycle of self-destruction?

## Global warming

By Akshat Pandey // T.i.P. Staff Writer

I can barely move. The water is up to my neck, and I have to get to the end of the street. I see a few people at the bus stop, trying to get rid of the cloud of mosquitoes floating a few inches above. The boat finally arrives. We get on. While emptying the water from my shoes, I feel the sun’s bite on my neck. Sitting down, I wipe sweat off my face and stare at the sun shining innocently above. It’s 115 degrees. Here I am getting a malaria vaccine. The mosquitoes have been feeding like mad around my neighborhood. Half of the people there have been diagnosed with malaria. On the way, I stop at the mall to pick up supplies. Hopefully CVS hasn’t run out of sandbags because mine were lost during the last hurricane. The weatherman says there will be another hurricane soon. We just had one last week, and most of my home is already boarded up, but a few sandbags wouldn’t hurt.

What if this were a normal day in the year 2025? What if global warming had forced the sea level to overtake Boston, forcing it to be 5 feet under sea level? Mosquitoes carrying tropical disease would number in the millions in Boston alone, and hurricanes would be a weekly issue. This is what will happen if we don’t do anything about global warming.

What is global warming? It is exactly what its name says. It’s the rise in the average temperature of the Earth, caused by the increased amount of carbon dioxide and greenhouse gases in the air. What are greenhouse gases? They are gases that trap solar radiation within the Earth’s atmosphere, like a greenhouse. This increased amount of solar radiation warms the Earth, which is basically what global warming is. Greenhouse

gases and global warming are all around us, and most of it is our own fault.

Whenever you’re in a car, fossil fuels are being burned, and the gases that come out of the muffler are greenhouse gases. The ever-popular SUV is a huge culprit in the rising temperature. According to the Sierra Club, SUVs minivans and light trucks make up more than half of new cars sold. In 1975, a light truck was referred to as a truck or a sport utility vehicle that hauls hay or gravel from one place to another. How many of us are using an SUV for that purpose?

Global warming may not seem threatening now, but if we don’t do something, it will lead to catastrophic events. We’re already seeing some of these effects and there are more to come. Rising sea levels are pushing the coastal lines of the continents. The growing intensity and frequency of natural disasters are forcing people from their homes. Ice caps on mountains are melting, and since ice caps are one of the major sources of water, this is a severe problem. Still, many of us aren’t taking global warming seriously.

On account of all of these effects, animal habitats are being ruined, sometimes even driving a species to extinction. For example, if Antarctica, a giant chunk of ice, melts, then all the polar bears will die. Do not miscalculate the power of this disaster. Rising sea levels alone could kill millions. Greenland, which is also a giant piece of ice, is melting, and if it melts, the sea level will rise 20 feet. Boston and the rest of the Northeast coast will be submerged. The West Coast will be pushed into the center of California, and overpopulated countries such as India and China will lose millions of lives. The same would happen if Antarctica melts. The worst part, according to Al Gore’s new film “An Inconvenient Truth,” is that this disaster could happen by 2050.

I can’t express how underestimated and ignored global warming is. Politicians everywhere are using issues of lesser importance, such as gay marriage and illegal immigration, to prevent the truth from being leaked. We all know what’s going on, and yet nothing is being done. You’d think we would have completely switched to alternate energy sources by now. Students in Boston don’t even recycle proving we are too lazy to save our planet.

When asked if they did anything to prevent global warming, local teens confessed. “I don’t do anything,” says one anonymous teen. Rich Liang says, “Not much, I recycle.” Micheal Visoni says, “Sometimes I recycle cans, but not paper.”

You may believe this problem is way above your head, but there are ways to help. Buying a recycling bin for your home would be a good start. Recycling helps keep our world clean by reusing products such as glass, paper, and steel, instead of crushing them and throwing them away. Buying a fluorescent bulb would save 150 pounds of carbon dioxide from contaminating the air. Another thing you can do is persuade your parents to switch to an alternate energy source for your home, such as solar power. Finally, for the most outgoing earth-savers, persuade your parents to buy a fuel efficient car. It’s up to our generation to protect the health of our planet, and if we don’t start now, it will be too late.

# IN YOUR NEIGHBORHOOD



▲ Photo by: Lisa Sanon, Artists for Humanity

## Basketball in my neighborhood

By Mohamed Iamine Damba // T.i.P. Staff Writer

At 5:35 p.m., basketball players came and started playing. They were people from the neighborhood having a two-on-two, half-court games, one team wearing blue and white uniforms, the opposing team wearing red and white. The teams were from different schools and they were arguing over who was better, but it seemed the blue team was winning the game. I could hear them breathing. As soon as they let their guard down, one person from the opposing team stole the ball and made a shot. Swish!

The red team started playing their best, and kept on making shots until they were tied with the blue team. Lucky for the blue team, these two guys came and one joined each team. The crowd was silent following his half-court shot. Because of him, the blue team won. The guy who joined the blue team at the end had a really nice game. I felt happy about this person. If it weren't for him the game may have ended in a different way.

The people who watched the game enjoyed

it and clapped for them. I was one of them and I really felt like getting in the game. The game took place at a basketball court in my neighborhood where I go to play some basketball. Most of the time I go with my brother, but sometimes I go with my friends. I rarely go alone.

The basketball court in my neighborhood has many problems, such as broken bottles of beer on the floor and sand on one side of the court. Also, some of the lines are starting to disappear. Even though it has problems, I go there because they may fix it one day. My neighborhood basketball court is like any other. It has a net on the rims. The court is not as large as an NBA court, but it's not that small either. It's like all the other street courts except for the ones that have four hoops because my neighborhood has only two. My basketball court is in Franklin Park next to White Stadium. It's a very important place to me because I live so close and it helps me get better at playing basketball. One day, if I get really good at basketball, I am sure I will remember it as the place that helped me to develop my skill.

## We went down to the river

By Branda Johnson // T.i.P. Staff Writer

Want to make a difference in your community? One way is by volunteering to help clean the Charles River. In the 19th century Charles Eliot created a system of parks, dams, and bridges, making the Charles River and its parklands a model for cities around the world. Unfortunately, the river and its surroundings face many current challenges, such as sewer overflow and water pollution.

Evan Moss, volunteer coordinator at the Charles River Conservancy said, "One project is not more important than the other. They all combine to help clean the river." T.i.P. asked Moss when the river would be cleaned. "It is an ongoing process," he said, but hopes it will be completely clean between 2008 and 2009. That's good news for Bostonians because when the river is cleaned it will be a swimming facility for urban residents.

In July, T.i.P. staff helped to clean the Charles River. We picked up trash, cleared the area, and filled 25 bags with branches and

"It was fun and it felt good to be helping out," said Ciara Martinez, 14.

leaves. It was a lot of work in the hot sun, as we watched out for thorns and were eaten by bugs. Working in groups of threes, each of us performed a different job. One person held the bags, while the other two cut down branches. Some of the tools we used are a handsaw, bags, trash pickers, and rakes. "It was fun and it felt good to be helping out," said Ciara Martinez, 14. "It was tiring but we got a lot done," said another volunteer.

It would be a great idea to go down and volunteer on the riverbank, but if you don't have time you can make a difference from home. For instance, did you know that 14 billion pounds of sewage, sludge, and garbage is dumped into the world's oceans every year? There are many things you can do to reverse this trend, such as recycling trash and disposing of household waste. Plastic bottles, appliances, and old cars can end up in the river. You can also dispose of toxins properly. Never dump paint or motor oil on the grass or down a storm drain. Storm drains often lead to the river. Another thing you can do is conserve water. Fix leaky faucets and collect rainwater to water lawns and gardens.

Your contribution of time and energy can make a big difference. Recycling reduces the amount of household waste sent to landfills. According to the Working Group Recycling Committee, between January and July of 2005, 2,840 tons of trash were recycled.

For more information on how you can help out and clean your community contact: Charles River Conservancy, c/o EF Education, EF Center Boston, One Education Street, Cambridge, MA 02141, 617-619-2850, or e-mail: [crc@thecharles.org](mailto:crc@thecharles.org).



▲ Photo by: Stuart Spina, T.i.P. Staff

T.i.P. staff members pitched in to help clean the Charles River. Working with the Charles River Conservancy, teens picked up trash, trimmed the branches, and filled 25 bags of yard waste.

# Teen designer fashions a bold career

By Aaron Dykes // T.i.P. Writer

I'm a junior at Boston Latin School, one of the best public schools in the state. One thing I know: Boston Latin is definitely going to look good on my transcript and will be helpful in getting me into a good college. That's right, I do plan on going to college. I bet half of you didn't see college in my future as I walked up here, huh? Instead, you saw my clothing — baggy shirt, saggy pants, and maybe you thought “Wow, this kid is way too materialistic to be doing anything productive in his life.” A typical thug, right?

Wrong. See this hat? I designed it, along with the majority of my current attire, and most of the clothes I have at home in my closet. When I graduate from Boston Latin School, I hope to attend a top-notch school of design and become a successful designer.

Stereotypes of urban youth in general, and black and Latino youth in particular, are destructive and are the reason lawmakers pass laws that are quick to punish and slow to forgive. When you combine these laws with the fact that many police make assumptions that youth of color are guilty until proven innocent, you have a formula that ensures failure for young people.

It's time we change this system so young people who are ready to turn their lives around are given a chance. There is a bill pending in the State Senate, (No. 1076) that would allow adults to petition the courts to erase their juvenile records. I urge members of the State Senate to see that this bill is passed. I also urge you to talk to your state officials and tell them to support this bill so young people who make a mistake will have a chance.

# Are Boston schools inferior?

By Wisline François // T.i.P. Writer

I'm originally from Haiti. My family came to Boston when I was 9. My parents moved here in search of a better life. Education means a lot to our family. It's one of our most important values because we know without it we won't succeed.

I always thought I was being provided with the best education, until I got to my sophomore year in high school. I realized the things I was lacking when we began using the same book in history class I had used in the eighth grade. And we didn't have enough of the old books for everyone. We attend school at Brighton High School, an old building. The cafeteria ceiling leaks and the stairs in front of the building are in such bad shape they actually collapsed and a student fell in the hole and broke his arm. Now we aren't allowed to use the front steps and have to go around to a side door. Our auditorium is very small, our labs are small, and there are few computers and even fewer Advanced Placement (AP) classes.

I got an understanding of this issue when I took a course called "Research Activism for Change." In that class, we conducted a survey and did interviews to see how students feel about their schools. We visited



BOSTON TEENS HAVE A LOT TO  
SAY WHEN GIVEN THE CHANCE.

THESE EXCERPTS ARE FROM  
SPEECHES DELIVERED BY  
YOUTH BEFORE CITY LEADERS  
AND ELECTED OFFICIALS.

schools outside the city. That's when I learned that students in suburban schools have up-to-date buildings, many AP courses, as well as the opportunity to take theater, dance, art, photography, and other electives not offered at my school.

Boston public school students deserve the same chance as suburban and private school students. No matter how much we are tested, it won't change the fact that we are not being given the same resources that suburban and private school students receive.

# Teen charges unfair police treatment of minority youth

By Elijah Williams // T.i.P. Writer

I am 18 years old and have been working as a youth leader for six years at the Bird Street Community Center in Dorchester. I started going to Bird Street when I was 9—years old. The adults I met there helped me to overcome many barriers and to be successful in almost everything I have tried. Now I'm a senior at West Roxbury Educational Complex and after I graduate I plan to go to college to study sociology.

But far too many young people won't get the chances I got. Instead, they get caught up in the violence and there is no one to help them out. That is what happened to my cousin Robert, who was shot and killed in 2003, and to many other victims of recent violence. In 2004,

the Harvard School of Public Health did a survey of Boston youth and found that 87 percent had witnessed some act of violence in the past year.

