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A photograph of a baby sitting on a stack of books. The baby is wearing a pink long-sleeved shirt with white lace trim and yellow pants. The baby is looking towards the camera. The books are stacked in a way that the baby is sitting on them, with the top book being a black and white patterned notebook. The background is white.

BABIES AND BOOKS:
Pregnant students shoulder
extra responsibilities of
raising a child

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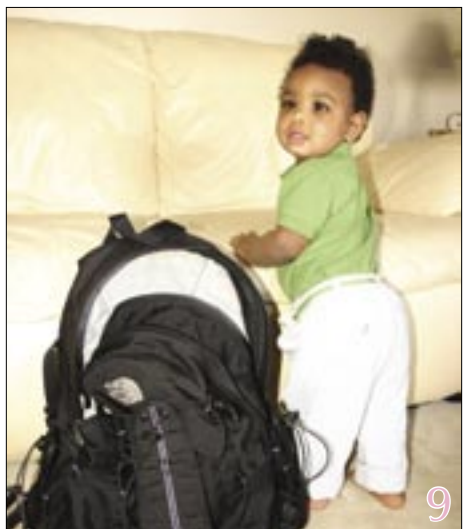
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“I really wanted [my students] to see the connection that exists between Senior Outreach hours and the senior thesis. I also liked that Capstone still gave students the opportunity to choose their projects.”

Capstone English teacher
Diane Haddad

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Some material courtesy of American Society of Newspaper Editors/KRT Campus High School Newspaper Service

|| LETTER FROM THE EDITORS ||



April 20, 1999: Eric Harris and Dylan Klebold open fire on their classmates at Columbine High School near Denver, Colorado. In the prolonged shooting spree that ensues, 12 students and a teacher are killed and 24 others injured. In the days following the shootings, prayer vigils are held around the school as Americans try to come to terms with the brutality of the attacks.

Sound familiar? It should. Just over two weeks ago, we were again confronted with the pain associated with Columbine when Cho Seung-Hui, a Virginia Tech senior, took the lives of 32 of his classmates and professors before taking his own in what is now known as the most violent school shooting in American history. As we get a better idea of how the shootings took place, we begin to focus our attention on a more important question: why?

It is difficult to pinpoint exactly why three young men would choose to murder their classmates in such a barbaric manner. We're sure it's something nobody wants to think about more than they have to, but we think it's time we realize that this is a problem that's not going to go away. According to *The New York Times*, since the early 1990s, school shootings have occurred more and more frequently. In addition, children

of all ages have been affected, both as victims and victimizers. Although the most violent of these have been at the hands of high school and college students, a few have been organized by students in their early teens. Schools are often thought of as safe havens for children, where they are supervised by trained adults and protected from the dangers of the outside world. Thus, when an event as violent as a school shooting occurs, it is even more devastating, not only to those directly involved but to the rest of America as well.

Now, as we see yet another case of innocent young victims dying at the hands of one of their classmates, we must consider why it continues to happen. Many schools have adopted zero-tolerance policies, placing strict restrictions on student behavior relating to guns and violence, yet in the eight years since Columbine these seem to have had little effect. Certainly, schools could take further precautions by installing metal detectors and instituting other safety measures, but constraints on money and resources often make these impractical.

There is no clear answer on what action should be taken to stop this trend of violence in schools; however, after the recent incident at Virginia Tech, it is apparent that something needs to be done soon.

In the meantime, we ask that you keep those affected by this tragedy in your thoughts and

prayers, and we wish our condolences to the friends and families of the 33 who perished that day.

Renee Ogaki

Sam Underwood

Co-editors in chief



courtesy || Joe Fudge/KRT Campus ||

Two Virginia Tech students console each other a day after the deadly shootings April 16. Senior Cho Seung-Hui killed 33 people.

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Arlingtonian is a student-produced newsmagazine published approximately every four weeks by Journalism III-A students at Upper Arlington High School.

The publication has been established as a public forum for student expression and for the discussion of issues of concern to its audience. It will not be reviewed or restrained by school officials prior to publication or distribution.

Since *Arlingtonian* is a forum for student expression, the editorial board, which consists of the staff's top editors, will determine the content of the newsmagazine and all unsigned editorials; therefore, material may not necessarily reflect the opinions or policies of Upper Arlington school officials.

Arlingtonian welcomes letters to the editor, guest columns and news releases from faculty, administrators, community residents, students and the general public.

The *Arlingtonian* editorial board reserves the right to withhold a letter or column and return it for more information if it determines the piece contains items of unprotected speech as defined by this policy.

As a public forum, all letters and columns meeting the above criteria will be posted in full on the *Arlingtonian* web site at www.arlingtonian.com for a minimum of four weeks.

Arlingtonian and its staff will strive to publish only legally protected speech following the legal definitions for libel, obscenity and invasion of privacy. The staff will also refrain from printing stories that create a material disruption of school activities. Because the *Arlingtonian* staff will determine content of the publication, it will therefore also take complete legal and financial responsibility for what is printed.

Arlingtonian will not avoid publishing a story solely on the basis of possible dissent or controversy.

The *Arlingtonian* staff raises and pays all printing and production costs through advertising sales, subscription sales and other fundraisers. The editor or co-editors shall interpret and enforce this editorial policy.

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Ohio education battle heats up

✧ Zachary Herrington ✧

This November, Ohio residents may have a chance to fix the state educational system, which has been ruled unconstitutional by the Ohio Supreme Court four times. A proposed state constitutional amendment, called Getting It Right, aims to put education at the forefront of state spending and take the financial burden off of individual communities.

