



DECISION TIME

OBAMA VS. ROMNEY 2012

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SPORTS

Varsity volleyball players team up with boys for the annual Halloween volleyball quad.

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END OF FIRST QUARTER

Today, Nov. 2

SAT

Tomorrow at 8 a.m.

POPS AND PASTRIES CONCERT

Tomorrow at 7:30 p.m. in the gym

NO SCHOOL

Tuesday, Nov. 6.

OPEN HOUSE

Community open house on Sunday, Nov. 11 from 1 to 3 p.m.

FALL SPORTS AWARDS

Tuesday, Nov. 13 and Wednesday, Nov. 14 at 7 p.m. in the PAC

FINANCIAL AID NIGHT

Thursday, Nov. 15 at 7 p.m. in the PAC

IDEAS

“WE DON'T HAVE TO BE THE ONES OUR CHILDREN ARE ASHAMED OF AS WE TENTATIVELY SIP OUR COFFEE OUT OF THEIR VIEW IN BACK ALLEYS AND BEHIND GARAGES.”

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THE *Evil* IN THE ink?

By Lauren Semack
EDITOR

Junior Natalie Schaefer fidgets with her pencil in her AP Language and Composition class, waiting for her impromptu to be passed back, hoping that English teacher Jonathan Byrne didn't bleed red pen across her most recent argumentative essay.

"I get sad because it feels like I've done a lot of stuff wrong. It seems like I didn't do anything right, and if I see all the red pen, I feel like I missed the tasks," Schaefer said.

In a 2010 study done by the European Journal of Social Psychology, results showed that teachers who use red pen to grade assignments tend to find more errors and mark up a student's assignment more than a pen of another hue.

"My concern with the stories and research would be why more comments and criticism on a paper is necessarily a bad thing," Byrne said. "The article's comments didn't say the people grading were being overly critical, they just said that they were more critical."

While attending Oakland University for his Master's in English

Education, Byrne said his professors discussed how red pen raises anxiety, but increased mistake-finding was not mentioned. Coincidentally, he has converted into a full-time red pen fiend this year.

"Mr. Young just ordered supplies for the English department, so I just pulled a box of pens that happened to be red, but once I started writing with the red, I liked how it looked when I wrote," Byrne said. "I thought it might just pop off the page, instead of kind of being mellow. There is no chance that a kid's going to be reading an impromptu and miss one of my comments because it's just like, 'Pow!'"

According to the color psychology research done by Faber Birren in the 60s, red tends to raise pulses and cause over-agitation. It can mean passion, negative or positive.

"To me, as a psychologist, what I would want students to know is that mistakes are very good opportunities to learn, and that there is actually a whole other breadth of research that ... we tend to learn things better and retain them longer if we make mistakes," North's psychologist Christine Kuhl said. "So my concern wouldn't really be

the medium used to make corrections. It would be that both teacher and student are using that as a teachable moment."

Kuhl said that in today's fast-paced society, she often has to remind students that an easy way to prevent red pen anxiety is simply living in the now. If a student looks for potential improvements in those red marks, they can plan for success next time.

"If you stop trying to assert control in the environment, but focus that anxious energy on stuff you can control and achieve, it can really relieve anxiety," Kuhl said.

Kuhl also said that different levels of anxiety correspond with age. "All of those stresses increase with age. Especially with middle school. It's a very stressful time," Kuhl said. "There are so many hormonal changes going on, and too many social changes going on, that I think those issues tend to be most evident by late elementary and middle school."

Kuhl suggests middle school teachers consider whom they are grading.

"There's a lot of kids, and you have to be careful. It is a fine line

ILLUSTRATION BY MARIA LIDDANE

to walk," Brownell Middle School English teacher Susan Dempsey said. "If you put too much criticism or red marks, they shut down. You have to be careful about balancing about how many comments you're going to make."

Dempsey says she takes into account how her students will react and is always trying to find new ways of grading papers. She even used highlighters instead of red pen at one point, but found it less effective. She hesitantly returned to the red pen.