What's being done to address this problem? Thus far, the major actions taken target neighborhoods experiencing high levels of crime and then searching and arresting as many youth as possible who live there. To make their jobs easier, some police use stereotypes to identify troublemakers. Basically if you're black or Latino, wearing a hoody, a baggy pair of jeans and some gloves, that makes you a drug dealer or a gang banger who should be searched and if possible arrested.

Heck, that description fits me. That might be the reason why I have been frisked three times while waiting for the bus I take to get home from work. What this does is punish innocent youth. It destroys relationships between youth and police and it gives youth criminal records that will follow them the rest of their lives. Then people wonder why almost every time someone gets killed, it seems like no one knows who did it and things continue to get more out of control.

It wasn't always this way. Between 1993 and 2003, violence decreased among youth in Boston to the lowest levels of any major city in the country. Then in 2004, it started to go up and it is now at a 10 year high. This is ludicrous. We have to figure out what is going on and what we can do to change this because a lot of good people are dying.

Finally, each of us has a responsibility to do what we can to stop this insanity. Do not support violence, do not act violently, and urge everyone you know to turn away from this deadly direction.

# War victim urges peace

By Ibe Khonteh // T.i.P. Writer

I was blessed to come to the United States from Sierra Leone in March 2002. Next year, I am going to the University of Massachusetts at Dartmouth. To get here, I had to survive illness, starvation, gunshots, and bombs. My journey began in December 2000 when I left to go to the neighboring country of Guinea because of the civil war in Sierra Leone. The rebels were going to schools and homes and taking kids and forcing them to fight as part of their army. I did not go to school that year because I was afraid the rebels would do this to me. One day they came to my house. When they got there, I hid under my bed. While I was hiding, I heard them demand that my mother give them money. They threatened to burn down my house.

With gunshots and bombs all around, I ran to my uncle's house. As soon as I got there the rebels came, so I hid in my uncle's freezer. The rebels did not look in the freezer but they took my cousin and shot him because he would not go with them. Right after that, my mom and I left on a boat and ended up in a refugee camp in Guinea. I stayed there for almost two years before I arrived in Boston.

People in my country were forced to fight to stay alive. Why are young people fighting in Boston? People are shooting each other because they are from another neighborhood or have small differences. Maybe it's because they envy each other. This makes no sense. I hope youth will remember that once this ugliness begins, you do not know where it will stop.

# Are females at risk too?

By Jonette Glass // T.i.P. Writer

Hood rats, stunts, and chicken heads. These are three popular phrases used to refer to women of color. Some may wonder what the words mean. Women fitting in one of these three categories exude and live in a way that glorifies the stereotypes against women of color.

These generalizations are largely based on the way these women carry themselves. Such characteristics include the loud belligerent way in which they hold normal conversations, the way these ladies put their personal business on display (such as their sex lives), and the way they glorify jumping other girls.

Some may find this humorous. Others might be offended. Well, we should be offended. We should be offended that these stereotypes exist and we should be more offended by the women who live this way. These are women who make this stereotype appear to be reality. I have realized this behavior is a defense mechanism for many. Unfortunately, with our music industry encouraging females to be ‘ride or die chicks’ or describing a good relationship as one similar to Bonnie and Clyde, makes violence among women a trend.

This behavior does spawn violence. These women want aggressiveness in their men. They want men with money and power and they don’t care how they get it. Some young men live a thug lifestyle so that they fit this status. This can inspire some to get involved with drugs, which leads to violence, which leads to retaliation, and ultimately death. The number of young women having babies is also rising which leads many to hustle like men do. Some deal drugs, some steal, and some sell their bodies to get money.

To counter this destructive behavior, young women need to demand respect from others (especially men) and we need to stop compromising ourselves to be accepted. We need the support and encouragement needed to amount to greatness, especially by adult women because, like young men, we are at risk too.

# Get up, stand up for your rights

By Nathan Simms // T.i.P. Writer

Today is about peace. According to the dictionary, peace is to be free from quarrels and disagreements, to have the absence of war or other hostilities, to have inner contentment, and to be in a state of tranquility. Given these meanings, I know we can never achieve complete peace but if we work hard we can work for a world where more of us can live in a state of greater tranquility.

This means each of us needs to do everything in our power to stop the violence in our neighborhoods. If we continue to keep quiet when we encounter violence, it will continue until our communities are taken over. All of us need to do this work for peace so someday, when we have children, they will grow up in a society where they do not live in fear.

Don’t get me wrong. The blame for our present troubles should not only rest on our shoulders but also be

shared by many elements of society: the schools that aren’t funded properly, the media that seems addicted to reporting negative events, and our federal government, which at every turn models aggression and violence as a way of dealing with conflict.

Although there is much we can do as individuals, we also need the help of public officials to support more after-school programs that give youth productive activities. We need caring adults who are paid decently to help us find our way. We need workshops led by our peers, where we can talk about the problems we face and come up with ways to combat them. We need better schools to learn and be successful.

I ask you, in the name of peace, pledge to do what you can to make our society more peaceful. Write a letter to a public official requesting more funding for inner city programs. Turn away from violence in your life. Actively work with your friends to resolve conflicts peacefully. As Bob Marley said, “Get up, stand up, stand up for your right, get up, stand up, don’t give up the fight.”

# She left her heart in New Orleans

By Liana Donahue // T.i.P. Writer

I moved to Boston in January but in my heart I’m still a New Orleans girl. My travels began last August before Hurricane Katrina hit my city. That day, my home, my school, and my high school graduation were all swept away and erased.

As hurtful as the experience was, the reaction of our leaders felt like a spit in the face. Former First Lady Barbara Bush showed her true colors when, commenting on the evacuees during her visit with them at the Astrodome, she said: “So many of the people in the arena here, you know, were underprivileged anyway so this is working very well for them.”

These words reflect how she viewed our people, our home, and our culture. Bush spoke of our lives as something to be discarded like old trash. The media showed our tears. They promised to rebuild, and now after so many months of attention, we’ve been thrown into a history book.

This is not history. It is my life. I’ve been in three schools since August. My grandmother died before I came here and I had no time to grieve her loss. I lost contact with friends. And, up until recently, I knew absolutely no one in Boston. Compared to other people I know, I have it easy because most of them lost family members, some had mental breakdowns, and so many lost every material possession they had and are still living in terrible situations.

People said it was Mother Nature. But I blame the federal government for not having the strength and ability to see that this situation called for unity. I expected donations from all over, but when they came it wasn’t enough. I expected politicians to aid in the cleanup. Most stayed away.

We need a government that acts with caring for the people in Boston who need homes, good schools, and peaceful communities. And we need a government that cares about the people of New Orleans. It’s up to each of us to see we get such a government.

# Jobs and after-school programs are needed

By Amilton Pires // T.i.P. Writer

Over the past year, violence among youth has become an epidemic in Boston. Adults have been asking each other why this tragic increase is taking place. Few people have asked us, the youth, what we think are the root causes even though we experience it in our daily lives.

I am a youth organizer at Roxbury Environmental Empowerment Project (REEP). We’ve been surveying teens throughout Boston to find out why they think there is an increase in violence. The answers we hear: teens need jobs and after-school programs. This isn’t surprising when you look at the facts REEP discovered from research on what has happened to the state budget over the last four years:

■ In 2001, the state spent \$8.6 million on youth summer jobs and almost \$14 million on after-school programs.

■ In 2002, the state spent \$5 million on summer jobs and less than \$3 million on after-school programs.

■ In 2003 and 2004, the state spending on summer jobs went down to \$3 million a year and the state cut funding for after-school programs to zero.

■ Now, in 2005, the state had a good year bringing in revenue from the sales tax and increased spending on summer jobs to \$4 million, but still refused to refund after-school programs.

It is not a coincidence that two years after these severe cuts in jobs and after-school programs, youth violence is going up. If we want to reduce violence, the state and local government need to replace the money that has been cut and start giving urban youth the opportunities we deserve.

In May, REEP, along with members of the United Youth and Youth Workers of Boston, made up of youth workers and agencies, made summer jobs the focus of our work for the coming year. Since then, we have been asking state and city officials to increase funding for youth jobs. This year, we’re asking the state to increase funding for summer jobs for youth living in Boston to \$5 million and we are asking Boston to increase youth summer job money from \$3 to \$5 million. These increases would bring funding back to the levels for summer jobs in 2001 when the streets of our neighborhoods were a lot safer.

To show how important United Youth Workers of Boston think this issue is, we have been getting youth and adults from the city to fill out postcards requesting this funding and asking the mayor and other officials to meet with us to talk about working together to see that the state and city find the money to meet this request.

I want to thank the state and city officials who are here today. I appreciate your coming to listen to our stories so you get a sense of our experiences. But more than being here, I hope you will take action on what you have heard and not wait until another young person dies before urban youth are given the opportunities we deserve.



## FENWAY FEVER, 2006

By Ryan Ward // T.I.P. Staff Writer

Call the Red Sox “The Official World Series Champions of 2004.” They brought pride to a city that previously knew nothing but baseball misery. The 2004 season was a season like no other because of a team that went together like bread and butter. They put smiles on the faces of people who had believed in the Red Sox through the World Series of ‘46, ‘75, and even ‘86. These were all games in which the Red Sox pulled us in all the way into the seventh game and then broke our hearts. These are fans who had to watch the Red Sox lose against the rivaled New York Yankees, with Bucky Dent in ‘78 and Aaron Boone in 2003. It wasn’t just that we beat the Yankees in 2004 - it was that we beat them with a dramatic Hollywood-style ending, coming back from being down 3-0 to winning four games straight, and ultimately winning eight straight to win it all.

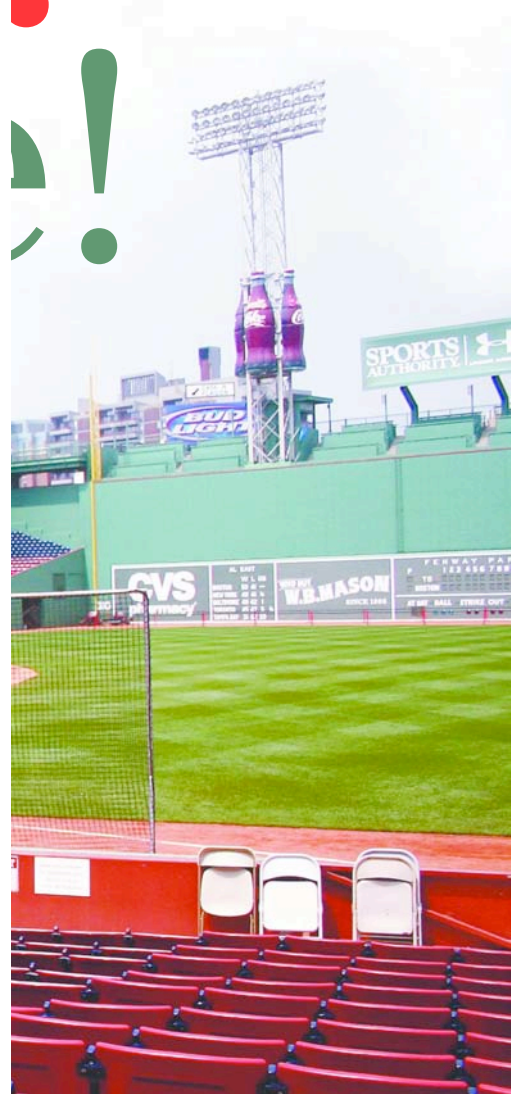
Now everything is not going as planned and change is taking over at Fenway Park and in the ballclub. No championship team can stay together forever. There are only 12 remaining guys from 2004 still on the squad. Alan Embree, the Red Sox left handed relief pitcher, was released by Boston and signed with the New York Yankees. Red Sox second baseman Mark Bellhorn was also released by the Sox and, like Embree, signed with the New York Yankees. Wow, don’t the Yankees know how to pick through the leftovers! One unexpected change was Johnny Damon signing with the Yankees. “He’s just a sellout, nothing more to say,” said Mike Schaaf, a Boston Latin School student. “Wait ‘til his name is on those infamous Yankee hating T-shirts.”