According to the proposed amendment, an Education Advisory Commission would be created whose members would be appointed by the state Board of Education. That commission would decide the amount of money to be spent on education and how it would be spent.

According to UA schools treasurer Andrew Geistfeld, the most notable part of the amendment is that the state would be required by law to supply the amount of money the commission requests unless Congress rejects the commission's budget proposal by at least a three-fifths vote. If this occurred, the budget would be sent back to the commission for re-evaluation.

This gives the Education Advisory Commission significant control over the state's budget, Geistfeld said.

"The commission could put a lot more state funding into education, or they could not," Geistfeld said. "We just don't know."

The money that the commission appropriates to schools should support what the amendment calls a "high quality public education." The constitution is not clear about what a high quality public education actually is and how much it will cost, Geistfeld said.

The amendment defined such education as every educational component, program or service necessary to prepare each student to carry out the duties of citizenry and to function at the best of their abilities in post-grad education or in the workforce.

School systems would receive as much money as the commission believes necessary to offer students such a high quality public education, the amendment stated. The school districts would then be able to use the money at their discretion.

The commission will probably put more money into schools, according to the Ohio Education Association's website.

The association is trying to obtain the necessary 402,000 petitions to put the amendment on the November ballot. The amendment reaches out to more than community public schools to help the education system.

It also has a clause that prevents the state from giving a smaller percentage of money to public universities than they did in 2007.

UA schools superintendent Jeffrey Weaver said he believes the bill will benefit a majority of Ohio schools.

"This [constitutional amendment] is the best plan so far," Weaver said.

However, this means one of two things for Ohio, according to Geistfeld: an increase in taxes or a cut in funding for other state programs.

Principal Kip Greenhill said he fears there may be unforeseen consequences for education if either one of these options were to happen.

"If programs like Medicare are getting cut so the school can fund education, we may see a backlash by the citizens of Ohio in response," Greenhill said.

For instance, if taxes are raised to support statewide education, UA citizens may be less likely to vote for school levies. One such levy will be on the November ballot, according to Weaver.

The district needs to pass these levies because 84 percent of the school budget comes from the community, Weaver said.

Due to a clause in the amendment, the UA school district cannot receive less money than it did in 2007. However, it could be seven or eight years before UA sees any benefits from this amendment because of the large monetary support the district already obtains from the community, according to Geistfeld. Even when the district does benefit, it may not be receiving much.

However, the proposed amendment still needs several hundred thousand signed petitions just to get on the ballot in November. Petitions are available at the UA Schools main office.

Even if the amendment gets on the ballot, there is a good chance it will not be passed, Weaver said.

However, UA parent Lauren Schuermann said she would vote for the amendment because she believes it could benefit schools across Ohio.

"Every school system deserves a chance," Schuermann said.

Even if the amendment fails, Geistfeld said it is beneficial because it will get people talking about education again.

"This amendment could push Ohio legislatures to start working on an alternative plan for fixing Ohio's education problem," Geistfeld said.

If the amendment does not pass, the legislature will still have to do something to change its unconstitutional means of funding education. The state's current means of paying for public schools depends heavily on local property taxes, according to Weaver.

Either way, a change of some sort needs to be made, Greenhill said.

"Something has got to be done with school funding in Ohio," Greenhill said. □

Summary of the Education Amendment

- Creates an Education Advisory Commission to oversee state funding of public schools. The commission would decide how much of the state budget goes to school districts in order to ensure every student gets a "high quality public education."
- Make a gradual shift from community funded public schools to state funded public schools.
- Protects the percent of state budget going to state universities from being lowered.
- Creates a local government trust fund that would provide state money to police stations, libraries and other local government agencies in order to ensure a healthy learning environment.

source || Getting It Right proposed Ohio constitutional amendment ||



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capstone

■ students, teachers
■ reflect on new senior project
■ as first year draws to a close

✕ Pam Snyder ✕

The implementation of the Capstone project at the beginning of this year stirred up a mixture of apprehension, dismay and excitement among the approximately 95 seniors who were to try out the program. Now that the year is drawing to a close and the projects have been completed, Capstone students and teachers look back on the experience with fondness.

At the beginning of the year, many students were concerned that Capstone would be more difficult than the regular senior thesis. Senior Brittany Farwick said she was expecting Capstone to be the hardest project in which she would ever participate.

"I imagined it would be a very long and tedious project," Farwick said. "I was really not looking forward to it at all."

Teachers were concerned students would be upset because they did not have any choice as to whether or not they would be assigned to Capstone classes. Capstone government teacher Betsy Sidor said she feared students would view their participation in the project as a punishment, since Capstone was thought to be a harder project.

However, after completing his Capstone project, senior Joe Tanoury said he discovered there was in fact minimal difference between Capstone and the senior thesis.

"The differences were very subtle," Tanoury said. "Capstone just had more structure and more emphasis on the community."

Since the project was new this year, Capstone English teacher Diane Haddad said she expected students to be unsure of what the project entailed. However she hoped to make the expectations clear. The expectation was essentially for students to participate in a project that had a community service component. Students were to write a proposal, submit memos regarding changes made to their project and keep a journal of their experiences for their portfolios, according to Haddad. These assignments were due to teachers in increments.

Senior Andrew Belz said he liked these staggered due dates.