"I had someone say years ago when they were talking about grading papers that you shouldn't mark a paper so it looks like you were hemorrhaging on the paper," Dempsey said. "I always think of that. When all your red marks look like more than what they put into it, it's too much, you need to stop."

While Schaefer doesn't enjoy the markings all over her paper, she said it makes her look for the comments detailing how to improve. But in teaching middle-schoolers, Dempsey sees her students only looking for the grade.

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Teen magazines may mount pressure on young girls, but some ladies fight against the feat of being told who to be, what to wear and what to weigh

By Emma Ockerman
MANAGING EDITOR

Senior Kyndall Echols knows intimately the gaze of heavily-edited female models staring back at her from a magazine's glossy pages. Fashion is her calling; it's only natural.

But from her work as an intern for Nordstrom's, she has learned that there's nothing natural about the painstakingly photoshopped women staring back at her.

"They portray women as the kind of women guys want to be with and girls want to be: the skinny waist, the big chest, big bottoms. But realistically, that's not possible," Echols said.

But not every female sees the reality of photoshop. National statistics show staggering rises in the number of teens with eating disorders, as 90% of those are adolescent females.

"My advice for anyone going into the fashion industry, especially as a model, is that you have to learn to accept who you are," Echols said.

In July, Seventeen magazine was prompted by Julia Bluhm, an eighth grader from Maine, to show more than skin-and-bones models. By August, Editor-in-Chief Ann Shoket promised to "celebrate every kind of beauty" and "never change a girl's body."

Showing a girl's true being is coming into vogue this year – literally. Vogue agreed this past May to use "real-looking" models, but protesters still await a response from its adolescent counterpart, Teen Vogue.

Former North student and fashion model Britany Burke doesn't see a reason to always blame the fashion industry for the woes of teenage girls, especially since she practices healthy habits.

"These photos that young girls see in magazines are sometimes edited, correcting 'imperfections,'" Burke said. "Making the model look bigger, smaller, have bigger eyes or lips – basically this is a model's job. We are there to be a piece of someone else's artwork and, when we are finished with our job, they can do whatever they want to do with their piece of art."

But Burke says sometimes the pressure is still on to fit a particular mold.

"I do see the pressure in not just models, but in many girls to look a certain way. People are worrying about what they are consuming on a daily basis, their skin, hair, weight – this is just too much, why not enjoy life a little bit? Sweets or chocolate cake won't harm anyone!"

Still, a survey conducted by Glamour magazine reported that 61% of its readers were unhappy with their hips, 64% felt ashamed of their stomachs and 72% detested their thighs, all while running photos of stick-thin models and dieting tips.

"It's more about the stories the media chooses to concentrate on. I think young people need stronger women role models who know the difference between a shallow life about looks and a much deeper, more meaningful life with a purpose," Suzy Berschback, Spirit of Women manager for Grosse Pointe Beaumont Hospital, said.

In a society where a plus-sized model is a size six, low self-confidence is hard to combat.

"I wish that our contemporary media would both show and truly value the full range of beauty in society," English teacher Geoffery Young said.

But progress is being made. Marie Claire magazine runs spreads entitled "What I love about me," and some magazines have even begun to work in reverse, photoshopping models to make them look a healthier size..

Still, according to South Carolina Department of Mental Health, 50% of 13-year-old girls have attempted to lose weight or view themselves as overweight. Echols, though, is content.

"I'm not a stick, and honestly, I'm kind of glad I'm not. I mean, what would I look like without a butt? Seriously," Echols said.

Freshmen campaign for student council spots

By Jordan Radke
EDITOR

In the din of the cafeteria, posters were taped, candy was pounced upon and freshman Connor Sickmiller, campaigning for a "classy presidency," stood out in his navy suit, blue tie and khakis.

There were several more formally-dressed figures making their way throughout the room on Monday, shaking hands and vying for freshman class student council positions, which were determined in primary elections Tuesday and subsequent elections Thursday.