Let the Yankees have our old players, it’s OK. We still have the most dominating clutch hitter in baseball, “Big Papi” David Ortiz. “He is always clutch and he does it when it counts,” said Schaaf. Through tough times, he puts smiles on the faces of Red Sox fans. The phrase ‘Who’s your daddy,’ a Yankee fans’ phrase chanted to taunt Sox starter Pedro Martinez, was soon changed to ‘Who’s Your Papi?’, letting the Yankees know we’ve got the big man. When I say Red Sox, I can’t help thinking about Fenway Park. To come to Fenway is to visit a Boston treasure. There are 36,224 seats in Fenway Park. It’s considered the smallest stadium in baseball. It’s also the oldest (built in 1912) and most historical and it is the only baseball stadium which sells out every game. People come to the ballpark not only to see a game but also to enjoy the atmosphere. Some of the simple enjoyments at Red Sox games include the smell of the delicious but not very nutritious Fenway Franks; the familiar scent of the underground tunnels; the flowing aroma of peanuts throughout the stands. There is the ever-popular view of the shirtless, diehard Red Sox fans in their painted skin - not the prettiest sight to see, but who cares, you are in Fenway! Then there is the simple but amazing

# We Cheer. We Win! We Change.



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▲ Photo by: Artists for Humanity



▲ Photos by: Stuart Spina, T.i.P. Staff

sight of the home team Red Sox running out onto the field to begin the game. There are chants of “Go Red Sox” and the taunting calls of “JOHNNY,” just making you feel even more at home. There is the huge green wall in left field, the Green Monster, where left fielder Manny Ramirez once had to sneak in during the middle of an inning to use the facilities.

I love that Boston is so ecstatic about its players and ball club. There’s just a feeling I get every time I walk into Fenway, a sense of warmth, of faith, and a feeling like no other. But is Fenway going to be around forever? There are talks about building a new stadium because the Red Sox don’t “need” Fenway since winning the World Series in 2004. According to ESPN sports network, there are plans to make a new ballpark in Boston. Was this World Series worth the price of saying goodbye to Fenway Park? Where would they build a new stadium? According to The Boston Globe, there were talks in 2001 about where to build a new ballpark, and the most logical answer was South Boston. This was after New England Patriots’ owner Robert Kraft was told he couldn’t build a football stadium there. The plans are still not complete and it is still questioned whether or not a new park will be built.

To make a new ballpark would be to butcher one of the greatest icons in sports. For now, they are working on renovations at Fenway Park. According to the Boston Globe, they have added as many as 3,000 seats and are still find-

There’s just a feeling I get every time I walk into Fenway, a sense of warmth, of faith, and a feeling like no other.

ing more space for additional seating. So maybe they are making a new Fenway, in Fenway. “It’s good they are doing what they can to make the ballpark competitive with other stadiums. The new parks are never going to reach capacity. I think it is better to build around Fenway and re-work the streets around it to make it a true stadium, rather than to tear down what we have now,” said Kevin Ward, a diehard Red Sox fan.

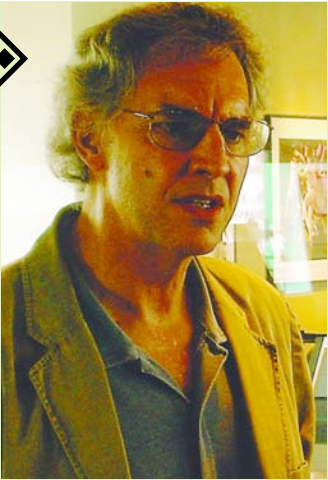
Seating aside, not all fans can get into the games at Fenway because ticket prices are the highest in baseball. It is not fair for all fans. It costs \$20 to get standing room only tickets at Fenway, according to Major League Baseball’s website. Comparable tickets to see the Baltimore Orioles in Camden Yards cost only \$8. I think the wrong fans are getting the seats in Fenway Park. “It’s absolutely ridiculous, the prices are too high. It turns a family day into a \$300 day. They’re letting the rich in and not the middle or lower classes,” says Shaun Hamilton, a Boston Latin Academy student.

With the Red Sox winning it all in 2004, and “The (Babe Ruth) Curse” being reversed, fans are still waiting to see what will happen next. I hope to see Fenway Park as the Red Sox stadium for as long as I live even if they have to completely renovate it. It’s my home away from home, a place where I love to see my favorite team play.



# WITH BILL LITTLEFIELD

Photo by: Stuart Spina, T.i.P. Staff



Bill Littlefield hosts a weekly sports program on WBUR-FM (“Only a Game”) and is the author of many sports books, including “Champions: Stories of Ten Remarkable Athletes,” and “Prospect,” a baseball novel. T.i.P. writers met with him at Fenway Park, where we fired away our questions.

By Ciara Martinez // T.i.P. Staff Writer

**Question:** *How old are you? Where were you born?*

**Answer:** I am 58. I was born in New Jersey.

**Q:** *I know you are an author of many books. What are most of your stories about?*

**A:** Most of my books are about sports but I have a novel that is titled “Circus in the Woods.”

**Q:** *How did you come up with the concept of this novel?*

**A:** I was experiencing both of my daughters growing up and I wrote a book to help me understand what they were going through.

**Q:** *What life experience made you want to be a writer?*

**A:** When I was about your age I picked up a book and said, ‘Wouldn’t it be nice to have a book that I wrote with my name on it?’

**Q:** *Are there any new books that you are planning to promote soon?*

**A:** I am coming out with a collection of radio shows I have done that will take about a year.

**Q:** *What radio shows will be in the collection?*

**A:** The shows that have been done over the past eight years will be in the collection.

**Q:** *When are people able to listen to your radio show?*

**A:** Saturday mornings from 7-8 a.m. or Saturday evenings from 6-7 p.m.

**Q:** *On what radio station?*

**A:** 90.9 FM, WBUR Boston

**Q:** *Who is your inspiration?*

**A:** Dr. Seuss

**Q:** *Is there more you would like to accomplish ?*

**A:** I would like to continue writing and publishing more books.

**Q:** *Is there anything else you do besides a radio show and writing books?*

**A:** I teach a writing course at Curry College.

**Q:** *What is a typical day like for Bill Littlefield?*

**A:** It is really different every day. Sometimes I meet with people, maybe do an interview. Other times I may talk to people about how to build stories and things like that.

**Q:** *What do you consider your major accomplishments?*

**A:** Amy Lynn Littlefield and Allison Marie Littlefield, my daughters.

**Q:** *What advice would you give to a young writer, with hopes of becoming an author in the future?*

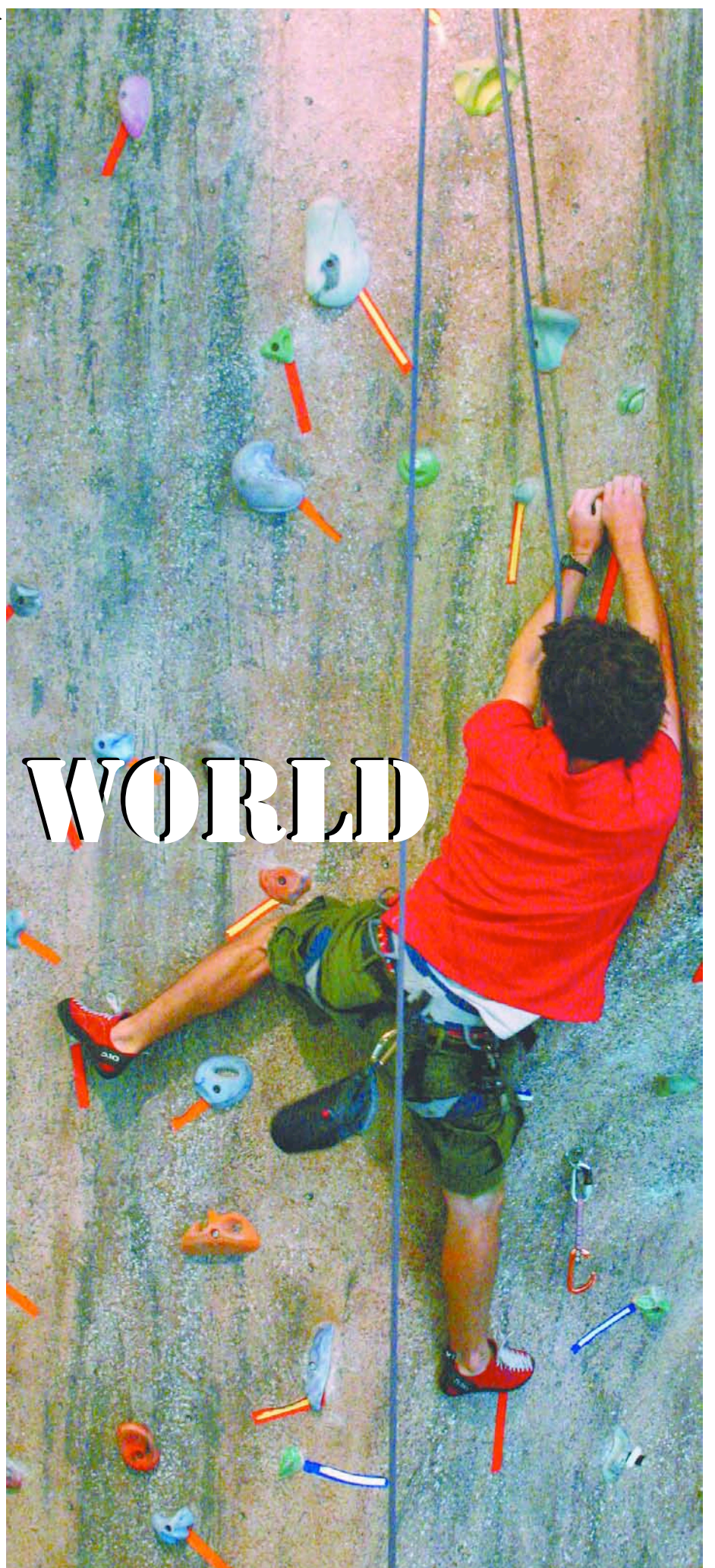
**A:** Read all the time, and while you read, think about why that book is interesting to you.

By Michaela Hughes // T.i.P. Staff Writer

As I climbed at Dedham Health and Athletic Complex, I felt empowered, in control. As I pulled myself up from one rock to the next, pushing with my legs, pulling with my arms, I could feel my muscles burning and could sense I was gaining power, strength, and awareness. I didn't even notice I had reached the top until I looked and saw how high I was. I wasn't scared. I felt happy. I could feel the adrenaline running in my blood. If rock climbing can make me feel this good about myself, then why can't it do that for other teens?

When you hear the words rock climbing, you usually think of professionals with ropes and complicated knots, but more teens are getting involved in it than ever before. Many teens do it because in addition to the great workout and exercise, rock climbing is a confidence builder. "It helps build self-esteem and it is something to focus on. You're focusing on the move ahead of you and not anything else. Also teens can transfer that focus from the rock climbing wall to home," according to Sarah Reeder, a rock climbing teacher at Eastern Mountain Climbing School.

Before you run to a rock wall, you need to know the facts. If you are going to try top rope climbing, which most beginners and indoor rock climbing gyms use, the person who holds the rope is the belayer. Hence 'Am I on belay' means 'are you holding the rope ready for me to climb?' The person climbing is the climber. The notch holding the rope at the top of the wall is the anchor. But the most important thing you should know about climbing is how to tie in. If you're not tied in, you cannot climb. To tie in, put on the harness and you



▲ Photo by Aryanna Wilson, Artists For Humanity

# It's time to ROCK YOUR WORLD

take the rope and tie it into a double figure eight, which is what it sounds like, a figure eight.