"I'm a procrastinator, so Capstone was really great for me since it broke up the project into pieces and gave me multiple due dates," Belz said. "I avoided having to do a huge project all at the last minute."

Haddad and Sidor were positive about the staggered due dates as well, but Haddad said what really attracted her to the Capstone project was the students' ability to combine two graduation requirements into one.

"I really wanted them to see the connection that exists between Senior Outreach hours and the senior thesis," Haddad said. "I also liked that Capstone still gave students the opportunity to choose their projects."

Belz and Tanoury said they were initially worried that the community service component would limit their choices for the project, but they discovered this was not the case.

“I really wanted [the students] to see the connection that exists between Senior Outreach hours and the senior thesis. I also liked that Capstone still gave students the opportunity to choose their projects.”

Capstone English Teacher Diane Haddad

"The community service added another layer to the thesis," Tanoury said. "It really takes the project to a higher level."

Belz said community service was not an added burden in finishing his project anyway.

"I found a project that I would have liked to have done regardless of a community service requirement," Belz said.

In addition to extraordinary experiences of doing community service, Farwick said her fellow Capstone students received other long-term personal benefits from the project.

"I know many students who found summer jobs thanks to their community service," Farwick said.

Sidor said she was pleased students enjoyed benefits from their field work. She also appreciated the class structure.

"The fact that students were given a day off of class to complete community service or catch up on their work seemed to increase attendance [on other days of class]," Sidor said.

"I also found that more of my students were doing their homework."

Since this was a pilot year for the project, teachers are discussing changes for next year's Capstone classes.

Haddad said she hopes to increase the number of students and teachers involved in the project. Both Sidor and Haddad said they will be teaching Capstone classes next year; however, the other teachers who will be involved are yet to be determined.

Sidor said she hopes next year's Capstone students will have the opportunity to present their final projects to community members.

"We had planned to have presentations this year to an authentic audience from the community," Sidor said. "But we didn't have time to arrange this. We decided to collapse this year's presentations into eight days of presentations in front of the class."

Even without such community presentations, Tanoury and Belz said they did not think the Capstone experience could have been better. Farwick, however, suggested a change.

"At the beginning of the year, students wrote proposals and essentially mapped out their projects; however, dates and topics changed multiple times, forcing students to write detailed memos stating their changes," Farwick said. "I think we should have created a proposal once everyone had officially started and chosen their project in order to eliminate confusion."

Despite the initial uncertainty and extra work the project occasionally required, Farwick said she enjoyed Capstone.

"I think the Capstone project is a great substitute for the senior thesis," Farwick said. "It really made students interested in benefiting the community."

Belz agreed Capstone was a great alternative project. In retrospect, he said Capstone was a better experience than he had anticipated.





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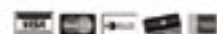


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Teenage Pregnancy

Unexpected circumstances force some students to make room for baby in their plans for the future

✧Rathi Ramasamy and Katie Stucko ✧

Senior Chelsea Barksdale never dreamed that missing two birth control pills would impact her life. Soon enough, however, she was faced with the after effects: she was pregnant.

"I found out at the hospital, and I was shocked because I was on birth control," Barksdale said. "I was scared."

It was not easy for Barksdale to decide what to do next. However, she said she believes she is ultimately making the right choice in deciding to bring the pregnancy to term and raise her child.

The ongoing issue of teenage pregnancy is often shrouded in debate over the most effective way to avoid pregnancy.

photo courtesy || istockphoto ||

However, when a high school student discovers she is pregnant, she is faced with a myriad of choices. She must confront her past and take on new responsibilities in order to make the best decisions for herself and her unborn baby.

Varying Stats, Hidden Choices

According to the Allan Guttmacher Institute, a nonprofit sexual health organization, approximately 7.3 percent of girls between ages 15 and 19 in Ohio are pregnant, compared to the national average of eight percent.

However, UA ranks far below the state scale, school nurse Betty Giammar said.

"We don't see pregnancy very often at UAHS," Giammar said.

Although the number of reported pregnancies at UAHS is low, the magnitude of the issue is difficult to gauge.

"[The pregnancy rate] seems to be below average, but that doesn't mean it's not as big of an issue," Giammar said. "We could have

many students who get pregnant that we never hear about because of the decisions they make when dealing with it, whether it be to leave school or have an abortion."

According to counselor Allen Banks, UA students have such options when dealing with an unexpected pregnancy because of the socioeconomic situation in UA.

"Teens in UA have easier access to abortion than teens in an inner city would," Banks said.

Because of the rarity of the situation at UAHS, Banks said teenage pregnancy is usually viewed as an embarrassment. However, Giammar said pregnant girls do not usually express a sense of ostracism from their peers in UA.

"Teachers and administrators try to focus on simply helping the student graduate," Giammar said. "It is viewed as more of a potentially-handicapped situation [academically] than a social unacceptability."

A Supportive Environment

With regards to schoolwork, pregnant stu-

dents may have a difficult time coping, Banks said. The district might put the student on an Individualized Education Plan, or IEP, so she could receive home instruction from a tutor for an hour each day; teachers could then send homework and assignments home.

If a student chooses to go on an IEP due to pregnancy, Banks said she would miss out on the benefits of a classroom experience.

UAHS communications teacher and UA alumna Amanda Fountain experienced this school support firsthand, as she had her first child in 1991 while she was a student at UAHS.

"[UA] is a very supportive community," Fountain said. "I think that's the key. A very supportive community and family enables you to think big and make the best of situations."

Giammar said her experiences with pregnant students have been positive in the past.

