

Excuses, excuses

By The Emancipator Staff

Believe us, teachers have heard every excuse. How many times, for example, can you lose your flash drive before a teacher becomes suspicious? It may seem like you can perform some verbal razzle-dazzle and get away with your lame excuse, but you can't. Why? Teachers don't fall for your crap, even though you think otherwise. As a public service, then, here are 18 random excuses, in no particular order, that are creative and original...and just might work:

1. I smoke too many cigarettes.
2. I couldn't find my cigarettes.
3. I ran out of Adderall.
4. My tutor died.
5. Someone spilled beer on my computer, so I couldn't type my paper.
6. My blood sugar was too low to concentrate on anything.
7. My pet hamster died and I was too sad to do my homework.
8. My pet fish passed away and I had to hold a burial service for it.
9. My little brother ate my homework.
10. I needed retail therapy, so I had to miss class.
11. I was stranded at a knife-wielding maniac's house.
12. My dog ate it, and I waited for it to come out his opposite end, but by that point, did you really want it?
13. I was typing my paper when an adult pop-up ad appeared on my computer. I "accidentally" clicked it and my computer crashed. Honestly, it was an "accident."
14. The Potterheads cast a spell on me that froze my fingers.
15. My car exploded. Guess where my school bag and my computer were?
16. Um, I worship Satan and yesterday was a holiday.
17. I was at a protest. What was I protesting? Homework, that's what!
18. I was on the way to turn in a paper when I was sucker-punched by a "little person" in a mask. I'm not sure of his motives, but I know it hurt.

STUDENT RESPONSE

Lincoln College's reputation unjustly assaulted in local paper



LC students in the classroom NOT exhibiting "thug"-like behavior.

By Adam Febre

I'm proud to call myself a future alumnus of Lincoln College. I'm saddened to say this is no longer true for a small group of individuals who have lost touch with the true reality of the actual behavior of the majority of the Lincoln College student body. An Oct. 16 letter to the editor published by The Courier referred to a large number of LC's student body as "...people who obviously aren't interested in an education or even behaving like humans."

The ill-informed letter was actually given a title by The Courier, which is interesting because, far as I know, assigning titles to letters to the editor isn't a common practice by any responsible newspaper. The title "Student behavior is deplorable" was the published heading that ought to have grabbed the attention of every student and

individual employed by Lincoln College. The title The Courier created uses the word "student" in the form of a definite article, meaning that the title is referring to each student's behavior as being "deplorable." The opinions authored by a couple who presumably reside in close proximity to the campus need to be acknowledged and responded to by the students.

Another claim made in the letter was, "Our neighborhood has consistently been terrorized by thugs who attend Lincoln College." First, I take issue with the word "terrorized." When I think of images associated with an area that has been terrorized, many different pictures flash in my mind, such as the abhorrent destruction of the Twin Towers on Sept. 11, suicide bombings in Iraq, Afghanistan, Iran and Jerusalem, scenes from the massacre in Rwanda and horrifying images in Darfur. Second,

I take offense to the word "thug." The dictionary defines the word "thug" as a cruel or vicious ruffian, robber, or murderer. The only alternative option for defining the word relates to its original origin, which is used when referring to one as being a member of a former group of professional robbers and murderers in India who strangled their victims. I make it a point to clearly address a sentence containing the words "terrorized" and "thugs" because of the awful taste that was left in my mouth after first reading only the beginning of a letter that's based upon a blanket judgment made about a large number of students.

Furthermore, I want to explain that the activities in the sentence that follows are the accused actions of these terrorizing thugs who supposedly comprise a large number of the student body: "These 'students' openly do drugs right in front of our houses, trespass without a thought, urinate on buildings, vandalize property and exhibit overall gang-like behavior." First, I want to acknowledge these acts as truly being deplorable, but the actions described are those of individuals who make up a very minute segment of the student population. Also, readers have to be aware that the actions described in the letter have to be taken at face value concerning the possible validity of the letter itself.

An observant critic is able to even ponder the fact that these "thugs" may not even be enrolled at Lincoln College. The letter never explains why these "thugs" were identified as college students, or is it possible they were just assumed to be? In addition, a citizen who's really concerned about the issues being firmly addressed must take into account every possible angle, which includes an author's ability to embellish the truth. Especially because of the high level of emotional severity that the letter invokes, every potential perspective must be addressed in order for readers to achieve an unbiased conclusion.

Identifying the broad spectrum of interpretations that are left up to the active mind of every considered reader is endless in just the first few sentences of this letter. First, what kinds of drugs were being openly used in front of their house? Crack, heroin, crystal meth, marijuana? Next, trespassing and vandalizing property to what extent? The reason I'm posing these in-depth questions is because of the last statement attached at the end of the sentence, which is "...exhibiting overall gang-like behavior." What is overall gang-like behavior? I've lived in an area when I was legally an adult that

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MYSTERY PROFILE

The 'Blonde Mafia' strikes again



MAK uses the trendy 8-Ball grading method.

By Amber Olson

Some people recite the infamous quote, "The clothes make the person." In the case of my mystery profile, it would be, "The heels make the person." The heels are a signature staple of this teacher. When I found out that I was going to follow her around for the day, I never thought that I could like her more than I already did. She's not only a great teacher but a really great person.