Reeder, of EMC, said her favorite part of rock climbing is the focus it takes. "Something that takes every ounce of focus is great. You don't have to think about anything else except your next move. Also just getting to places where people haven't been to before is exciting. When all the tourists have to hike or drive it takes skill to climb up. Plus I like the smell of the gear." She also said she thinks people are attracted to rock climbing because people like to be unique and they want to say they tried it."

Anna Clair Miller, 14, of Brighton who does not climb, when asked if she would ever climb, said: "Yes, in a jiffy. Because it sounds fun. You get to be strapped to a cliff-thing and defy gravity." When asked why she thinks teens like climbing she said, "It has a hint of danger, but you can still feel safe."

Marcelle Goggins, 14, of Jamaica Plain said, "In outdoor [climbing] I like just getting to the top and seeing what's there. It's challenging and fun!"

## GET CLIMBING!

Everyone agrees rock climbing is fun and healthy for teens. So why are you still sitting here reading this? Get out and get climbing!

■ Teens have a lot of opportunities for rock climbing because there are many climbing areas in Massachusetts. The Oak Square YMCA in Brighton, The Dedham Health and Athletic Complex in Dedham, and Exxcel Gym in Newton all offer indoor rock climbing lessons.

■ For a list of indoor rock climbing gyms go to <http://indoorclimbing.com/massachusetts.html>.

■ If you want to experience climbing a real rock, take a trip to Lynn Woods where there is a 2200 acre municipal forest perfect for rock climbing. It is free of charge and fun. For more outdoor climbing areas in New England go to [http://www.a1trails.com/hiking/hk\\_c1ne.html#NG](http://www.a1trails.com/hiking/hk_c1ne.html#NG).

## Italy's World Cup victory based on luck and penalties

### A massive blow for France

By David Ukpokpo // T.I.P. Staff Writer

The game was taking place in Berlin. The fans were cheering for their teams. It was humid in the stadium. Fans were into the game, waiting for a goal to be scored. According to the International Football Association, France had won the championship twice in past years. Now they had defeated Brazil to get to the semifinals, and then they beat Portugal to win a spot in the finals.

On the other hand, Italy defeated Ukraine to get to the semifinals, and then defeated Germany by penalty to get to the finals.

Italy wouldn't have had the skill to defeat Brazil if they faced them. France had previously defeated Brazil in the 1988 World Cup. They knew their weaknesses and strengths and capitalized on that knowledge to defeat Brazil in the quarter finals. France should have won the championship. They had knowledge of how to defeat teams in the finals and they dominated in the second half. This would have led them to victory in overtime if an Italian player hadn't insulted France's Zidane, causing him to butt heads with the Italian and to be kicked out of the game.

Joe Halpern, a 20-year veteran sportswriter said: "Yes, Italy deserved to win according to the rules, but I do not like the rules. France dominated the second half of the game, but their captain was sent out due to a bad shove. I think it is one of the great sports events, one of the great championships. I am a soccer fan who's disappointed. Sports aren't always fair. The best player can't always win. I do not think the championship should be decided in penalties."

France scored a goal in the first half in the eighth minute due to an aggressive tackle from Materazzi and Fabio Cannavaro on French player Florent Mlouda. There was a penalty kick awarded to captain Zinedine Zidane. He scored the goal from the kick to put France on the scoreboard. Italy tied the game by scoring from a corner kick headed by Andrea Pirlo, past the goalkeeper Barthez.

At the end, the score was tied, and the game went into two overtimes. No progress was made by the exhausted players. After the second overtime, there was a penalty kick between the teams. It was the second time the World Cup was decided in penalty kicks. France was now missing its best penalty player, Zidane, who had been sent out on a red card.

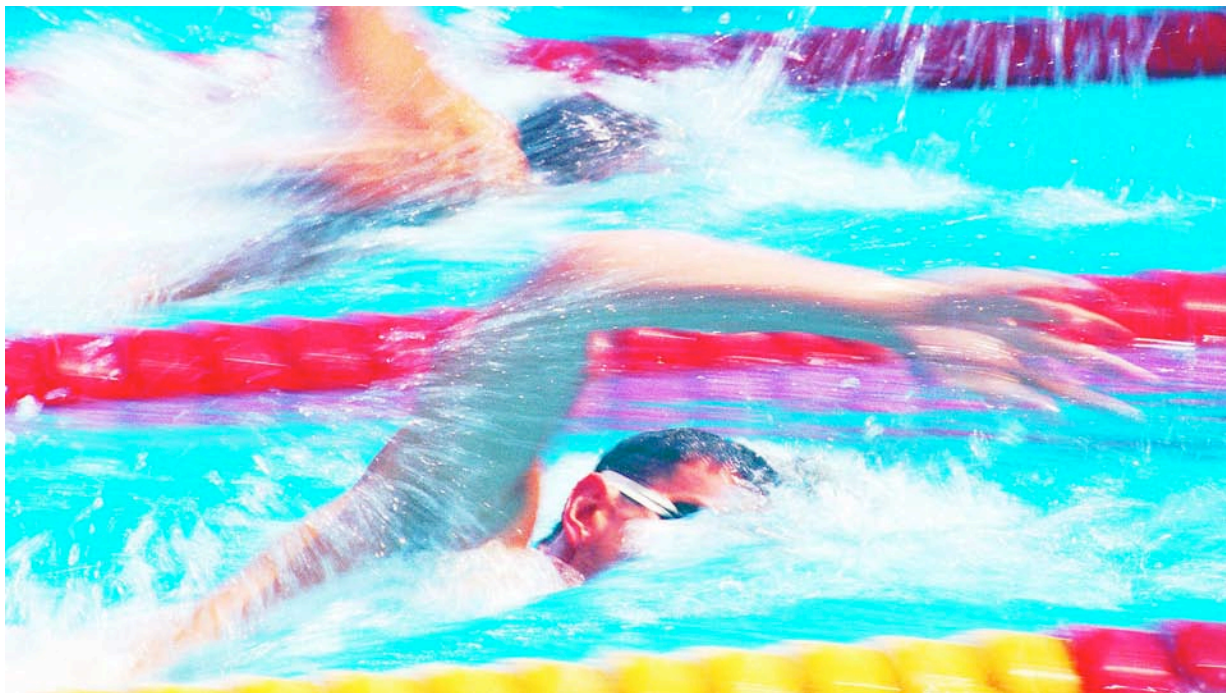
France's Patrick Vieira said, "It's a shame we lost the way we did. We could have won; we came so close and I'm disappointed. When you get to the finals and then you lose, particularly on penalties, it's a massive blow."

After the game, David Trezeguet, the French player who missed the penalty kick, said: "We were pleased with the way we played and we showed that we were as good as the opposition. Congratulations to Italy but it's a real shame for France."

## Olympic swimming: a goal or a dream?

By: Shirley Yu // T.I.P. Staff Writer

She walked into the locker room, put her bag on the bench, and changed into her black racing suit. She stretched for 15 minutes and walked into the pool area. She smelled a big whiff of air, like chlorine. She stretched her cap onto her head and put on her goggles. For a half an hour, she warmed up. When her event was called, she went to the starting block in lane three. With a first place trophy in mind, she dove into the pool and swam her favorite stroke, the butterfly. Pull, kick, breathe, pull, kick, breathe. Seventy-five more yards and the race would be over. Backstroke. Left arm, right arm, left arm, right arm. She felt the water brush by her as she went into the breast stroke. Stroke. Kick. Glide. Stroke. Kick. Glide. As she reached for the wall, she knew she had 25 more yards to swim



freestyle as fast as possible. Her legs kicked and her arms stroked like a machine. She reached for the wall. She had swum a clean race.

When she looked up at the board for her time, she saw 1:10:52, a new personal record. Because she knew she was in the public eye, she could not show her true feelings. On the inside, her heart felt like a volcano that had erupted. She could envision fireworks for herself but she knew she had to keep her cool. When she picked up her towel, she said one short sentence to her coach: "I did it!" She knew she couldn't be that happy either because she still had a long road ahead before the Olympics. After she got into the locker room and made sure no one could see her, she was safe to do whatever she needed to celebrate her victory alone.

Most teens wonder why she chose swimming over

all sports. She did because she had an unforgettable experience. According to her mother, when she was 3-years-old at a hotel in Vancouver with her parents and little sister, her father told her it was time for her to learn to swim. She was so excited she jumped into the pool; she started to drown. Her father was going to reach for her but he decided to just say one word: "Swim." While she struggled to learn, her face turned red like a frustrated baby attempting to speak. The girl paddled toward her father as quickly as her little body could go. He caught her and said, "Now that you aren't afraid to kick around in the water, you can learn step by step." From then on, she was motivated to know how to swim in order to survive in case someone pushed her in the pool. When they went home to Boston, her parents signed her up for the next available swim lessons.

During swim lessons, she arrived on time and stayed after the lessons were over. After one hard month of lessons, her teacher decided she should join a swim team. As she swam more, she fell in love with the sport. Because of all this work she has already done, she now has a dream in mind: to become an Olympic

swimmer. She assiduously practices five times a week for three hours. She wakes up at 5 a.m. to practice: 100 sit-ups, 50 push-ups, 50 pull-ups. According to Bill Smyth, head swim coach at Boston University, "Only one in more than a million people make it into the Olympics." Knowing this, she perseveres and tries even harder because she hopes one day she will be the swimmer representing her country.

Some people ask her what helps her wake up every morning. Her simple answer is Michael Phelps. She knows that he, being a multiple Olympic Gold Medalist, has to have a lot of motivations in order to succeed and be the outstanding swimmer he is.

According to John Naber, a multiple Olympic Gold Medalist, "Olympic champions are not extraordinary people. We are ordinary people who have accomplished extraordinary things in a limited area of our lives."

## Teen depression: one story

By Lucia Catano and Olubunmi A. Olutedo  
T.i.P. Staff Writers

**W**hen Isabella was depressed, she felt angry. She overreacted around friends. She argued with teachers. She knew she was depressed because she would cry at night. One minute she was happy and then suddenly, she was sad.

If you are wondering how many teens have depression, the Substance Abuse and Mental Health Services



Artwork by: Jesse Racusen, Artists For Humanity

Administration (SAMHSA), run by the US Department of Health and Human Services, has information. According to “Suicidal Thoughts Among Youth Aged 12-17 With Major Depressive Episodes,” around 3.5 million youth, ages 12-17, have experienced at least one major depression. Researchers found “over 7 percent of youth, ages 12-17, or 1.8 million, had thought about killing themselves during their worst or most recent episode of depression.”

Who are these teens? You may not know unless you are close to the depressed person because they often look like everyone else. Teens with depression are everywhere and you can’t tell because depression can’t always be seen. “It’s a state of mind. It’s how someone feels,” said Isabella, a teen who struggles with depression.

If an individual wants to spot depression, she will have to look for warning signs. According to SAMHSA, the teen may feel angry, cry a lot, or overreact to situations. A depressed teen may feel worthless and have low self esteem, feel guilty about everything that happens around them, be more anxious or worried than other young people, or feel sad for a long time over a loss or death.

There will be changes in the depressed person’s life. In Isabella’s case, her grades went from A’s to C’s and D’s. Depressed teens stop liking things they enjoy, or

avoid friends and family. Isabella, even though she wanted to talk to friends, felt they didn’t understand her. She missed them, but couldn’t go out or see them much because she was always in trouble. These teens may want to be alone. Their eating and sleeping habits may change. When Isabella felt depressed, she turned to food. “I would take a bite into something and it would take away a pint of pain,” she said.