Freshman class adviser Marilyn Withers orchestrated Monday's event at both lunches so freshmen could "put a name to a face" for each of the six presidential, four vice-presidential and three secretarial candidates.

"It's making them step out of their box a little, step out of their comfort zone," she said. "They step out of that box. They don't just sit there and quietly observe anymore. I step back and push them forward."

Certainly, Sickmiller and freshmen Mason Liagre and Jay Garlapati, campaigning for president, vice president and secretary, respectively, were not reticent, but outspoken, willing to talk hall sweep enforcement and the contentious issue of distributing candy to campaign.

"I'd like it so if you're a 3.5 GPA or above, and you get your first hall sweep, it's just a warning," Sickmiller said.

Garlapati and Sickmiller's self-proclaimed "bodyguard" and cabinet member, Vincent Provenzano, broke out laughing. Garlapati likened Sickmiller's policy to "discrimination." The group exchanged perspectives on hall sweeps.

Then conversation turned to candy.

"We're not buying votes," Sickmiller said, just after Garlapati, dressed in a suit and white, untied sneakers, interjected he would be passing out candy.

"I will be giving out candy, but it's not

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FIVE MINUTES WITH
Business student teacher Chris Smith

By Izzy Ellery & Sydney Thompson
STAFF REPORTERS

The path to teaching has not always been well-lit for student teacher Chris Smith.

“I started off as an accounting major, and I got a job my sophomore year at American Express, and I didn’t like it at all. I decided that wasn’t the job for me. I wanted to be a teacher. That was always what I kind of wanted to do, but for some reason, I didn’t go into it right away,” Smith said.

Smith has always had an interest in teaching and an idea of how he would do it.

“It was kind of like an accumulative throughout school. I had teachers who I really didn’t like and teachers who I really did like. And the ones that I liked, I was always thinking to myself in class, ‘I want to do this just like they do.’ And then the teachers I had that weren’t good, I would think, ‘Oh I want to do it way differently.’ I would like critique their teaching in my mind.”

Smith is a senior in the student teaching program at Western Michigan University. The program consists of six students.

“We have a pre-internship and an internship. Then we have three teachers for all of our classes, and it’s a very small setting. It’s not exclusive, but it’s just a very small program,” he said.

Once he graduates, Smith plans to go back to school to fulfill the requirements to be a social studies teacher.

“I like business teaching because it’s all projects and working together, but I’m really interested in social studies, too.”

Due to the small class size, students in the program have developed lifelong friendships.

“I know there’s probably like four or five students who I went through my program with ... and we’ll keep in touch for sure.”



EMILY HUGUENIN

Student teacher Chris Smith helps in the school store with the business class students.

What year did you graduate?

I graduated from here (North) in ‘08.

Did you intern anywhere else before this?

I did it at Paw Paw High School, which is on the west side of the state, and it’s about half an hour from Western. I did that two days a week last year while I was in classes. It’s called your pre-internship.

What kind of music do you listen to?

Everything. Recently, I’ve gotten the Mumford & Sons CD ... and the new Killers CD. I was kind of upset because I wanted to go see the Silversun Pickups ... but I couldn’t make it.

What are your hobbies?

I like to go to music festivals. I like to do Brazilian Jiu-Jitsu, which I used to do on Mack Avenue. Me and some of my friends from high school are going to play roller hockey in the winter at Joe Dumars.

What music festivals have you been to?

I went to Hangout Music Festival this summer, which was in Alabama. It had the Red Hot Chili Peppers and all these big names. And the year before that, I went to Lollapalooza.

Red pen usage

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“They look at the grade at the top of the paper, and they’re done. You say to them ... ‘This is what you did well, but this is what you need to work on.’ I try to make it a balanced effect, you can’t always do that,” Dempsey said.

Though college isn’t on the mind of an average middle-schooler, Dempsey said giving students criticism and compliments will equip their young minds for that time on the distant horizon.