As I sat in the lobby waiting for her to arrive to start the day, the first thing I heard were the heels. She walked up to me with two coffees in her hand and she handed me the extra one. She told me that it was her favorite from the local Buz'n Bean, where she always stops on her way to teach. I'm going to call this mystery teacher "MAK" because those are the initials of her three children (not coincidentally, that's her dog's also). The name of their dog was kind of like a truce because each of her kids wanted to name it something different. In any case, her dog should probably be considered a child because MAK told me the dog was harder to take care of than a toddler. She was remembering all the mischief her dog created and just kind of giggled to herself about it.

She explained to me that the day was going to be boring because her students were just peer reviewing in her classes, but that's not at all how it was.

The first hour of her day consisted of her trying to grade papers while Mr. Baer would peak in every now and then and start up some random conversation. (Basically, he bugs her to death, but she seems to take the intrusions in stride.) She asked me questions to know me on a more personal level.

In the classroom, MAK inspires students to do more and she encourages them to take control of the opportunities that have been



placed in front of them. I watched her take excuses all day from students about papers like a true professional. She never let it be known that it bothered her that her students weren't living up what they're capable of until I asked her what the toughest thing was about teaching (more on this later). Kids would come up to her and say that they didn't have part of their paper done because they didn't finish their Works Cited page or that they just totally blew off parts of the paper because they didn't understand. She understood and didn't give them points for the day, but if they wanted to use class time wisely and work on the paper they could.

MAK also explained what students didn't understand. I watched her allow students to make their own grade. If they had what they needed for class they were able to stay and if they didn't they had the choice to leave or work on their assignments, which would ultimately hinder their grade or help it.

When I was watching her teach and talk to her students, I noticed that this is the type of teacher who I would like to become: one who's understanding, reliable, challenging and fun. She gave students the opportunity to speak their mind in class and made sure that nobody thought that someone asked a "stupid" question.

Throughout the day, MAK had me giggling a lot of the time when she would talk to me during tiny parts of class when students weren't asking her questions. That day, she looked at me as a peer, not as a student, which is the respect that some teachers don't tend to give students. She works hard at being a teacher because she loves it so much; she barely considers it a job.

As we finished her first two classes she took me out to lunch at First Wok (where I had never been before in all of my years at Lincoln),

where I got to sit down and ask her some questions.

THE EMANCIPATOR: What's your most embarrassing story you have about teaching?

MAK: I was sitting at my desk with my feet crossed underneath my desk. I was wearing heels and somehow my heel got stuck in the other heel without me realizing it. I went to go get up and I completely tripped over myself and basically fell flat on my face in front of my entire class. I hit my shoulder on the desk and I had to even get X-rays. I just knew that I had to get up and laugh at myself and realize these things happen.

E: You used to work at a preschool in Washington. Why did you switch to teaching college students?

MAK: I like the interaction with older students a lot more. The content is something I enjoy a lot more and I love to teach what I do. It's not like this is a job to me because I love it so much. Preschoolers were exhausting; I would come home and be completely wiped out. Teaching college students is much more fulfilling for me.

E: What's the most frustrating excuse you've heard from students regarding papers or missing class?

MAK: The most frustrating excuse I get is, "I didn't understand the assignment." It's so frustrating because students should know that they should ask their professor for clarification if they don't understand. I am more than willing to help students with anything they need. The most ridiculous excuse I've got from a student was when he texted a friend in class and said that he wouldn't be there because he was locked in the bathroom of his suite.

E: If you could have one superhero power, what would it be?

MAK: I'd be invisible. I think that'd be the coolest power.

E: What's your favorite type of cookie?

MAK: I love a good sugar cookie with a cup of coffee.

E: What's the worst habit you have?

MAK: I am a huge procrastinator. I know that may shock people, but I usually work really well under pressure. I always think that if I wait longer I will find a better solution or a better way to word things. It never works that way, but that's

the way my mind works. So I understand when students put things off until the last minute because I'm the same way.

E: What was your favorite thing about college?

MAK: I wasn't the "normal" college student. I lived at home, I worked all the time and I took a full course load. I don't regret the way that it worked out. Not partying was what really kept me focused. My favorite part by far was being able to take the classes that I really loved and that affected my future.

E: What's the best advice you've ever received?

MAK: My academic advisor, Dr. Fulcher, encouraged me to get into teaching English. He took note of all the electives that I had taken and told me that they were all related to English and that it'd be a great idea for me to look into teaching.

E: If you could pick one time in your life to relive again, what would it be?

MAK: I would go back and be with my kids again. They are getting so old and time is so precious when they are younger. My oldest is a freshman in high school and she's making me feel ancient.

E: What do you hope to instill in students when they take your class?

MAK: I hope that students learn to take responsibility for their actions and I hope that they take advantage of their time. Lincoln College is a great opportunity for students to take advantage of and when students don't live up to their capabilities it's the hardest thing to watch.