Many teens have depression because of stress. A teen could be having problems with parents or with school. Adolescents can also have depression due to their social lives or feeling they don’t have friends.

Depression can lead to suicide, which Isabella said she has thought about but was always scared to do. It is important if you or someone you love has thought about suicide, to get help immediately. Tell a teacher, doctor, nurse, or parent. One resource is the National Suicide Prevention Lifeline. Call 1-800-273-TALK or go online at: [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org).

Once Isabella decided she didn’t need to suffer, she got involved in activities and after school programs. Today, she attends therapy and talks to her mom more than she used to. She gives this advice to other teens suffering from depression. “Even if they are in denial, they do need help and to talk to someone. It doesn’t have to be a therapist; it could be a friend, your parents, or a counselor,” she said.

## Teens need sex education

By Tamairi Rivera // T.i.P. Staff Writer

**T**een mothers are less likely to complete school and more likely to be single parents. According to the Teen Pregnancy Organization, less than one-third of teens who begin their families before age 18 ever earn a high school diploma and only 15 percent earn a college degree. Teen pregnancy occurs a lot in the United States. Although it was 46 percent lower than the national average, the Massachusetts teen birth rate for 2004 was 22.2 births per thousand for women ages 15-19, according to the Massachusetts Department of Public Health.

One in seven sexually experienced 14-year-old girls reported having been pregnant. Most of the time it is an accident. “It doesn’t happen on purpose because sometimes our hormones are growing up so fast we don’t think about the risks of getting pregnant, but only our feelings,” said one pregnant teen.

We can prevent teen pregnancy by educating teens. Teens need information on sex and what happens when you have unprotected sex, the diseases that can be spread through intercourse, and the perils of unwanted pregnancy. To get this information, teens can go to sex education programs like those at Children’s Hospital or Planned Parenthood. One obvious way to prevent pregnancy is to wait to have sex. Don’t let your partner and others pressure you to have sex at an early age. For more information go to: [www.teenpregnancy.org](http://www.teenpregnancy.org)



▲ Photo by: Haidan Hodgson, Artists For Humanity

## Teen loses roof over her head

By Arielys Morales // T.i.P. Staff Writer

**T**he sun set as the warm air grew cooler. I felt tiny strands of my long, dark hair blowing in the wind. The scents of Spanish food coming from inside the house caused goose bumps to form on my skin. The scent made me happy and at home. I walked in the front door and started up the hallway to where my sister, my mom, and I slept on mom’s queen size mattress. To my surprise, I found my mother packing objects into a cardboard box on the edge of our now bare mattress. My heart sank as I thought of what was going to happen when my mother told me what she was doing with our things. I opened the closet to find my clothes weren’t there. Besides the sound of a car beeping its horn, and my mother’s voice. “We have to leave.”

My life completely changed in the summer of fifth grade when my family was evicted from our third floor apartment and forced to live with family members for the next three years.

By seventh grade, I’d been through everything from making a bed on the floor to going two months without seeing my mom and sister because we had to sleep in different houses. Being homeless for three years took its toll, emotionally and physically. I gained weight and I watched my family fall apart. Three years of missing school led me to believe I was never going to be the best I could be. Three years of worrying about getting kicked out of the houses of people who had let us stay with them was frightening.

According to the Boston Indicators Report of 2002, done by the Boston Foundation, homelessness has increased nationally and locally. “The homeless population in Boston is more than 6,000, which exceeds the population of 126 towns in Massachusetts. The homeless population increased by 7 percent, to 6,210 people between 2000 and 2002.” Overall, the homeless population has increased 41 percent since 1992, according to the study. The primary cause of homelessness is the lack of affordable housing. Housing prices in Boston are among the highest in the nation, yet the wages have not gone up at the same pace as rent and housing prices.

According to Susan Dodge, program director of Women’s Lunch Place on Newbury Street, the agency provides a stable and comfortable dining room for homeless women to eat and relax. Dodge explained two of her goals for this year. “To expand our advocate program” and “to get more staffing” as well as “collaborate with other agencies.”

Dodge gave me a tour of the space underneath the church where women can eat lunch, shower, and get clothes and supplies. The dining room was spacious. Women passed by me with black eyes and raggedy bags hanging off their arms that they carried wherever they went. The woman I interviewed was amazing. She told me about her first few days on the streets and how she was trying to make it. “I was evicted because of financial issues,” she said. Unbelievably, she is finishing college. I felt my heart beat faster as she told me of her success.

Still, I know that even though what I went through made me stronger, it showed me that in the real world, homelessness can happen to anyone. It could happen to you. It happened to me.

# Is anorexia caused by ads?

By Sheila Lee // T.I.P. Staff Writer

As you walk into the lunchroom, you smell spaghetti and fries. People are sitting, chewing, and talking at the same time. As you swallow your spaghetti, you notice two average-size girls chatting and not eating. Every time you see this, you can't help but feel frustrated; you feel like shoving a plate full of food down their throats. When asked why they don't eat, the response is 'I'm not hungry,' or 'I'll eat later at home.' The real questions are, are they really not hungry, and will they really eat later?

According to Medline Plus, 65 million females around the world suffer from anorexia. Anorexia Nervosa and Related Eating Disorders Inc defines anorexia nervosa as “the relentless pursuit of thinness.” No matter how thin teens with anorexia get, they still think they are fat and are terrified of gaining weight. If a teen weighs 85 percent or less than what is developmentally expected for age and height, they fit the physical description of anorexia.

One of the causes can be found in the media, especially advertising. When an average girl sees perfect models in magazines or on television, they can't help but feel insecure about their looks. They think ‘Why am I so fat?’ or ‘No one will ever want to be with me.’ They start to wonder about how they can become more like models. This pressure to be thin can be one cause of anorexia.

Teen girls diet to become thin. Since dieting doesn't give some teens the results they want, they may cease to eat. Even though they have stopped eating, most won't admit they have anorexia nervosa, or a problem. Still, 88 percent of participants this reporter surveyed said anorexia is a problem among

teenagers. “A lot of people try to look like stars but nobody looks like that. They don't feel good about themselves. I think it's a mental issue,” said Arielus Morales, 15, a student at Boston Community Leadership Academy. Shaona Watts, 14, said, “Most people want to be as skinny as stars. Because [some] stars [look] anorexic, the teens think they [themselves] are fat.”

Anorexia is a huge problem and it has many complications. According to the Mayo Clinic, one in 10 people with anorexia will die of complications. It also causes heart disease, hormonal changes, imbalance of minerals and electrolytes, and nerve damage. The National Institutes of Health Osteoporosis and Related Bone Diseases say teens who have anorexia have a spinal density 25 percent below healthy spinal densities. If a woman has anorexia, she could miss her menstrual cycle for periods of time. What is it about media that would cause a teenager to put herself at risk like this?

Ever since young women were children, the media and other corporate images have made them think to be a perfect woman, they have to be slender, tall, and gorgeous. Barbie dolls are one of the most popular dolls among children. Barbie's image burns into a girl's subconscious as the perfect woman. According to Anorexia Nervosa and Related Eating Disorders Inc., if Barbie were a real woman, she would be 6 feet tall, weigh 101 pounds, and wear a size 4 dress. An average woman is 5 feet and 4 inches tall, weighs 145 pounds, and wears a size 12.

Flipping through Teen People, Seventeen, and Cosmo Girl, I see images of beautiful, slender girls. In one ‘Got Milk?’ ad, Lindsay Davenport is portrayed as a sexual figure. When a girl first looks at the advertisement, her attention is drawn to Davenport's breasts because they are in the middle of the photo, and they stick out because the advertisement appears to be air-brushed, or altered. Further down, her skirt is darker around the area between her legs, drawing attention to her body. This advertisement could be giving the message that if a girl drinks milk, she'll be attractive like Davenport.

Skinny, beautiful, tall women are the women men stereotypically want, according to many media images. A girl can't do too much about her height and her looks unless she has that surgery, but she can try to diet in order to get thinner. The media gives the impression that getting thinner is easy because of the ‘perfect’ models who appear. According to “Killing Us Softly,” a film by Jean Kilbourne, the body image presented in magazines is unachievable for 99 percent of women. What are the chances an average girl would fall into that 1 percent?

## Saying Goodbye [ FROM PAGE 1 ]

Headmaster Sung-Joon Pai from Media Communications Technology High School said: “As a new principal, I've gotten more chances to interact directly with Dr. Payzant than I did as a teacher. I think he's very smart and knows how to make plans and really stick to them. I've heard about what BPS was like before he came here and I know he brought a lot of stability to this system.”

During the 11 years Payzant served, making him the longest serving superintendent in Boston, he has brought the quality of education to higher standards and accomplished much. Under his leadership, teachers' performance has improved. With more than \$30 million raised, professional development for teachers has added a new coaching model that allows teachers to learn and share with their peers, according to the McGraw Hill website. Boston students have shown continuous improvement. The percentage of students who passed the 10th grade math test tripled from 25 percent to 74 percent from 1994 to 2004, according to the website. The percentage of students who pass the English assessment test has shot up from 43 to 77 percent, according to www.governing.com, a Web resource for local cities and towns. Fourth and eighth grade students have shown the largest improvement from 2003 to 2005 in math on the National Assessment of Education Progress Trial Urban District Assessment. Some students said they weren't aware of how much Payzant has done for the system until his retirement. Stephanie

## Dos and Don'ts [ FROM PAGE 1 ]

- Study with the radio or CD player on if you know you're just going to sit there in your room jamming to the tunes.
- Force it; OK, this is a given.
- Hang out with people you don't have anything in common with. If you're on the science team, don't try and be chummy with the jocks. There's a good chance you won't mix.
- Pretend you don't have a hard time getting up in the morning (who doesn't?). When you set your alarm clock at night, don't put in on your nightstand; it's so close to your bed you'll just keep hitting snooze. Place the alarm in a spot that will force you out of bed.

## DO:

- Use flashcards! This study method sounds corny at first, but they're (mad)

Matos, a student at Fenway High, said: “I've never realized how much Payzant has done for us. I mean, I've always heard teachers saying he was an important person but I never realized how important he really was to the students.”

Payzant also instituted the summer school policy for low performing students, created more advanced placement classes at the city's high schools, and helped more students attend college or receive job training than his predecessors.

One of the most recent improvements Payzant made are the small school learning communities. The district has become a leader in the nation on high school reform and the move to create small learning communities. The district has also received major financial and programmatic support from the Annenberg, Carnegie, and Gates foundations for work on school reform.

Hoping to announce Payzant's replacement by June, the city began the search for a new superintendent in December. In a disappointing turn of events this summer, four of the top five candidates dropped out of the race, including Arlene Ackerman, Deborah A. Sims, Mary Grassa O'Neill, and Manuel J. Rivera. This leaves Nancy J. McGingley, chief academic officer of Charlestown County Schools in South Carolina, as the sole remaining candidate. The School Committee expects to come up with a new list of finalists by the end of the summer, but do not expect a new superintendent until January. The delay in Payzant's replacement is raising some concern, but education leaders say Boston should quickly find new candidates.

useful. Historical dates, information on the chemical elements, math formulas, and vocabulary words can all be written on a 3-by-5 index card. Save your cards and pass them down to a younger brother or sister the following year.

- You want money? Your parents don't want to give it to you? Get a job. After you cash a couple of paychecks, being a bagboy won't look so bad.
- Jog around the block a couple of times. Exercise clears the head and gives you a (legal) endorphin high.

- Save your money! Instead of buying snacks from school, go to the corner store the day before and stock up there. The prices are cheaper, and you don't have to worry about stuff getting sold out before you get in line to buy it. (How many times has that happened to you?)

- The opposite of what I told you not to do. When you see the consequences, you'll go back to believing me.