"We try to keep them on the course to graduate. For the past five years, every pregnant teen we have worked with has graduated on time," Giammar said. "We are willing to go the extra mile to help them succeed."

Fountain said when she was in high school, she missed a semester of her senior year due to her pregnancy but returned in time to grad

Supreme Court upholds ban on partial-birth abortion

The U.S. Supreme Court handed conservatives a long-sought victory Wednesday, upholding a nationwide ban on a medical procedure that opponents call "partial-birth abortion" and giving lawmakers more leeway to restrict the practice of abortion in general.

Experts on both sides of the abortion divide predicted the ruling would encourage state and federal governments to impose tighter regulations on abortion, but said there was no indication the high court was any closer to reversing *Roe vs. Wade*, the 1973 decision that guaranteed women the right to terminate a pregnancy.

The 5-4 ruling, written by Justice Anthony Kennedy, said the federal abortion ban signed into law by President Bush in 2003 does not violate that constitutional right. Opponents of the ban "have not demonstrated that the act would be unconstitutional in a large fraction of relevant cases," Kennedy said.

The majority opinion was joined by Bush's two Supreme Court appointees, Chief Justice John Roberts and Justice Samuel Alito, as well as by Justices Antonin Scalia and Clarence Thomas.

In a dissenting opinion, Justice Ruth Bader Ginsburg called the ruling "alarming" because it failed to respect the court's abortion precedents, including that the woman's health should be the doctor's paramount consideration. Wednesday's decision "deprives women of the right to make an autonomous choice, even at the expense of their safety," she said.

She called the majority's justifications "flimsy and transparent" and said they did not bother to conceal their hostility to abortion rights: "Throughout, the opinion refers to obstetrician-gynecologists and surgeons who perform abortions not by the titles of their medical specialties, but by the pejorative label

'abortion doctor.'"

Ginsburg's dissent was joined by Justices Stephen Breyer, David Souter and John Paul Stevens.

The law bans a rare and controversial surgical procedure performed after the first trimester of pregnancy.

In a reaction typical of abortion-rights activists, Eleanor Smeal, president of the Feminist Majority, said the two new justices "did what they were put on the court to do: strike a blow against women's fundamental right to choose abortion."

Meanwhile, the National Right to Life Committee, which was instrumental in passing the federal Partial-Birth Abortion Ban Act of 2003 and similar state laws, applauded the decision, as did other anti-abortion groups.

"Finally, it is illegal in America to mostly deliver a premature infant before puncturing her skull and removing her brain, which is what a partial-birth abortion is," said Douglas Johnson, the committee's legislative director.

The law says a doctor who "knowingly performs a partial-birth abortion and thereby kills a human fetus" may be imprisoned for up to two years. It defines "partial-birth abortion" as a procedure in which the clinician "delivers a living fetus" until part of the fetus is "outside the body of the mother" and then "performs the overt act . . . that kills the partially delivered living fetus."

Supporters of the ban say the procedure is tantamount to infanticide and is never medically necessary. But opponents argue that it sometimes is the safest procedure for the pregnant woman.

The law allows an exception for cases in which the woman's life is in danger, but does not permit doctors to use the procedure because they believe a different method would be riskier to the woman's health.

courtesy || Judy Peres of the Chicago Tribune/KRT Campus ||

National, local statistics show impact of teen pregnancy

- A child born to an unmarried teen mom who does not graduate high school is **NINE TIMES** more likely to be poor.
- **50 PERCENT** of teens have never considered how an unexpected pregnancy could affect their lives.
- **85 PERCENT** of teens believe sex should only happen in a longterm, committed relationship.
- **OVER 11 PERCENT** of births in Franklin County are to teens.
- **ROUGHLY \$45 MILLION** of tax payer money is spent supporting children born to teens in Franklin County each year. Nationally, **MORE THAN \$9.1 BILLION** is spent.



source || www.teenpregnancy.org ||

graphic || Alaina McCleery ||

uate. After graduation, she went on to The Ohio State University and obtained both her bachelor's degree and master's degree. Fountain said this was particularly difficult because having a son meant she had different social priorities than most college students.

Senior Eva Lippold also managed to overcome the difficulty of her situation. After having a child in 2006, Lippold is scheduled to graduate on time and attend Columbus State Community College, where she plans to major in accounting.

"[My pregnancy] really hasn't affected my future plans that much," Lippold

said. "I was planning on going [to Columbus State] anyway. My mom offers a lot of support, which definitely helps."

However, one of the biggest challenges pregnant students face is not academic, but emotional, Giammar said.

"They have to make decisions regarding whether to keep the child, and the circumstances of the relationship of the couple may change, which can be extremely difficult," Giammar said. "It changes their perspective of their social [lives], and they no longer have the same goals as their friends."

“[UA] is a very supportive community. I think that's the key. A very supportive community and family enables you to think big and make the best of situations.”

Communications teacher Amanda Fountain

trivial things," Fountain said. "We had no true connection, but I still stayed close with some of my good friends."

However, Fountain said she was able to find many positive aspects of her unexpected pregnancy.

"I was always pretty level-headed, but [my pregnancy] made me responsible with juggling school, work and other aspects of my life," Fountain said.

Lippold said her pregnancy helped teach her how to think ahead.

"You have to plan in advance about everything, and you're worrying about someone else all the time," Lippold said. "It

definitely taught me more responsibility."

The father of Lippold's child, Thomas Worthington senior Colin Monroe, said parenthood has also helped him mature.