MAK is practical but she's understanding, compassionate, personal and kind-hearted. As we picked up the bill from lunch at First Wok, we opened our fortune cookies to read our fortunes. Hers read: "You can easily talk your way out of everything." Mine read: "Don't worry about money. The best things in life are free." Those fortunes are totally wrong for both of us because MAK can't lie at all and I tend not to worry about money (at least not yet). We had a good laugh over that. Basically, my day was great. Thank you, MAK! (Humorous side note: No Blonde Mafia member was harmed during the writing of this article.)

LC students helping area youth

By Tom Baer

Need a tutor? Lincoln College students are on the way with books in hand.

The Community Tutoring Program, under the direction of assistant professor Tami Goodrich, continues its drive to help the Lincoln community. Currently, 22 LC students tutor grammar school youngsters at West Lincoln-Broadwell, Washington-Monroe, Northwest and Jefferson elementary schools. In addition, the program offers private tutoring in specific subjects or general studies.

How much does this tutoring cost? Not a cent.

"The program is a community service from Lincoln College," said Goodrich. "We offer tutoring at no charge to parents and schools."

Though not advertised to the student population, the program is nonetheless thriving under Goodrich's guidance. Along with the private tutoring assignments, LC students work anywhere from one to three hours per week at local schools. The teachers and elementary students, especially, benefit from the college's assistance.

"Teachers welcome the help. Having college students lend extra pairs of hands enriches the classroom," said Nancy Rosenbery, principal at Northwest and Jefferson elementary schools. "Students also love it when the tutors come into the classroom. Everyone involved truly appreciates the partnership with Lincoln College."

Each LC tutor must have a faculty recommendation, be in good academic standing and complete an orientation. Once part of the program, Goodrich selects students who best fit a particular situation, be it tutoring a first-grader in math or working in a classroom twice a week.

"The structure of the program has worked," said Goodrich. "It seems that all of our tutors fit well where they are."

The program is also advantageous to the college tutors, not just the teachers and elementary students. Many of the LC tutors plan to major in education, and working with teachers and students is the first step toward their potential careers inside the classroom.

"For the college students, tutoring gives them a chance to be involved in education and see if teaching is what they want to do in the future," Rosenbery said.

The current crop of LC students involved in the Community Tutoring Program are Emily Birdsell; Priscilla Craig; John Cosby;

CONTINUED FROM FRONT

had predominately gang-influenced neighborhoods. The image that comes to mind when anyone says "overall gang-like behavior" is someone being murdered. Then the next picture that flashes in my mind is of a house or a store being robbed by armed members of an established group. The careless disregard for the extremely powerful words haphazardly being used in this letter clearly is deceptive. As a student I take every issue concerning labeling hard-working undergraduates incredibly seriously, especially when a letter that's printed for mass circulation in Lincoln is ultimately a catalyst to an already growing fire of fictional assumptions being assigned to a sizable number of individuals enrolled at Lincoln College.

Falsehoods that are masked by an underhanded compliment are still a deception. The letter says that "We know that the college has many fine students; they are most likely afraid as well, given the fact that we rarely see any of them." I appreciate an acknowledgement that the rarely-seen good students do exist, but then in the same sentence to say that good students must be afraid as well because they aren't seen by the letter's authors frequently is a testament to how little they know about the student body. I wonder how many fine arts performances, honors presentations, student community volunteer projects, local community school tutoring sessions, spring formals, blood drives and countless other notable events the authors have attended in the past several years. It's crucial that students speak their minds when negative labeling by a small number of community members becomes widely accepted and condoned. Should students continue to ignore unsubstantiated negative blanket generalizations?

In addition to commenting on 194 words sent to the editor of The Courier, I want to also focus on the effects the letter is having. Citizens of multiple communities have heard many irrational, pre-conceived notions being associated with a large number of students, and the ripple effect is being felt by many students as well as faculty. A short letter to an editor has now produced a response in

the form of several other pieces of writing being published by The Courier, which include letters to the editor and a handful of articles (so far). Attention from the initial correspondence obviously elicited an understandably mixed response directly relating to the true conduct of students. When thoroughly examining the negatively-oriented letters to the editor readers must question the extent of each author's research directly relating to the validity of every attack on LC students. Intelligent individuals have to presumably conclude that an author's research must be responsibly conducted and supported in an extremely convincing, unbiased manner. Were the letters to the editor even slightly investigated to any degree? Makes you wonder, doesn't it?

Next, the first response to the Oct. 16 letter was an Oct. 20 letter to the editor that The Courier titled, "College does have problem with students." This title could easily be interpreted as an actual fact. This letter to the editor, however, is written with noticeable specifics outlined and expressed in full detail. Two residents of Mount Pulaski explain how they witnessed the men's soccer team making vulgar gestures and displaying unsportsmanlike conduct toward the opposing team's soccer players. The letter was to the point and supported well. The authors even go as far to say, "As members of the neighboring community, we have always given praise to Lincoln College for being a quality institution." I'm in full support of their right to their opinion, and have an idea of what their level of tolerance for inappropriate gestures may be. I have two concerns about their letter which initially involves their first sentence: "We were not surprised to read the headline on an Oct. 16 letter to the editor, 'Student behavior is deplorable,' regarding Lincoln College." The couple stayed away from authoring blanket judgments that were aimed at a majority of students on campus, but the damage that the Oct. 16 letter to the editor, especially in direct relation to its title, had most likely already affected their thought process.