Artwork by: Savanna McKay

# The Jukebox

## Staircase to the stars

By Arlene Sanchez // T.i.P. Staff Writer

As I sit in class, tapping No. 2 pencils on my desk, I am roaming in an unreal world. My teachers' lips are moving, but I can't hear what she's blabbing about. I close my eyes and picture myself on a glossy, shiny stage, breathing deeply. The light from the corners of the stage shine on my face as I look calmly and smile happily at "my" crowd, my 3000 people. They chant my name. "Arlene! Arlene!" How beautiful is this music to my ears. As I raise my microphone towards my glossy red lips, I hear a sudden silence from "my" crowd as they wait to hear my mesmerizing voice project from the speakers. I sing and then, "Arlene! Arlene!"

Is your dream to be a star in the music industry? Many teens would answer yes. Let me show you a way that will take you where you want to go with your

music career. I know it's hard, but so what! Remember: it was the same rocky road for all of the artists out there.

Bristol Recording & Voice Studios in Boston is a great way to focus on your singing and performance. Their website says they help singers perfect talent and provide singing lessons. For a course, you will pay \$1500 and a nonrefundable deposit of \$750. The schedule could be two evening classes per week for 10 weeks, or one evening class per week for four weeks.

Bristol Recording & Voice Studios, located at 169 Massachusetts Avenue, has done audio productions for HBO, MCI, United Airlines, and well-known musician Yo-Yo Ma. They also have open mike nights and listings for open auditions for bands. In an audition, you will be asked to sing alone, or if not, a musician will be there to play along while you sing. You do not need to bring a tape or CD. Playing an instrument is helpful but not necessary. A great voice is all you need. Give them a call at 617-247-8689.

## Jada who?

By Ciara Martinez // T.i.P. Staff Writer

As I sat in the spacious Bristol Studios, I noticed posters of pretty girls sharing a stage with artists Jeff Timmons, Aaron Carter, and Jillian Wheeler. It was then I realized these girls are Boston's singing and dancing sensation of real Pop/R&B music. I would like to introduce you to Jada.

The group is made up of four girls who are serious about making it in the music industry: April Forrest, 18; Elle Wine, 20; Lauren O'Keefe, 21; and Jacyn Tremblay, 23. Along with their managers, they are climbing the staircase of success. They have performed with B5, B2K, Jojo, John Legend, and Stacie Orrico. They have traveled to many places. O'Keefe said, "We've been all over the East Coast." All of the girls have hometowns in the Northeast and two are

| Fall TV Round-up: The good, the new, and the canned |                                                                                                                                         |                                                                                                                                                                                                                   |                                                                      |                                                                   |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------|
| By Phil Donahue // T.i.P. Senior Editor             |                                                                                                                                         |                                                                                                                                                                                                                   |                                                                      |                                                                   |
| Network                                             | Returning Favs                                                                                                                          | Try This                                                                                                                                                                                                          | Reality Check                                                        | Canned                                                            |
| CBS                                                 | How I Met Your Mother-Mon. @ 8:30 p.m.<br><br>Ghost Whisperer-Fri. @ 8 p.m.<br>CSI- Thurs. @ 9 p.m.                                     | The Class- Mon. @ 8 p.m. A former elementary school class reunites 20 years later and finds out they have more in common than their grade school lunch lady. Created by the producers of Friends and Will & Grace | The Amazing Race- Sun. @ 8 p.m.                                      | Yes, Dear<br>Love Monkey<br>Threshold                             |
| ABC                                                 | Desperate Housewives- Sun. @ 9 p.m.<br>Lost- Wed. @ 9 p.m.<br>Grey's Anatomy-Thurs. @ 9 p.m.                                            | The Knights of Prosperity- Tues. @ 9 p.m. A group of misfits join forces in an attempt to rob Mick Jagger's luxury New York apartment.                                                                            | Extreme Makeover:<br>Home Edition - Sun.@ 8 p.m.                     | Hope & Faith<br>Freddie<br>Jake in Progress<br>Commander in Cheif |
| NBC                                                 | Law & Order: Special Victims Unit- Tues. @ 10 p.m.<br>Deal or No Deal- Mon. @ 8 p.m. & Thurs. @ 9 p.m.<br>The Office-Thurs. @ 8:30 p.m. | Heroes- Mon. @ 8 p.m.<br>Ordinary people find out they have extraordinary abilities in this 'X-Men'- like premise. Random people acquire powers after a total eclipse.                                            | The Biggest Loser- Wed. @ 9 p.m.                                     | Fear Factor<br>Joey<br>The West Wing<br>Surface                   |
| FOX                                                 | Family Guy- Sun. @ 9 p.m.<br>The O.C.- Thurs. @ 9 p.m.<br>Prison Break- Mon. @ 8 p.m.                                                   | Justice- Wed. @ 9 p.m. A prominent defense firm takes on high profile cases in this Jerry Bruckheimer produced drama. The show is melds the smarts of Court TV and the sex of CSI.                                | American Idol- (Starting January 2007)Tues. @ 8 p.m. & Wed. @ 9 p.m. | Stacked<br>Malcolm in the Middle<br>The Bernie Mac Show           |
| The CW                                              | Smallville- Thurs. @ 8 p.m.<br>Gilmore Girls- Tues. @ 8 p.m.<br>Everybody Hates Chris- Sun. @ 7 p.m.<br>7th Heaven- Mon. @ 8 p.m.       | Runaway- Mon. @ 9 p.m. One of the two new series from The CW. This a family drama/crime thriller starring Donnie Wahlberg as a father wrongfully accused of a murder.                                             | America's Next Top Model- Wed. @ 8 p.m.                              | Everwood<br>What I Like About You<br>Eve<br>One on One            |

# The JuKEBOX

from Massachusetts: Wine is from Newburyport and Tremblay is from Danvers. T.i.P. was lucky to get an interview with Jada to learn more about this successful girl group.

Well-known producer Ric Poulin put the band together after holding an audition for members in 2003. The audition took place at Bristol Studios, where the girls studied voice. Forrest was the last addition in 2004. Forrest, who wore a black top with jeans, has grown-up performing as an actress, model, dancer, and singer. She is also one of the choreographers. Tremblay, wearing a brown top with khaki bottoms, said she has done theater and would perform wherever she could growing up. In her purple top, Wine says she has always loved singing. Wearing a white shirt and comfy jeans, O'Keefe said she has performed in plays and musicals and has always wanted to be like Mariah Carey.

Being the people they are and not being changed by the industry is one reason they have so many fans of different ages. Their main audience is between the ages of 8 and 28, but they manage to have older fans. "My 79-year-old great-uncle loves our music," said Tremblay.

Performing for Jive Records, in hopes of getting their music out for everyone to hear, is an achievement. Wine said, "Since there was no stage we got on top of the table and started to perform." After the interview, Jada invited me to hear their new music in the studio and see how they write songs.

Poulin had a new song for the girls and he wanted their opinions. Surprisingly, the girls let him know they did not like the first line of the song, so they changed it. He then had each of them read the lyrics they had written in their notebooks. With their words put together as a group, they would add new lines to the song and take out parts that they did not find interesting.

What does Jada hope to accomplish in the future? Said O'Keefe: "To take over the world!"

For more information, log onto [www.jadamusic.com](http://www.jadamusic.com) or add them as a friend at [www.myspace.com/bostonsjadamusi](http://www.myspace.com/bostonsjadamusi).

## This just in: make way for the CW

By Neelabh Bharti // T.i.P. Staff Writer

This fall, WB and UPN stations will no longer exist. These stations will merge, and become CW. The CW will feature the highest rated shows from each network: "One Tree Hill," "7th Heaven," and "Gilmore Girls" from the WB, and "Veronica Mars," "Everybody Hates Chris," and "Smackdown" from the UPN. Two new shows will also debut: a comedy, "The Game," and a drama, "Runaway." The network will also syndicate shows that have ended, including "Everybody Loves Raymond," "Sex and the City," and "Will and Grace." The 10 O'Clock News as currently seen on the WB will air on the CW as well.

"By combining the strongest programming assets of two networks, The CW has created a program schedule with established hits every night," said March Shacher during a presentation in New York. For schedule information, log onto [www.cwtv.com](http://www.cwtv.com).



▲ Photo by: Jasmine Robinson, T.i.P. Staff

## Justice Marshall: THE CHOSEN ONE

By Jasmine Robinson // T.i.P. Staff Writer

In October 1999 a strong, generous woman, Margaret H. Marshall, became Chief Justice of the Massachusetts Supreme Judicial Court (SJC). She is the first woman to serve as Chief Justice on the Supreme Judicial Court in 314 years, and the second woman to serve on the SJC. Prior to becoming Chief Justice, she was an Associate Justice at the SJC. A Chief Justice has to carry a full workload of opinions. She is responsible for administrating everything in the court. Marshall said her definition of justice is: "That every person is treated with dignity and fairness no matter what the issue is or who the person is."

A powerful, outspoken woman, Margaret H. Marshall was born in Newcastle, a small village in the center of South Africa. When living in South Africa, she grew up in the apartheid system, a system of racial segregation enforced in South Africa from 1948 to 1991. People were legally classified into a racial group, and if you were legally classified into the colored groups, the apartheid system enforced strict rules. The whites had more privileges than blacks did. Marshall was legally classified into the white group. She didn't like the idea of people being split up into groups based on their skin color, so she opposed apartheid. She said, "I think any policy or doctrine of racial superiority is a deeply flawed doctrine. The history of the world, especially the 20th century, surely has made it clear that all human beings were created equal."

While attending the University of Witwatersrand in Johannesburg, she became president of a group called the National Union of South African Students. Marshall became interested in the organization because it had a strong policy of opposing racism. "We wanted to change the government. We wanted a democratic government that meant every person had the right to vote," she said. To get their message across to the people who supported the apartheid system, they spoke about the issue and wrote about it; to the extent possible, they organized rallies. They invited famous people from other countries to help, including Martin Luther King Jr. and Robert F. Kennedy (JFK's brother). Marshall said: "My actions against the apartheid system played an important part of leading me to become a lawyer."

Even today, as Chief Justice, she said, "I like to go back and read speeches from MLK and John F. Kennedy that inspired me." Chief Justice Margaret H. Marshall affects people's lives every day with the decisions she and the associate justices make. "Every case affects somebody's life. You try to reach the very best decision the law allows you to reach." She also inspires many young women who want to be lawyers with her powerful arguments and her strong opinions.

CAROLINE KNAPP

# INTERNSHIP

## Journalists wanted

By Maria Fontes // T.i.P. Writer

The trial of Marko Boskic was intriguing. Boskic was accused of fraud, including lying about serving in the military in Bosnia. During the trial, the defense attorney walked to the overhead projector, pointed to two words, and asked the interpreter what the words meant in English. The interpreter explained it wasn't easy to decipher since these words had several meanings but the defense wanted to know if the meaning meant military service. At this point I was wondering what the jurors had to say or how they would sway on the verdict.

This was an opportunity handed to me through the Caroline Knapp Journalism Internship Program. Knapp, a writer and columnist for The Boston Phoenix, touched the lives of journalists and readers. Her memoir "Drinking: A Love Story" dealt with her battle with alcohol. Her other best selling book "Pack of Two: The Intricate Bond Between People and Dogs" explores her relationship with her dog. After winning her battle with alcoholism, Knapp lost another battle and died of lung cancer in 2002 in Cambridge. Her family created the Caroline Knapp Journalism Internship Program in her honor.

To qualify for this paid internship, you must be a BPS junior with an interest in journalism and go through a rigorous application process. This year, four candidates were chosen to work at The Boston Herald, The Jamaica Plain Gazette, and The Boston Globe.