"Having someone else to take care of and worry about is a huge task," Monroe said. "I feel like I've grown up a lot faster."

Fountain said the father of her child, who later became her husband, was very supportive throughout her pregnancy and afterward. However, she realizes this is often not the case for others.

"It is so sad [when the father is not involved]; it's cheating both the father and the child," Fountain said. "If you're going to make a choice that has unintended consequences, both parties should be responsible."

Because of these difficulties, Giammar said she admires pregnant students who show resilience in the midst of an adverse situation.

"It's not an ideal occurrence, but I definitely have respect for those who are able to succeed despite the situation they are in," Giammar said.

Making Decisions

Barksdale said it was challenging for her to decide how to deal with the situation.

"At first I was kind of unsure [about having the child], but the more it went on the easier it got," Barksdale said. "I am a lot happier now and I wouldn't change my mind [if I could]."

Despite confidence in her decision, Barksdale said her parents had conflicting beliefs about the baby's future.

"My dad was more excited [than my mom]. She wouldn't speak to me for a week," Barksdale said. "She was upset and tried to make me [choose] adoption, but my heart just told me I couldn't go for nine months and then give [the baby] up."

Part of Barksdale's conviction is rooted in her past. Last year, she said she chose to undergo an abortion when faced with an unexpected pregnancy for the first time.

"[Having the abortion] was one of the worst mistakes I have ever made," Barksdale said. "I was pressured by the father [of the child], and I was exactly one month along when it happened."

For her second pregnancy, Barksdale said she chose to do what she believed was right. By choosing to carry the pregnancy to term, she indirectly chose to end her relationship with the father as well.

Barksdale said the father does not deny his paternity, but he lacks the responsibility and maturity to be involved in the pregnancy—and most likely the up-bringing of the child.

"[The father] is still in shock and won't speak to me, but he is still in his high school party years," Barksdale said. "I am just hoping he will be there for the birth."

New Responsibilities

Fountain said she felt distanced from most of her peers while in high school after becoming pregnant.

"I intentionally isolated myself because I didn't want a dramatic circus, because high school students tend to get worked up about

TALKBACK: "What do you think about teen pregnancy in schools?"



Senior Austin Royse

"It's a really sad thing, because most students in their life right now aren't ready to have a baby or support a family."



Junior Victoria Compson

"You don't see [pregnancy] very often at UAHS, but I think UA is very supportive."

The Impact

Other than academics, Barksdale said she still finds time for her friends but cannot partake in some of the activities she used to do.

"I used to work every day and now I have to cut back," Barksdale said. "[The pregnancy also] got in the way of running track."

Academically, however, Barksdale said her pregnancy has been beneficial, as she recently made honor roll for the first time in years.

"[Pregnancy] makes me do better," Barksdale said. "I do my homework and I want to graduate."

Fountain also said her pregnancy changed her view of academics.

"It made me a better student and gave me a purpose and desire to finish school," Fountain said.

Because of her recent dedication, Barksdale said she qualified for a program called Title XX, which will allow her to attend Columbus State Community College while receiving

free childcare. After taking a year off to be with her child, Barksdale hopes to become a dental hygienist. Throughout this time, she plans to live with her mother, perhaps moving out on her own after college graduation.

Despite the difficulties, Barksdale said her pregnancy was an educational experience.

"It has taught me not to care what others think, let me know who my real friends are and taught me that there is nothing to be scared of," Barksdale said.

Although Fountain's pregnancy made her life more difficult in almost every aspect, she said it also taught her to persevere.

"[Having an unexpected pregnancy teaches you] that where there's a will, there's a way," Fountain said. "[From that point on] you have to make the responsible choices."

Fountain also learned lessons through her struggles. Although Fountain's pregnancy made her life more difficult in almost every aspect, she said it also taught her to persevere.

"[Pregnancy teaches you] that where there's a will, there's a way," Fountain said. "[From that point on] you have to make the responsible choices."

To foes, pregnancy centers blur the abortion picture

Janeen Daniels was on her way into a Chicago clinic for an abortion when a couple approached and suggested she had other options. She accompanied them to a crisis pregnancy center, where she was given a referral for an ultrasound exam of her uterus and the promise of help if she decided to carry her pregnancy to term.

"Once I saw the ultrasound pictures—he was 10 weeks old, moving already—I decided to keep him," said Daniels, 29. The child, Steven, is now 3, and Daniels can't imagine life without him. To her the pregnancy center was a godsend.

"If it wasn't for them, I wouldn't have my baby now," said Daniels.

The facility she visited is part of a burgeoning movement of pregnancy centers set up by abortion opponents to dissuade women from terminating pregnancies. The centers usually provide free pregnancy tests, counseling, referrals to social-service agencies and material aid such as diapers and baby clothes.

Although a few existed in the U.S. as far back as the 1970s, there are now more pregnancy centers than abortion providers, which have been decreasing in number for 15 years. Estimates of the number of crisis pregnancy centers nationwide range from 2,300 to 4,000, compared with about 1,800 facilities that perform abortions.

To many people, crisis pregnancy centers, sometimes called pregnancy resource centers, provide a valuable service. President Bush is one of their supporters. Women such as Daniels praise the emotional and material support they received, saying they are grateful to have avoided an abortion.

Others agree that reducing abortions should be a public policy goal but criticize the centers for their tactics. Many of the facilities, they say, masquerade as full-service women's clinics and give out false information to pressure vulnerable women into continuing their pregnancies.