Second, the way the letter was concluded – "We do echo concerns articulated by Lincoln residents James and Amy Anderson whose letter appeared Oct. 16" – is extremely interesting because

each letter poses apparent various distinctions. An individual, upon close examination of each letter, can make an exceedingly convincing argument that each article's concerns couldn't be any more different. This confusion between an isolated display of unsportsmanlike conduct and classifying a large number of students as inhuman, terrorizing, thuggish gang members must be separated. Not to mention that the authors of the Oct. 20 letter actually knew that the accused were in fact verifiably Lincoln College students.

Responsible articles that were written and published by The Courier respond to the continuing efforts of officials and administration of Lincoln College, who have been actively working on resolving the publicly expressed concerns about student behavior. The Courier recognizes and gives well-deserved praise to the many dedicated, extremely talented individuals who have been an indispensable asset to LC's ongoing success. The first article hit the newsstands on Oct. 23 and the second was published on Oct. 30. The pair of articles accurately report the active concerned efforts of Heather Mueller, Tina Nutt, Bridget Thomas, Steve Snodgrass, and the president of Lincoln College, John Hutchinson. I know The Courier acknowledged the undeniable positive aspects of the college like the immensely difficult task of ensuring that LC's campus is the best possible environment to learn and grow. However, the damage is already done. I would never blame concerned citizens who have the constitutional right to freedom of speech and their own personal opinions. The Courier decided to publish and create titles to attach to letters to the editor that clearly illustrate the level of journalistic responsibility of the newspaper. I must express my total lack of surprise to the credibility and integrity of a newspaper which, on Nov. 4, 2008, an epic, historical date that will be remembered forever in the United States, published an article on the front page titled "Local bags big buck." Or my all-time favorite front-page article: "Miffed squirrel gets best of Springfield tough guy." I hope that The Courier will be more responsible in publishing articles in the future, especially when it pertains to our fine college.

MYSTERY PROFILE

From DNA strands to cell membranes to ancient artifacts: Revealing the inspiring educator



This mystery profilee loves the -ologys.

By Amanda Turner

The morning started unusually early for me when I arrived at the classroom in the Harts Science building, which is filled with a large array of cool science gadgets and interesting informational hangings on the walls.

When class began I observed the instructor setting up the lab and making sure that everything was safe for the students. Next the teacher went through the instructions and the purpose of the lab in such a way that the students were forced to challenge themselves by answering what the next step could be.

When the lab introduction was complete the students were well prepared with the exact lab procedures in order to conduct the lab as instructed and to prevent any unsafe occurrences. During the lab the instructor traveled around the room, checking with all the students to see how their experiments were coming along and if they needed any assistance; if they did, the teacher helped them until they understood. The instructor also made sure that everyone was doing their part in the lab so that all students received the credit they deserved for their work.

This educator wasn't afraid to be hands-on while conducting the lab; if a student was having trouble with results the teacher would work the experiment with him or her. When students asked questions they were granted a very detailed answer by the instructor. Many times this instructor picked up a piece of paper and a pencil to demonstrate visual examples for the students to help

them comprehend the material.

After the first class was finished it was late morning and there was over a two-hour break before this instructor's next group of students came to learn biology. During the break I watched as the teacher cleaned up after the first lab and as she was doing this I asked her a number of questions regarding her teaching techniques, the Lincoln campus and much more.

Finally, the afternoon started and the instructor's next lab was set up and ready for the next set of students to begin their studies in a safe manner. As the students filled almost all of the empty seats in the room, I sensed that this class would be much more interesting than the earlier lab. The same introduction as the first lab was given and everyone began to travel around the room to collect all of the materials needed. The instructor traveled the room just as before and helped the students, but this time she really made sure that the students understood the material, even after they claimed to understand what the instructor had just explained. Many times, I could hear the teacher telling a student that he or she had done a good job on a certain portion of the lab. When a segment of the class began to speak loudly the instructor warned them that they needed to settle down. When the same group of students continued to demonstrate disrespect toward other students the teacher told them once again that they needed to calm down.

THE EMANCIPATOR

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[Ed. note: This story originally appeared in the Lincoln Daily News on Nov. 25, 2008.]

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Before I knew it, students were heading for the door and the lab was complete. I thanked this professor for her approval to shadow and for all of the time she took out of her busy schedule to answer my questions, but most of all for allowing me into her classroom to witness the relationship between the educator and the students.

I truly feel that there is so much more to this instructor than students might assume. I know that I've learned a lot more regarding this educator than I had in the past as a former student while discussing the questions that I had for this sophisticated professor.

THE EMANCIPATOR: Why did you start teaching?

MYSTERY PROFILE: I felt that I have always had a natural tendency for teaching, loved helping children with school work and with anything they needed help with. The feedback children gave me allowed me to realize my gift for teaching; a child even wrote a paper on me and this was a big eye-opener. My high school biology teacher also was a major influence on my dream to become a teacher; I always loved nature and had no idea what I wanted to do with it until I took his class.

E: What do you enjoy most about teaching?

MP: I love passing on my knowledge to my students and I love working with young adults and watching their creativity and knowledge.

E: What is your favorite class to teach?