I was one of four interns chosen and placed at The Boston Globe. It has been an interesting learning experience. I met reporter Megan Tench, who took me to the John Joseph Moakley Federal Courthouse to witness the Boskic's hearing after he was accused of lying on documents to enter the United States. I met Meredith Goldstein, who writes for Sidekick, and heard her stories about interviewing Deidre LaToya Roper, better known as Spinderella of Salt 'n Pepa.

When summer started, I felt as if I didn't belong. I was confused by terms I heard, but I began to learn. Examples of words I learned: "beat," "off the record," "clip," "attribute," and "on speculation."

If you are a junior interested in journalism, check out the internship on [www.writeboston.org](http://www.writeboston.org). Look for fliers during March in your school, or ask your headmasters or teachers about this opportunity.

## The life of a teen reporter

By Samantha Mbawuike  
T.i.P. Staff Writer

I burst into the newsroom with mixed emotions, amid the pitter-patter from the keyboards and people feverously writing on deadline. Learning fast was crucial. My first week at the Boston Herald was thrilling as I tagged along with a reporter to interview people about Boston's pools. There needs to be preparation before reporting, and with little time, I had to learn instantly. I jotted questions I anticipated asking and made calls to get information on local pools. In the blink of an eye, I ventured into a life of a journalist.

To my surprise, Lisa Drueke, my supervisor, asked if I had any ideas I would "love" to write about. I bombarded her with story ideas, pulling her into my world, the life of a 17-year-old.

Violence is a subject teens relate to. I shared the experience of my late cousin, Franklyn Nwachukwu, who died violently in the summer of 2005. My supervisor said: "I want you to write an 8 inch column about your cousin, just the way you told me, and it will be published Monday." During my second week, I was published in an acclaimed newspaper and had a splash cover. It was amazing to accomplish so much in less than a week. My family and friends were elated. I was ecstatic.

I jumped into writing stories on a regular basis. I wrote about many topics, from violence to pets. Finally I worked with Tenley Woodman, the Herald's teen reporter. I went on assignment with her to the Four Seasons Hotel to interview the cast "Step Up" starring Channing Tatum.

Interviewing people is intimidating, so what would an interview with a movie star be like? In the end, it was a piece of cake as I asked questions teens think about. The stars took me as a professional reporter and that excited me.

My time as a Caroline Knapp intern has been phenomenal. I hope to use this experience as leverage to bigger and better things. I still remember my first day at the Herald, feeling out of place, and wondering how much I would accomplish. I did more than that. I found my niche and will continue on this journey.



▲ Photo by: Betty Southwick

Caroline Knapp journalism interns get a taste of the news media at The Boston Herald. The 2006 interns, l-r, are Samantha Mbawuike, Maria Fontes, Phil Donahue, and Chantel James.

## Old term makes a comeback

By Chantel James // T.i.P. Writer

Go to the dictionary and look up the word "nigger." It is defined as "an offensive name for a black person." However, this word wasn't always considered derogatory. There was a time when "nigger" wasn't used to describe blacks but rather to identify people who were lazy or stupid. Later in history, it was used to identify black slaves. In the late 1970s, the use of "nigger" was stopped and replaced with Negro, Afro-American, colored, and black. Was the word "nigger" ever banned? Centuries later, the word "nigger" is still in dictionaries. Thirty years since the word "nigger" was banned, the word is making a comeback, among blacks.

When faced with why blacks use this word freely, as if our ancestors didn't fight to abolish it, people reply: "We're saying nigga, not 'nigger.'" They have different meanings." As noted, nigger is an offensive name for a black person. Nigga is believed to be a greeting used between two friends or people, usually black. It is believed to be OK for blacks to say but offensive when other races do. This is where the debate occurs. People believe any compound word with "nigger" in it is offensive. Niggardly, which means miserly, is considered derogatory. Why isn't nigga? In history, "nigger" can be pronounced many ways. Neger, Negar, Neggar, nigguh, and nègre are used in different countries. If there are this many ways to say 'nigger,' there can be more we haven't identified.

Too much time is spent on what nigga means. Too little time is spent on why nigga appeared. As a race, we need to come together and understand why we need to stop this now. We need to know why no one should use this word, and exactly why it is still around. Columnist Anthony Asadullah Samad writes: "part of the reason

“nigger” has survived is because we as a people have refused to kill it.” This is true. It’s gotten so bad that other races use the term. They argue if blacks can say it, everyone should be able to. However, blacks believe only blacks should be able to use the word. This is why it needs to be stopped. People will find reasons to use it and when questioned, they’ll say “blacks say it all the time.” History will repeat itself and the fight we won to end discrimination will have to be fought again.

## Boston Globe: his world of knowledge

By Phil Donahue // T.i.P. Senior Editor

Her shrieks echoed in the South Boston Courthouse. Her son was lost forever and the man who took his life was behind a door across from her. Her anger and frustration exploded and she walked out of the courtroom. She returned, composed, and the arraignment began. I sat on the bench frantically writing notes on an event that had played out in front of my eyes. I wasn’t watching “Law & Order.” I was watching a real live murder case.

This was an amazing, real life learning experience. I was able to participate in the Caroline Knapp internship created by the writer’s family and administered by WriteBoston. I was paired with another budding reporter, Maria Fontes.

When we weren’t on assignment, our job was to sit at the City Desk, the grouping of four desks surrounding a circle of editors, and answer telephones. Our responsibilities included answering calls from readers and helping people find information about different subjects. Editors also gave us tasks like calling reporters or the Police Department to get more information on developing stories.

The courthouse experience was one of my most real journalism experiences. The reporter we went on assignment with gave us assignments. Fontes was instructed to track down the victim’s family and friends for interviews. My job was to go directly into the Court Office and retrieve files about the alleged murderer. Bloomekatz was going to track down the lawyers for quotes. We completed our tasks, returned to the Globe, and typed. The following day our story was in the paper.

Along with serious stories, we had a lot of fun. Meredith Goldstien, the main writer of “Sidekick,” assigned us a story. We rode the seven-person bikes around downtown and also interviewed the manager of a local business. We came in the next day and wrote. The following Tuesday our piece was in “Sidekick.”

The summer was an unforgettable adventure.

## MIND YOUR BUSINESS

### Dressed to impress for less

By Valerie Schoonmaker and Shaona Watts // T.i.P. Staff Writers

One hundred dollars isn’t what it used to be, especially in stores. Nowadays, the cost of clothing for teens is outrageous. We hit the streets of downtown Boston looking for fashion bargains and teens’ thoughts about current styles.

On our way, we stopped 16-year-old Stephanie Martinez and asked her “How do you feel about bargain shopping?” She said: “Well, it’s much better than shopping at a name brand store and paying more money when you could get the same clothing for less.”

It was busy downtown, with the sounds of music in the background and the faint smell of street vendors’ snacks in the air. We saw all types of people, most of them teens dressed to impress: girls wearing name-brand shoes and sneakers with T-shirts or stylish shirts, while boys were wearing white or black T-shirts or shirts with logos on them, with shorts or pants.

We started to hit up stores and stepped into D.S.W., a popular and well known shoe store. As soon as we walked in, all we saw was shoes, shoes, and more shoes. We noticed one thing, though - all the shoes cost way too much for most teens. We couldn’t believe a particular pair of shoes was close to \$50. We don’t have that kind of money. We’re not paying for those expensive shoes, we thought. We saw a pair of White Mountain shoes for \$49.90 and a pair of Laundry by Shelli shoes for \$109.90. In Tello’s, however, we saw that for Soda shoes, the price was \$12.99, Cupid’s \$19.99, and Spicy’s \$29.99. Do you see a difference? We did; the cost of the shoes here was way lower than the cost in D.S.W. But we were not downtown only to see what fashion costs - we wanted to find out if other teens like the idea of paying less money for more clothes. So we headed into H&M clothing store, where we asked 16-year-old Paolo Tineo, a student at English High School, “If you were to choose, would you bargain shop or shop for high priced clothes?” Her reply: “I’m a girl that just likes to be free and buy anything I like and things that are fashionable.” We picked a few out for her in H&M: brown shades (\$9.90); a hat (\$5.90);



▲ Photo by: Lisa Sanon, Artists for Humanity

two collared shirts, one brown and one orange (\$7.80 each); and tan capri pants (\$16.90). It cost \$48.30. She liked the idea of saving money but still likes to buy whatever she likes, no matter the price. In other stores, these purchases could have added up to \$100 dollars or more.

H&M is one of our favorite stores because we found everything from shoes to jeans, a top with a hint of my favorite color, gold, and most important, hair clips and jewelry to finish it off. We had managed to find it all in one place, and we also saved a lot of money.

Bargains can also be found at stores like TJ Maxx, Marshalls, Tello’s, Rainbow and Madrag. We found these to be the best stores to hit when looking for a bargain, but some times you have to search long and hard for your styles through all the old people clothing that your parents think is cool. You still don’t have to go to the same old stores, though, like Gap, Old Navy, American Eagle, and others. Teens like Tiffany Miller, a 16-year-old who goes to Arlington High, and Jasmine Lee, a 15-year-old Brockton High School student, like the idea of bargain shopping. Who doesn’t? It sure is cheaper. It is also a way to express yourself and your creative side, and go crazy doing it. Bargain shopping may be for you.



## Fashion forward without budget backlash

By Sarah E. Metcalf // T.i.P. Writer

Boston has emerged among the ranks of fashion contenders, keeping pace with New York and Los Angeles as a hotspot for upcoming designers and happening boutiques. But browsing the racks on Newbury Street and Copley Square can put a serious dent in any fashionista’s budget. These stores around the city will keep you looking stylish without breaking the bank.

### DOWNTOWN CROSSING

**Filene’s Basement** – The original bargain central, shoppers have been scouring the sale racks since 1908. The automatic mark-down system offers well-known designer names (Michael Kors and DKNY, for example), often at a fraction of the price. [www.filenesbasement.com](http://www.filenesbasement.com)

**Marshall’s** – Cute clothes for cheap and the clearance racks are even cheaper. Check out the purse and shoes section for trendy knock-offs. [www.marshallsonline.com](http://www.marshallsonline.com)

### CAMBRIDGE

**The Garment District** – A popular destination for Halloween costumes, this legendary building with the pink-and-gray exterior is one of the best spots for year-round thrift shopping. Jump into the famous “dollar-a-pound” pile and sift through vintage deals that will cost you pennies. [www.garmentdistrict.com](http://www.garmentdistrict.com)

**Cambridgeside Galleria** – Don’t be fooled by the bigger brand name stores that seem to dominate this mall. Tucked into the corners of the three floors are fashionable bargain-hunting spots like Old Navy and Sears. [www.cambridgesidegalleria.com](http://www.cambridgesidegalleria.com)

### JAMAICA PLAIN

**Tello’s** – Located at 315 Centre Street, this store not only offers fantastic deals, but also a wide variety of sizes and styles – from work attire to evening apparel – to accommodate any shopper that walks through the doors. [www.tellos1.com](http://www.tellos1.com)

**Boomerang’s** – Down the street from Tello’s you’ll find this colorful consignment shop. Great for vintage grabs. Browse the furniture and jewelry sections for other fun items.



# {not} poetry

## Why?

By Shaona Watts // T.i.P. Staff Writer

Why can't I let my feelings go?  
It's like I locked them in a closet  
Why can't I love?  
My heart is aching and it's screaming for me to love once more  
While most see sunshine I see rain  
I endured too much hurt and pain  
Why can't I let someone love me?  
My past is holding me back  
I feel as if what they are looking for I lack  
Why am I so bemused?  
If I can't love nor be loved then what can I do?  
I need to open my eyes and step into reality  
Why can't I get a different mentality?  
As I think about what happened to me I wonder WHY

## I Open My Eyes

By Mohamed Damba // T.i.P. Staff Writer

I open my eyes  
I see birds flying.  
I open my eyes  
I see the water in the ocean moving.  
I open my eyes  
I see my mother.  
I open my eyes  
I see my whole family.  
I open my eyes  
I see kids playing in the park.  
I open my eyes, and I see the whole world.