The issue has been revived lately as some taxpayers and legislators question the use of federal money to fund such pregnancy centers. A

report issued last summer by U.S. Rep. Henry Waxman, D-Calif., of the House Oversight and Government Reform Committee found that 87 percent of federally funded pregnancy centers reached by his investigators provided false or misleading information about abortion.

According to the report, the centers told potential clients there is a link between breast cancer and abortion, which has been refuted by the National Cancer Institute, and that abortion causes infertility and mental illness, which is not supported by medical literature.

Allyson Kirk is among the women who feel they were misled. The veterinary technician was headed for an abortion clinic in Manassas, Va., when she found an office in the same strip that advertised free pregnancy tests and said "Women for Choice" on the door.

"I assumed it was the women's clinic where I had an appointment," said Kirk, 24, "and the man behind the counter led me to believe they were expecting me." The counselor asked intrusive questions about her religious beliefs, she said, and then told Kirk she needed to watch a video while she waited for the results of her pregnancy test.

"It was stuffed full of propaganda about the risks of abortion, and (depicted) the instruments they use and a fetus being ripped apart," said Kirk, who had the abortion later at a Planned Parenthood clinic. "It was meant to scare and manipulate me."

Kristin Hansen of Care Net, an umbrella group that provides resources to pregnancy centers, contends the centers do not pressure clients; instead, they want to help women make fully informed choices.

"We don't want [a woman] to feel coerced by her parents, her boyfriend, an abortion provider or the pregnancy center," said Hansen. "We would like each woman to make the decision for herself, but having received all the information she needs and knowing that if she decides to carry the pregnancy to term she's not alone."

Officials at Chicago's Aid for Women, where Daniels went, say they tell callers up front that they do not perform abortions.

"The counseling relationship has to be based on trust," said Sue Barrett, chairman of the center's board, which is affiliated with the Roman Catholic Church. "Right from the start, we're going to be truthful."

Shamina Starling-Buford, director of client services at Aid for Women, said her staff is not judgmental and goes over all three options with each client: parenting, adoption and abortion.

courtesy || Judy Peres of the Chicago Tribune/KRT Campus ||



photo || Elyse D'Andrea ||

Freshman Audrey Plant winds up for a pitch at the April 13 game against Grove City. Plant has helped lead the softball team to a winning record.

Fresh start for Freshmen

Rookie freshmen bring talent to varsity teams as they adjust to heightened level of play

✕Greg Glasser ✕

Surrounded by new teammates, freshman Andy Bean is the youngest player on the varsity baseball team. All of his close friends are playing at either the freshman or JV level.

For Bean, the days of laid back middle school practices are over; the competitiveness of playing on the varsity team has now kicked in. The season is nearly twice as long and the practices are much more intense. For a 15-year-old, simply keeping up may be the biggest obstacle of the season.

Bean, a pitcher and outfielder, said he was more focused on playing his best at tryouts than which team he would make.

"I was just trying to make the freshman team, really," he said. "I didn't make it a goal of mine to play up."

Bean prepared and became accustomed to the program by work-

ing out with the varsity pitchers and catchers during the off-season. He said the workouts helped him relax for tryouts.

"The pitcher and catcher workouts helped me know what to expect," he said. "By the time tryouts came, I wasn't really nervous."

After having a private talk with head coach Ron Mautz, Bean was surprised and a bit overwhelmed when he discovered he had made the varsity team. However, the fact that he would be the only freshman on the team did not bother him, as he already knew many of his upperclassmen teammates.

"My sister [Alexa Bean] is a senior, so I knew her friends who were on the team and [that] they would help me out," Bean said. "The coaches and I both felt like I was ready for the challenge."

Once the season began, Bean became just another member of the team. However, he said he had to adjust to the intensity and pressure of playing at the high school level.

"The kids [I play against] have a lot more skill than I'm used to seeing," he said. "You have to be on top of your game all of the time, but if you work you'll get your opportunity."

Since the season began in March, Bean has already noticed a number of differences between his eighth grade season and the varsity level in high school.

"The games and practices are longer and they take a toll on your body," he said. "With that and ... homework, it's a challenge."

Bean's hard work throughout the preseason paid off when he got to start the second game of the season, pitching against Whetstone March 30.

"I was nervous heading out to the mound before the game and I did not throw the best I could [in the first inning]," Bean said. "But I threw better in the second and third and allowed two runs. It was not the best I wanted to play, but I was excited to be playing with the older guys."

The Bears won the game, which was their first victory of the season. Bean's season has not been perfect, but so far it has been a success.

Directly across from the baseball diamond sits the softball field, where freshman Audrey Plant has enjoyed similar success.

On March 29, Plant threw 11 strikeouts and allowed only two hits in a game against Pickerington Central. The Bears won and Plant gave UA its first-ever softball victory over Pickerington Central.

For her second start, Plant faced OCC rival Hilliard Davidson April 2. Pitching against Davidson, Plant said she began to feel the excitement of competing in a high school varsity sport.

"Playing in a close game and against a rival is really exciting," Plant said. "The intensity was definitely high."

Plant stepped up to the competition and threw a no-hitter, a rare feat for any pitcher—especially a freshman.

Unlike Bean, Plant had put pressure on herself to make the varsity team. Playing in summer leagues and even traveling to Thailand to pitch has helped her adjust to the high level of competition of the varsity level, Plant said.

"I felt like I prepared myself well to make the varsity team... I feel like I earned my spot," Plant said. "The coaches made tryouts pretty chill, so ... I was pretty relaxed during that time, which helped."