MP: Anthropology because that is my new love and I just received my master's for it. I love biology and have been teaching it for a long time. Anthropology is more challenging and follows what I originally loved.

E: What do you take from your students? Do you learn from your students?

MP: My students allow me to look

at life in different ways; I learn different personalities and learn to be a better person.

E: What do you like most about Lincoln College?

MP: I like that it is my hometown and that all of my family attended Lincoln College; it is like tradition.

E: Why did you choose to teach at Lincoln College?

MP: I was looking to move forward from teaching high school and applied to Lincoln College. I was visiting and wanted to stop by the school and they hired me on the spot.

E: What is your favorite movie?

MP: "Snow Walker" and anthropology informational films

E: What do you enjoy doing with your free time?

MP: I like to read and watch movies, especially anything that applies to anthropology.

E: Who is your hero?

MP: My father; he overcame great adversity to become who he was and I think he was a great man and a great role model.

E: Where is your favorite place to travel?

MP: To see the grandkids; I take them with me whenever I can. This summer I am going to Australia because I am going to study the language of the Aboriginal people. I really don't have a favorite place to go because I have already traveled a lot in my life.

E: What do you think of the school cafeteria?

MP: I don't eat at the cafeteria; I have special meals at home so I can reach my goal weight by summer when I go to Australia.

E: What would you like to see happen at Lincoln College to make it a more productive institution?

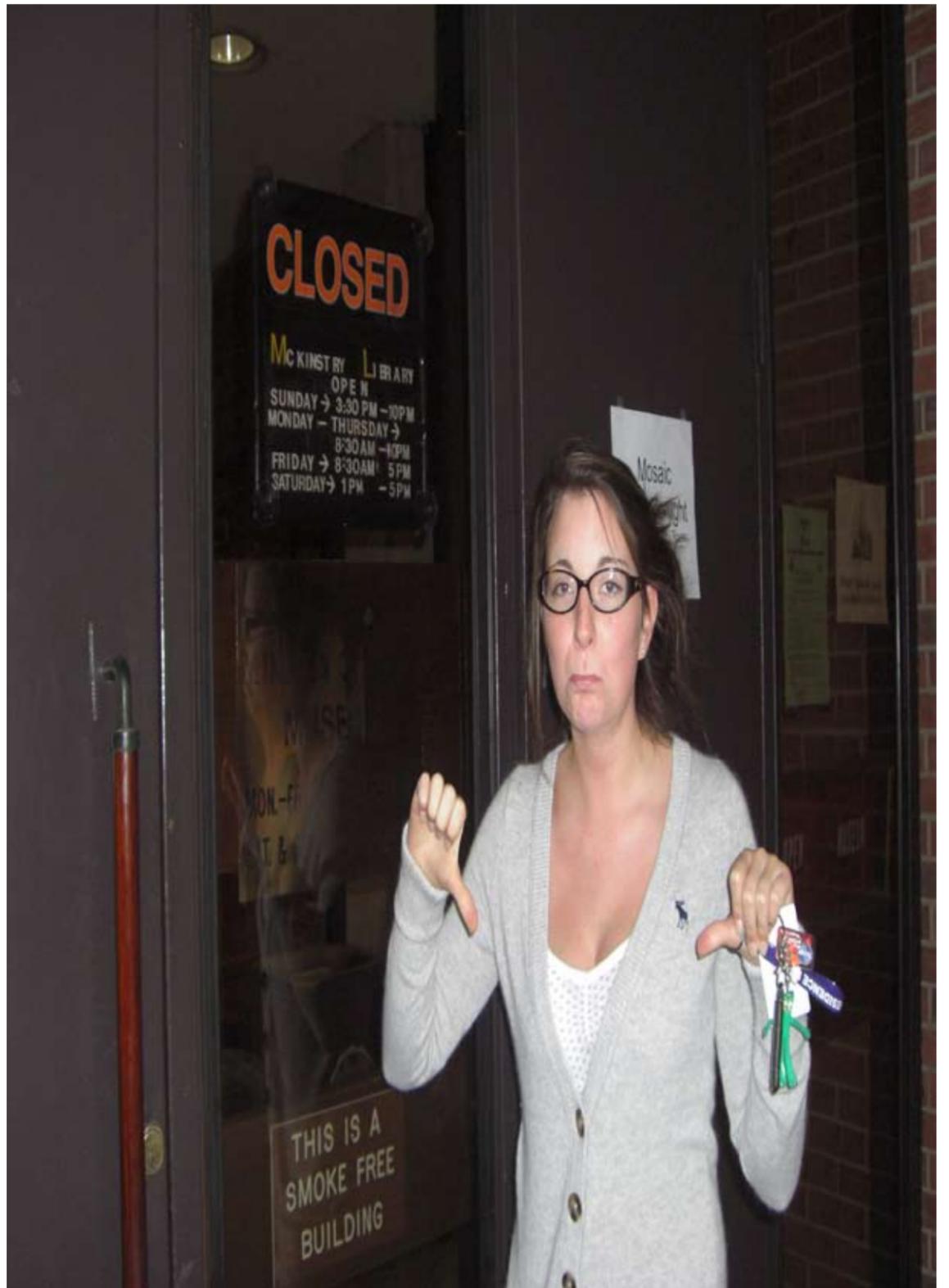
MP: This requires a lot of thought and I think it depends on the teacher you are talking to and what they teach as to what they would like to see happen. Change requires all of the staff working together to make a school. I would like to see more programs for the students and perhaps turn Lincoln College back into a university.