## It's Been A Long Time

By Arielys Morales// T.i.P. Staff Writer

It's been a long time  
And I miss you  
My heart slowly  
cracks as I think of you  
It's been a long time  
And you've been gone  
Why did you confuse me?  
Make me feel something so true  
It's been a long time  
And I miss you  
Since you've been gone.  
My heart slowly cracks as I think of you  
The beautiful love we shared  
Seemed so true

## Why Is It You Made Me Love You?

By Artene Sanchez // T.i.P. Staff Writer

The world keeps turning  
The world keeps spinning  
But my life doesn't seem to function  
Without 'u' in it  
You made me fall in love with you! Was that your plan?  
Leaving me behind with a heart that only beat for you.  
I know what I feel is strong  
But wrong  
Because I love a man who will never love me  
I'll never find someone like you  
Why did you make me love you?  
Why did you give me wings and leave me flying?  
I'm so foolish!  
I should have known you were always lying  
The memory of your touch, kiss, lips  
They make me want to melt inside  
Just like Bonnie and Clyde  
You're the one I wanted by my side  
I'm helplessly in love in this world that shouldn't belong to me  
You don't know you are the only one I think about  
At all times  
Day and night

## Sadness

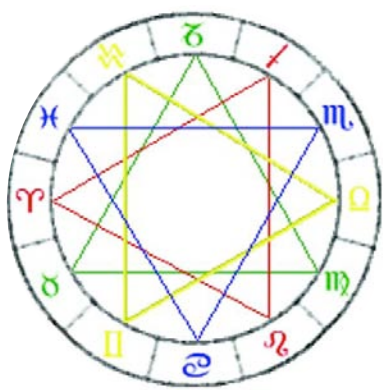
By Akshat Pandey// T.i.P. Staff Writer

It always begins in our eyes  
Slowly, crawling in liquid form  
Like a child afraid to leave home alone  
But it eventually gains courage,  
And drops  
It drops down,  
From our faces  
Onto our chests  
Leaving wet marks behind  
Like it will never leave  
Then it stops  
And at the center of our chests  
It slowly carves a hole  
Into our flesh  
Then moves on  
Like nothing ever happened  
It keeps moving at a confident pace  
Ignorant to all our pain  
Like a soldier who must do his duty  
Finally, when it reaches the ends of our toes,  
It slowly trickles away, a passing car that has come and gone.

### Do You Write Poetry?

Send us your poems and we may print  
your work in a future issue of T.i.P.  
Original work only! Mail your poems to:

**Boston Teens in Print**  
**PO Box 55819, Boston, MA 02205**



# Horoscope

By Michaela Hughes // T.I.P. Staff Writer

## ARIES

(March 21-April 19)

**Symbol:** Ram

**Strengths:** Adventurous and energetic, dynamic and quick-witted

**Weakness:** Selfish and quick tempered, impulsive and impatient

**Fall forecast:** This fall, don't be afraid to take risks and do something crazy! Luck is on your side, so you can't go wrong. Remember, if you don't scale the mountain, you can't see the view.

**What to do with school:** Do something new. Join the soccer team, go out for the school play, or dare to be on athletes. Keep up your grades.

## TAURUS

(April 20-May 20)

**Symbol:** Bull

**Strengths:** Patient, reliable, and determined

**Weakness:** Jealous, possessive, self-indulgent

**Fall forecast:** Now is the time to start working. A little extra effort can go a long way, not just in school. Practice your basketball moves, or read your speech over a third time.

**What to do with school:** With all the extra work you are putting toward school, you're bound to get a reward: respect from teachers and peers, or maybe a little moulah from the parents.

## GEMINI

(May 21-June 20)

**Symbol:** The Twins

**Strengths:** Versatile, communicative, and witty

**Weakness:** Nervous, superficial, and inconsistent

**Fall forecast:** A rough patch is coming, but never fear—you can see the light at the end of the tunnel. Everything happens for a reason; don't be quick to make accusations.

**What to do with school:** Things may get a little rocky, but don't worry; it's the beginning of something new.

## CANCER

(June 21-July 22)

**Symbol:** The Crab

**Strengths:** Loving, intuitive, and imaginative

**Weakness:** Moody, overemotional, and touchy

**Fall forecast:** Steer clear of bad crowds; they can only drag you down during your moment to shine. They will hog the spotlight and steal your thunder. You are who you hang out with.

**What to do with school:** This is your year! School should be a breeze, but don't get too full of yourself. You still need to work to achieve your goals.

## LEO

(July 23-August 22)

**Symbol:** Lion

**Strengths:** Generous, creative, and enthusiastic

**Weakness:** Pompous, bossy, and interfering

**Fall forecast:** You will glow. Be yourself and good will come. Your smile lights the world. Channel your beauty into something progressive. Don't get lost in your good looks.

**What to do with school:** Keep focused and you will be alright. It may seem hard at times, but it all pays off in the end. Don't procrastinate. It will only lead to an F in math.

## VIRGO

(August 23-September 21)

**Symbol:** The Virgin

**Strengths:** Reliable, practical, and diligent

**Weakness:** A worrier, overcritical, and harsh

**Fall forecast:** Follow your senses. Sometimes you know exactly what to do; always go with your instinct. You know when to stop and go.

**What to do with school:** This year will be a new experience with new people, places, and faces. Don't get caught up in the wrong crowd. Focus on your grades and you'll be OK.

## LIBRA

(September 22- October 22)

**Symbol:** The Scales

**Strengths:** Romantic, charming, and sociable

**Weakness:** Indecisive and changeable, gullible and easily influenced

**Fall forecast:** Don't stress this year; it should be good if you don't focus on the minute details. You're smart but vulnerable, so keep an eye on what's around you and don't put yourself in a bad situation.

**What to do with school:** This school year may be a little challenging, but you can take it on and show the world what you offer. Grades will be important so don't get mixed up with other stuff. Keep a clean head and strong attitude.

## SCORPIO

(October 23- November 21)

**Symbol:** The Scorpion

**Strengths:** Powerful, passionate, and magnetic

**Weakness:** Jealous, resentful, and obsessive

**Fall Forecast:** Mercury is in retrograde, so don't make plans unless you plan for them to be altered. Don't worry; soon things will return to normal. Be in touch with old friends and make new ones. It never hurts to be surrounded by tu compadres.

**What to do with school:** This year will be OK. Sometimes you may hit a rough patch, but you can get through it just like all the other times. If school is overwhelming, seek help from family and friends.

## SAGITTARIUS

(November 22- December 21)

**Symbol:** The Archer

**Strengths:** Optimistic, jovial, and good-humored

**Weakness:** Irresponsible, tactless, and restless

**Fall forecast:** Fun! Fun! Fun! Those are the only things you will hear this fall. Work hard and nothing but good will come. Others may have a rough time, so spread the love and try to help others. In times of need, all people want is a good friend.

**What to do with school:** School is looking pretty good. You will maintain your grades but there's room for improvement.

## CAPRICORN

(December 22-January 19)

**Symbol:** The Goat

**Strengths:** Practical, ambitious, and disciplined

**Weakness:** Pessimistic, miserly, and grudging

**Fall forecast:** The bad and the good will equal out.

Don't set the bar too high—you don't want to get yourself worked up over nothing.

**What to do with school:** This year will be OK. If you put in the extra effort, you can do well.

## AQUARIUS

(January 20-February 18)

**Symbol:** The Water Carrier

**Strengths:** Friendly, honest, and loyal

**Weakness:** Contrary, perverse, and unpredictable

**Fall forecast:** Time to celebrate because things only go up from here! All of your hard work is paying off and now it's time to kick back to relax. Just don't let your grades kick back.

**What to do with school:** School should be easy. You may hit a few bumps, but it will all smooth out. With free time, try something new and fun!

## PISCES

(February 19-March 20)

**Symbol:** The Fish

**Strengths:** Imaginative, sensitive, and kind

**Weakness:** Secretive, vague, and easily led

**Fall forecast:** You are quiet about your feelings, but tell someone what's bothering you. Make sure it's someone you trust. You don't want to tell a gossipier your problems.

**What to do with school:** This year won't be very different from last. At times, it may seem like things are impossible, and at others, it may feel like you're on top of the world.

# JUMPSTART THE YEAR

## Ten ways to deal with not-so-nice teachers

By Stuart Spina // T.I.P. Staff Writer

1. Go to their boss, the principal. Principals hold the great ability to fire them.
2. Talk it out with them. It sounds corny but it works sometimes.
3. Go to your folks. Let's see that teacher try and stop your parents!
4. Blackmail them! (Just kidding)
5. Talk to other teachers. Once you have one on your side, the rest will follow.
6. Write a note to the teacher if you have a hard time telling them your problem face-to-face.
7. Find a wormhole to another dimension and trick them into going in it. Then call Stephen Hawking and tell him about it.
8. Seek out counseling, from the school counselor of course.
9. If it's a small or petty problem, ignore it. You have more important things to worry about.
10. If all else fails, launch a classroom coup d'etat.

## Ten ways to make new pals

By Stuart Spina // T.I.P. Staff Writer

1. I've said this before, and I'll say it again; don't force it.
2. Don't be afraid of rejection. Not everybody may be delighted to be your friend.
3. Don't be overbearing. Would you like it if someone else forced themselves on you? Didn't think so.
4. Act naturally. Don't be something you're not just to impress people and befriend them.
5. Start conversations with people. You may find folks you have stuff in common with.
6. Do some random acts of kindness; people will love you!
7. Find people that you have at least something in common with.
8. Bribery (OK, joking). But hey, let a friend borrow something of yours and they may pay you back.
9. Talk to someone who is shy or doesn't seem to have many friends.
10. If this doesn't work, spend the year alone. You may be happier in the end.

*You've got*  
**problems?**



cal that you tell a responsible adult about this, such as a teacher or a parent you trust.

If she talks about wanting to end her life, talk to her about all the good things going on in her life. You can also call the suicide prevention lifeline and encourage her to call at any time, even at three in the morning because it is open 24/7. Jot down this information: National Suicide Prevention Lifeline 1-800-273-TALK, or log onto [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org).

**Yo Mo,**

I have a problem. My older sister gets straight A's in school and is in every program and committee she can get into. I get A's and B's and have dreams to become an artist. My parents tell me to be more like my sister and that trying to become an artist is silly. They won't even look at my paintings and drawings. I'm good and it hurts me and makes me mad.

Sincerely,  
*Artist in the Making*

**Dear Artist,**

It would hurt me also if my parents didn't support something I really wanted to do. You should sit down and have a talk with your parents. Show them your drawings and try to make them listen to you. You have to show them that being an artist is something you really want to do. Ask them to let you go to programs to help you improve your skills. If they don't listen the most important thing is to follow your dreams and to be yourself. Maybe there is a teacher at school who can help you reach your goals.

**By Branda Johnson // T.I.P. Staff Writer**

**Yo Mo,**

I think my friend might be depressed. She doesn't feel like doing things she used to, like going to the movies, listening to music, and playing basketball. She often forgets lots of things. I don't know what to do. How can I help her?

– Sincerely,  
*Wants 2 Help*

**Dear Wants 2 Help,**

One way you can help her is to talk to her about her feelings. Ask her questions like “How do you feel about your family, how are you doing in school, and why don't you like doing the things you used to?”

You could suggest she see a counselor. Take her to the school counselor's office yourself if you have to. If you're a good friend, talking to her and encouraging her to do these things should help. Also, try to encourage her to do the things she used to like doing. Just be there for her. Whatever you do, it is criti-



Send your “Yo, Mo” letters to:  
P.O. Box 55819  
Boston, MA 02205  
Or call in your queries to:  
617-929-8374