Plant said she had an easy adjustment to the varsity team because of her teammates: her older sister, senior Nicole Plant, and two other freshmen, Kaitlin Luciano and Kasi Vazquez, are also on the team.

"It's relieving, having two of my freshman friends play alongside with me just so we can relate," Plant said. "But I'm friends with a lot of people on the team, so it's a good atmosphere."

Audrey has also taken on the role of being a leader, and the team views her as a key teammate, Nicole said.

"[Audrey] is one of our better players and as a team we depend on her in a lot of situations," Nicole said. "It doesn't really matter to us that she is a freshman."

For both Andy Bean and Audrey Plant, playing with new teammates and against experienced opponents has had its challenges, but the journey has been for the best. □

athletes IN ACTION

page design || Rebecca House ||



photo || Elyse D'Andrea ||

SOFTBALL: Senior Alexys Hansel prepares to take a swing as her team cheers her on from the dugout at home April 13. The Bears lost to Grove City 2-4.

BOYS LACROSSE: Junior Grant Oliver races past the Brother Rice High School offense at home April 13. The Bears lost 6-7 in overtime.

GIRLS LACROSSE: Senior Tori Conway looks to pass down the field. The girls won 9-6 at home April 11 against Dublin Jerome. The team will begin the first round of the regional tournament at home May 10.

BOYS TENNIS: Senior Alex Mahylis contemplates his next move at practice April 10. The boys begin the OCC tournament May 5 at home.

BOYS TRACK: Senior Michael Vaughn practices shot put before his home meet against Dublin Coffman April 10. Vaughn placed third and the boys won the meet 70-67.



photo || Tyler Joswick ||





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ATHLETES

of the **ISSUE**

Senior Tyler Wall, track

Q: As a newcomer to track, has it been what you expected?

Wall: Yeah, it is everything I expected. The team is really friendly.

Q: Why did you choose to run this year?

Wall: Mainly to stay in shape and try something new.

Q: What do you like about track?

Wall: I like the feeling of the wind in my hair and the bonding experience.

Q: What is your goal for this year?

Wall: I want to improve my times in every event.

Q: What is your favorite race?

Wall: The 800 m. It is more tactical than a full-out sprint.



Senior Maggie McGreevy, lacrosse

Q: How has the season been so far?

McGreevy: Absolutely great. We are undefeated in Ohio and we have been working well as a team.

Q: What has been a good surprise this season?

McGreevy: After losing so many seniors [from last year's team], just seeing how well we have played.

Q: What would you like to improve on as a team?

McGreevy: [We need to work on] our midfield transition. We can just be a little better.

Q: What do you think your chances are of winning states?

McGreevy: Very high. We are playing great together, so we have a whole team effort this year.



Athlete selection and Q&A compilation || Greg Glasser ||

COLUMBUS STATE IS A SMART CHOICE

From the hardwood to the real world, her life has been one fast break.

Tricia didn't even know that Columbus State had a basketball team.

"Then, they offered me a basketball scholarship. They chose me, so I thought I'd choose them."

From there, Tricia's life has been one fast break. The intense schedule of a student athlete sharpened her time management skills. She competed for a national championship, and she graduated with honors from Columbus State. She was accepted into OSU's prestigious Fisher College of Business, and once again graduated with honors.

Soon, Aldi Corporation, an international retailer, came calling, offering Tricia a District Manager's position. She loves her work and the people she works with. "It all happened so fast," she says.

Time flies when you make smart choices.



Tricia Snider
Columbus State
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Students connect with teacher's band, actively participate behind the scenes

✧Christine Hunter ✧

Chris Bolognese and his band, The Whiles, perform at a local show. Senior Jamie Kennedy, who photographed this picture, used this photo of the band as well as many others in his photography class.

photo courtesy || Jamie Kennedy ||

Many high school students aspire to be part of a popular rock band. Unfortunately, despite many hours spent practicing and recording, their dreams often go unrecognized. For math teacher Chris Bolognese, however, such high school dreams became reality.

For the past nine years, Bolognese, a 1998 UA graduate, has been an active member of a rock band called The Whiles. Bolognese plays the bass and provides backup vocals with drummer and guitarist Pal Headley and keyboardist and lead vocalist Joe Peppercorn. Matt Peppercorn later joined them as their lead guitarist.

Not only do The Whiles' shows provide a way for students to see Bolognese show off his talent outside of school, the performances also give them an opportunity to work with the band.

The Whiles tend to play at local venues outside of UA, but the band has begun to receive more publicity after its first CD. This allowed the to open for My Morning Jacket and Andrew Bird. The band's claim to fame, however, is "Song for Jerry," an acoustic guitar piece featured in the film *Murderball*.

Since the band formed in 1999 as Mrs. Childen, it has moved away from its jazz roots to become a more straightforward rock band with a sound similar to Iron and Wine and Wilco. In 2004 the groups produced its first CD, *Colors of the Year*, which enjoyed modest success and gained the band a national following.

The band's new album, *Sleepers Wake*, is a compilation of 12 tracks, with Bolognese featured singing in two of the songs.

Bolognese said he was happy with how *Colors of the Year* turned out, but he hopes to get more press coverage from *Sleepers Wake*. He also hopes to have another song featured in a movie.

Sleepers Wake was released at a show at Little Brother's April 28. However, the CD will not be on sale nationally until September.