E: What disappoints you the most when it comes to your students?

MP: Disrespect to myself and other students. Also, vulgarity and the lack of motivation to study.

This influential professor will do anything to help students reach their goals and teaches the students more than what they need to know through relating personal experiences to what's being discussed in class to benefit them as much as possible.

Letter to the editor



This picture, which appeared in Issue VII (Oct. 15), shows a student in need of more library hours. According to Mike Starasta, head librarian, if students want extended hours, they should make better, and more, use of the current hours.

Current library hours exist for a reason

There was an article in the Oct. 15 edition of On the Record [now The Emancipator], the Lincoln College student newspaper, concerning the operating hours of the McKinstry Library. The general theme of the article was that the McKinstry Library is not open enough hours to meet the needs of students at Lincoln College. As the head librarian, I feel that I need to respond to this article. The McKinstry Library is currently open a total of 73 hours per week and will be open for additional hours during the week of final exams. The library's hours of operation are based upon two factors. One factor, as mentioned in the article, is budgetary funding. Another very important factor in determining library hours is

student usage. This was not mentioned in the article. Every hour on the half-hour mark a count is taken of students who are using the library. This count is taken every day and every hour that the library is open. This semester the busiest counts have been the 6:30 count, with an average of 26 students using the library, and the 7:30 count, with an average of 25 students using the library. By 8:30 this drops down to an average of 14 students and by 9:30 this drops even further to an average of five students using the library. The last count that is taken is at the 10 p.m. closing time. This semester there has been an average of 0.5 students who are still using the library at closing time. On Saturdays, the busiest count so far has been the 2:30 count, with an average of eight students using the library at that

time. By 3:30 there is an average count of five and by 4:30 there is an average of two students using the library.

Library hours are not based on an arbitrary factor, but on a combination of funding and demonstrated student usage. I highly encourage and invite Lincoln College students to use the McKinstry Library and to discover and use the many resources that are available. If there were to be an increase in the number of students using the library in the evenings after 8 p.m., then there would be a genuine possibility that the library would be open later. I would welcome any questions that students have.

Mike Starasta
Head Librarian
McKinstry Library

Adderall stringing out students at all-time high



Adderall works wonders for those diagnosed with ADHD, but 'illegal' consumers beware.

By Amber Olson & Emily Tozzini

Marijuana, cocaine, Xanax and heroin. Do any of these narcotics sound familiar? They probably do because these are drugs that we've seen making their way through every high school and college campus in America at a disastrous rate. Narcotics are a huge issue for every school, and Lincoln College isn't any different.

Drug issues are constantly trying to be resolved or minimized. With all of the drugs that are being purchased on college campuses, it seems that Adderall has become the drug of choice for many students. Adderall is becoming more and more accessible on every campus and is affecting the students who use it in a negative manner. Just as any other school does, Lincoln College struggles with sobriety and the rising obsession with Adderall is worrisome to me.

Adderall is a controlled prescription drug that's used for children and adults with ADHD/ADD to help them concentrate on daily activities without the struggle of distraction. While Adderall can be very helpful to people who NEED to take it, this drug can also cause lots of problems for people who are prescribed it and use it recreationally. On one hand, students can concentrate on their home-

work and get better grades, but on the other hand some students taking Adderall can't sleep, they drop weight in an unhealthy way and the biggest problem: addiction for those who take it on a regular basis. Addiction sets in quickly for those who have past drug problems, and even for people who don't. This tends to happen because of the cocaine-like, euphoric feeling Adderall users get when they swallow the pill or crush it up and snort it like cocaine.

Many people end up having to rely on this speed-like narcotic because the human brain craves such a high level of concentration. When that concentration is broken it feels hard to live life without the Adderall. Many people say this kind of drug is the poor man's cocaine because of symptoms like grinding/clenching teeth, suppressed appetite, jitters and uneasiness. Adderall can undoubtedly help the "right" people, but there are also negative consequences after the drug has been consumed, such as cold sweats, lack of concentration, irritability and depression.

We've heard some students explain that they don't think Adderall is a "bad drug" because a doctor prescribes it to people. Some think it's fine to snort this drug instead of swallowing it because they want the feeling to kick in faster in order to get assignments done

on time. What we're shocked by is that people don't understand that it's dangerous to take this drug in a way in which it wasn't prescribed. Perhaps the most glaring problem? Students also take Adderall because of one of the side effects: weight loss. We've personally seen students drop a ton of weight from this drug, and then they look completely emaciated, strung out and disgusting.

Adderall is not the only ADHD/ADD narcotic that students on the Lincoln campus are abusing. Concerta, Ritalin, and Provigil, along with many others, are making their way to the top of the list.

Part of the reason why ADHD/ADD drugs are so worrisome to us on this campus is because they're all so accessible. You could go to a lot of people on campus and ask them where to find Adderall, and an answer would be provided quickly, along with the cheap cost. As much as there's a demand for Adderall, the cost is surprisingly cheap; Adderall is so inexpensive, it's scary. Basically, many students are trying ADHD/ADD drugs because, truth be told, they're so cheap.