“(In) college, (professors are) not going to be sitting there thinking, ‘Did I hurt her feelings when I told her what she did wrong?’” Dempsey said. “You’re just gonna get a grade, and you might get some comments on the side of it, but you have to get ready to take criticism, take the good with the bad. So in middle school, I try to give them some of both.”

Dempsey recounts an instance where grading had a lasting impression on her.

“I had a teacher who I highly respected. I had done this whole project and left something out – I don’t know why I left it out. To this day, I can see her handwriting on that page, and I remember the words that she wrote. She told me that it was a ‘serious omission,’ and I’ve never gotten over that because I was so disappointed in myself,” she said.

Byrne believes that criticism must eventually be constructively accepted.

“We need to get used to the idea that people are going to be critical of us, and we have to take in that criticism, adjust, adapt and learn to deal with that anxiety because that anxiety is coming when you get to the real world, whether you like it or not,” Byrne said. “I don’t think Mr. Tobe, Mrs. Murray, Mr. Beach or Mr. Bandfield really care if my level of anxiety is raised if I’m not getting the job done.”

So what should be the reaction to ‘hemorrhaging’ on an assignment?

“I don’t necessarily think it’s bad if a kid gets an essay back and feels a little bit anxious about what I wrote on there,” he said. “I don’t only write negative comments, and I don’t think most teachers do. I don’t think it’s bad to feel anxious or nervous about something that you care about,” Byrne said. “I get that red means danger, but I don’t know, I mean, if a teacher is wearing a red sweater, do you just not approach them?”

So would a red pen be in the better interests of students?

“As long as I am not being overly harsh with my criticism, and as long (as) what I’m finding ... is useful to the student ... I guess I would argue that all teachers should use red pens,” Byrne said. “If it’s going to force us to, even if it’s subconscious, make more comments, be more critical and point out more things that students could do to make their writing better, then ultimately, that’s my job. So why wouldn’t I use a red pen?”

Contributing: Libby Sumnik

Freshman elections

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to buy votes,” Liagre said. “(It’s) to make people know that I’m running.”

Sickmiller conceded not passing out anything did put him at a disadvantage, but said “it’s more honorable. I think some will (appreciate it) but the majority won’t.”

Freshman Thomas Essak, presidential candidate, didn’t distribute candy either.

“Some people just rely on their candy. What they have to offer is something that they’re giving away, not something that they can give away and still have in their possession, which is ideas,” he said. “It’s just a symbol for weakness and, you know, you have a lack of confidence in yourself. If you stand firm and deliver your ideas people will choose that over any sugar.”

Freshman Lucy Dodge held a different perspective, offering that passing out candy “emphasizes that they want it more.”

“I’m just getting my name out there. These are handmade, so I made them with love,” freshman Nicole Stein, vice presidential candidate, said, referencing the box of small, dark cookies in her hand.

Freshman Ingrid Carabulea, presidential candidate, approached a table, prefacing with the disclaimer she had no candy

with her. The consensus was most candidates were passing it out. Many students, freshman Ryan Reveley among them, had piles of candy amassed in front of them.

“I like it, but I feel like it’s cheap, and they’re trying to buy their vote,” he said. “That’s why I’m voting for the people who did not give me candy.”

As he spoke, a student asked, “Can I trade you?” and a sucker changed hands.

The candidates shared their visions for the Class of 2016.

“Our main strategy is to listen to the students, get their ideas, and try to implement the best of them,” Liagre said.

“I want to have fun. I want to create a good atmosphere for the freshmen and build off that. Mainly just create a bunch of funds and make our senior year the best it could possibly be,” Essak said, who was class president at Parcels Middle School.

Freshman Nassif Daher had a different motivation for running for class president.

“To get my name out there,” he said. “I just moved to the district, so when I said I was running, I said, ‘If I win, good job. If I don’t, everyone knows my name.’”

Garlapati spoke of goals for the class.

“We will try to get more pep assemblies, get people active, get them, like, into the programs and everything,” he said. “This school has a lot to offer.”

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