Bolognese said many students have attended shows such as the

one at Little Brother's, but The Whiles have also worked directly with students. For example, in 2006, The Whiles played at UA graduate Jordan King's senior thesis concert.

Senior Mike Stechison has also taken an active role with The Whiles by making numerous posters and designing the cover for *Sleepers Wake*.

"I wanted to make a sign [so] that if you saw it on High Street with all the other signs, mine would stick out and grab your attention," Stechison said.

Stechison has attended many Whiles shows in the Columbus area. A few weeks ago, he went to a show at Skully's Bar and Grill with friends.

Senior Jamie Kennedy has also gone to numerous shows and is an avid fan of The Whiles.

Kennedy said when he goes to the shows, he takes a lot of pictures to use for his photography projects at school or to give to Stechison to be integrated into posters and CD covers.

The Whiles also keeps students involved by showing them they respect their opinions, Kennedy said.

"Mr. Bolognese gave me [*Sleepers Wake*] before it came out to listen to and critique," Kennedy said. "I got to tell him parts I enjoyed and other parts that could be changed. They actually went back and changed some of the things I did not like."

When the band members are not writing songs or working on an upcoming CD, they play local shows and go on tour. They have traveled to New York and Chicago, and played in a festival called Nemo in Boston.

Yet the band's main fanbase remains in Columbus, where students like Stechison actively support the music.

"I really like [The Whiles'] indie-sounding music because it actually tells a story," Stechison said. "You know they are playing it because they love it, not because they want to become millionaires." □

“I really like their indie-sounding music because it actually tells a story. You know they are playing it because they love it, not because they want to become millionaires.”

Senior Mike Stechison

Respect pregnancy decisions regardless of personal beliefs

|| Staff Editorial ||

It is between periods, and a girl walks by. One glance is all it takes for her peers to see she is pregnant.

Perhaps the hardest part of becoming pregnant is deciding what to do with the child. There is no escaping the question. It is one of the greatest challenges a girl may meet in her life—and she must both make this decision and come to terms with it as a teenager. Some may have their options narrowed, as dictated by family members, religious beliefs or financial concerns. But all face their decision-making with the knowledge that no matter what they choose, they will probably be judged and criticized by others and by themselves. It is the negativity surrounding teenage pregnancy, not just teenage pregnancy itself, that is the problem.

While the community overall can be relatively accepting of teenage pregnancy, a girl's peers are not always so forgiving. As a result, these girls may suffer social alienation no matter what they decide in the end.

It is disappointing to see that instead of receiving support for the difficult and complex situation they are in, most pregnant girls have the added pressure of dealing with their peers' criticism and scorn. What they really need is acknowledgment of their courage in finding the best solution for their pregnancy, whether it be abortion, adoption or keeping the child. It is important to recognize the dedication and perseverance it takes to make a choice—one that may have taken months of stressful, careful deliberation.

Everyone has a different definition of right and wrong. But we can hardly afford to judge others by our standards when we may



make mistakes in our lives as well. Wouldn't we rather have support than criticism? Is it ever fair to form an opinion based on rumors and assumptions? Is it right to place another burden on someone who is already facing difficult decisions?

Although UA may be a more positive environment than most communities, there is always room for improvement. The best and most effective response is to be respectful and supportive of a pregnant girl's decision, regardless of what it is. □

Give peace a chance



|| Kali Grant ||

It's a good thing summer is coming; otherwise, we'd have nothing to focus on but our outrage. No, I'm not talking about the end-of-the-year projects we all have looming ahead or the number of school days left. I'm talking about a group on Facebook that was, until recently, called "I HATE Upper Arlington."

Now, having moved here two years ago, I'm not a true UA native. But even I was offended after reading the hateful comments made by students from other high schools in the Columbus area.

I was also shocked by the large number of members, even considering the UA students who had joined the group in an effort to defend our school. I mean, I knew we were disliked, but I hadn't realized we were hated.

Reading some of the posts, I could almost feel the venom pouring from the computer. More than a few comments made me think about how strange it is that somehow, at school, I keep missing the continual references to people's rich daddies (which apparently abound in our community) and what they buy us.

However, unlike the UA HATERS, hate doesn't suit us; it clashes with our polos and hurts our teams' abilities to "own" everyone

else. Regardless of whether the group still exists or not, the students' low opinions of UA still prevail. So, rather than respond with hate, it would have been more effective to do a little spring cleaning on our reputation. After all, what good would an "I HATE everyone who HATES UA" group have done?

To improve our image, UAHS should just outlaw polos, wallets and student-owned cars. Obviously, this will fix everything. Yes, then we will have nothing to accidentally show off with, life will be more boring with no Facebook hate group and it will be hard to find something to wear with three-quarters of our clothes eliminated. But at least we will have removed the factors that contributed to our "snobbishness."

Or maybe a more effective solution would be to simply become a hippie town. Instead of stooping to the HATERS' level, we could give back some peace and love. We could just respond to the UA HATERS' comments with a casual, "Whatever, man." It is a fool-proof way to once and for all kill our "stuck up" reputation—after all, have you ever heard of a snobbish hippie?

Because we live in the prep capital of Ohio, this probably sounds like an impossible feat. But I assure you it is not. In terms of appearance, our new hippie selves would match the Birkenstocks "everyone" in UA already wears. (But we have to make sure they weren't name brand. That would defeat the purpose entirely.)

So, in the spirit of forgiveness—hippie-style—I apologize to all other schools. And I promise, we really don't think we're better—just way, way groovier. □



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