Our suggestion: Avoid Adderall and similar meds unless a doctor writes a prescription. Even then, be careful that you take the drug as directed. If not, you're in danger of becoming an "Adderallie."

Student Senate working to positively impact Lincoln College

By Adam Febre

Sophomores, remember at the beginning of first semester last year when you voted for the students who were going to represent your voice on campus? A group of students actively campaigned to be elected by the entire student body to address concerns and communicate with the administration to solve student-related issues at Lincoln College. Every student had a choice to cast his or her vote to elect Lincoln College's student government president, vice president, secretary, treasurer and other members. Those students last year who entered the Student Center to pick up a ballot to cast their vote elected the members and offices of LC's student government. All students who took the 45 seconds to circle the name and picture of the candidate who they felt was best suited to hold each elected office made sure their voice was heard.

This year, LC's student body isn't going to vote to elect the students who hold office or the members of the organization that have replaced LC's student government. Today, instead of a student government, there's the Student Senate, which decided to forego a general election. Also, there will be no voting this year by LC's current student body to make sure a majority of students approve the Student Senate's constitution because presently a ratified constitution doesn't exist. The previous constitution was approved last year at the bottom of the ballots by a vast majority of students who checked the box that indicated their support for approving the now-obsolete constitution.

On Tuesday, Nov. 25, the senate held their last group meeting before the scheduled break. Student Senate meetings are being held weekly on Tuesdays at 4 p.m. in University Hall. Seven out of the 11 members of the Student Senate were present at the Nov. 25 group meeting. Student Senate does have a pair of familiar offices that were active in last year's student government, which are secretary and treasurer. I have been informed that as an alternative to the offices of president and vice president, two "co-chairs" have been activated in their place. The Student Senate meeting on Tuesday followed Robert's Rules of Order, which are the standard set of procedures that the United States Congress follows. Robert's Rules of Order were carried out to the letter by the Student Senate with the guidance of Jean Ann Hutchinson.

Aspiring Student Senate members learned at their initial meeting early this semester that this year they will serve in a transitional government empowered by the LC administration. The members of Student Senate who were present at the first meeting are all still active

members, except for two students. When the two students decided to withdraw from Student Senate the group decided to reopen their doors to admit two additional students to their roster after their closing date. Student Senate's current mission statement, that's awaiting approval from the Lincoln College administration and the Board of Trustees, states that "The Senate exists to provide communication between the student body, the administration, the Board of Trustees and the community. The Senate assists in promoting the ideals and objectives of Lincoln College-Lincoln." Accomplishing goals that are important to students on campus must be a prime directive of Student Senate.

Student Senate exists, in effect, to ensure a group of committed students will be the voice that speaks on behalf of the entire LC student body. The current individuals who hold offices first just volunteered during a preliminary meeting. Then the members of Student Senate came to a group consensus that decided which members should hold the offices of secretary, treasurer and the two co-chairs. Every member who had previously volunteered for the co-chairs, treasurer and secretary positions at an initial meeting retained their office. The individuals who now hold the offices in Student Senate and the other group members are currently the voice for LC's entire student body. The Student Senate treasurer and secretary still hold their positions that they were elected to last year by the previous LC student body. Erica Glenn is the current Student Senate secretary and Chris Smith is the treasurer. Student Senate is extremely lucky to have Erica and Chris because they're both phenomenal at performing every detail in connection with their held offices in the most efficient manner possible, and they both have the experience needed to help the Student Senate accomplish the goals they have set for the upcoming semester. Also, Student Senate is particularly fortunate to have an adult sponsor who is as knowledgeable and committed as Hutchinson because the upcoming events that Student Senate plans to take on are going to require an immense amount of effort.

An active form of student government is extremely important to every college campus. The Student Senate we have in place this year will do a fine job. There will be a Student Senate election in which the entire LC student body will decide the offices and members of the Student Senate, but not until the next academic year. In any case, even if you haven't heard much about it, LC's student government is up and running...and poised to make a positive impact.

*Car hits man. Car wins.*

An open letter to parking lot dimwits

By Ashley Welch

Dear Everyone, Especially Stupid People:

In a perfect world I would hope that this letter wouldn't have to exist, but alas, we don't live in a perfect world, and what most would consider a social norm has been made into a mystery of the human mind. I am, of course, referring to pedestrian parking lot etiquette, or lack thereof, in this particular instance.

When walking down the street, the basic idea is to walk on the sidewalk or more to the side of the street. We do this because, frankly, in the battle of person versus car, car wins every time. However, in my travels I've come to realize that the one grey area for this standard rule of being a pedestrian involves parking lots. Pedestrian etiquette for parking lots has been set adrift in a sea of stupidity, and its life raft is slowly leaking air.

How many times have you been exiting or entering a parking lot and some elderly couple is hobbling down the middle of the path, acting as if they're completely oblivious to the car creeping behind them? Should you suppress the urge to simply mow them down and spare the world of this ongoing aggravation? Of course, being human, we, for the most part, are a remorseful creature and we eliminate these urges and simply wait. But why should we have to? Is there not enough parking lot for everyone? Or do parking lots need sidewalks?

I don't think that parking lots need sidewalks, nor do I believe that mowing people down is the solution. Much like all things in our society that affect a majority, we attempt to educate before we attempt to eradicate. So let this be your Handy Dandy Guide to Parking Lot Etiquette. Let me be your

guide into this strange, fantastic world.

Rule #1: Treat the paths for cars in the parking lot like a road, because, well, they're essentially the parking lot roads.

Rule #2: Pay attention and keep your head on a swivel. If you're in a parking lot cars can be killing machines in the wrong hands. Do you really want to risk it?

Rule #3: Be courteous to the drivers; they may spare your life for doing so.

Rule #4: Person versus car, car wins every time. This rule is quite possibly the most important.

These rules are simple to follow and don't ask a whole lot of you. In fact, the four rules could save your life. To be honest, if you have a fully functioning brain this should be more humorous to you than informative. If this IS informative to you, the following needs to be done:

1. Go home.
2. Shut and lock the doors.
3. Find as much protective gear and padding as possible.
4. Put on said protective gear and padding.
5. Never leave home again, because you're an idiot and it's scary out there for you.

So again, keep all this information in mind the next time you find yourself strolling through a parking lot heading toward your favorite retailer. Danger lurks around every corner and it's up to you to keep yourself safe from it. Where will you be when the surly man in the '79 Pinto comes screaming around the corner in a very unforgiving mood? Where will you be indeed?

All the best,
Ashley D. Welch, Esq.

It's 'Merry Christmas,' d#@it!



Last time I checked, these were Christmas symbols, not 'Holiday' symbols.

By Emily Tozzini

Everywhere I go during this time of year I hear "Happy Holidays" or "Merry Christmas." I was born and raised Catholic, so I prefer hearing "Merry Christmas" when I'm out. I'm no humbug toward the Christmas season, but when I hear "Happy Holidays" after spending an absurd amount of money on CHRISTMAS PRESENTS, I lose my "holiday" spirit.

In recent years it seems like everyone is saying "Happy Holidays." What about "Merry Christmas," "Happy Hanukkah," "Happy Kwanzaa," or "Feliz Navidad"? Everywhere I look the rules are changing. I remember when I was younger—singing Christmas carols and performing the yearly Christmas concert was what I lived for. It seems like now everything to do with Christmas and the holidays in general has been banned for everyone. For example, in grade school I always had a Christmas party. Now there is a 30-minute "Holiday" party where no Christmas trees are within eyesight, and no cute stockings are anywhere to be

found. This ticks me off because it's as if the school systems are trying to take away the Christmas spirit, which is no fun! Is everyone just a bunch of humbugs? I think yes! Some would disagree with me and try to persuade me to be more focused on political correctness. I can understand this. If I were of another religion I might take offense to Christmas.

Another aspect of the Christmas vs. Holiday BS is our "Holiday Break." I hate this term. When I was growing up everything was "Christmas Break," not "Winter Break" or "Holiday Break." I think that sounds so stupid. Maybe I'm a scrooge when it comes to anything but Christmas, but I don't care. What is this world coming to? Next, we'll no longer see the cute cherry nose of Rudolph the Red-Nosed Reindeer, but instead see movies about dancing snowflakes! This saddens me because I love "Frosty The Snowman," the "Charlie Brown Christmas Special," "The Grinch," "The Santa Clause," "Jack Frost" and "The Little Drummer Boy," just to name off a few of my favorites.

What is next? Will society become so uptight and politically correct that they start taking away the smell of fresh pine trees and decorative, festive lights? This will make me cry! Right here in Lincoln, there are people who believe it should still be the "Christmas Season." This has been shown on Nov. 24 when the Christmas tree was decorated in the lobby of the girls' Heritage dorm here on campus. I have yet to see any Christmas lights around town, however, but I still have hope.

Let me clarify one thing before I conclude: I have respect for all religions. The simple truth is that, to me, this is the Christmas season, not the Holiday season. If someone insists on telling me "Happy Holidays" after spending money on a Christmas present, I will never be afraid to say "Merry Christmas" in return. Next time any of you go out to a grocery store or perhaps the mall on Christmas Eve, say "Merry Christmas" loud and proud! Don't be afraid to yell, "Merry Christmas to all, and to all a good night."

Texting: The latest educational barrier



This happens far too often in classrooms.

By Amanda Turner

I'm sure that everyone throughout the duration of their education has been cheated out of learning by obnoxious disturbances in the classroom. Whether it's the person sitting behind you, drumming aimlessly against your desk with no sense of rhythm whatsoever, or the student seating across the room popping, crackling, or snapping gum so loud that ringing sounds fill your ears, disturbances are aplenty at LC.

There's always that one student who amazingly manages to fall asleep during the class lecture and

has no idea that he or she is snoring so loudly that the desk moves with each breath. And, of course, there's always that one student who strolls into the classroom five minutes after class has begun and, to top it off, he or she slams the door.

We've all experienced the annoyance of these classroom disturbances and even contributed to them, but the one activity many students partake in during class these days is texting. You might not find the clicking of the buttons annoying, or the faint beeping produced by the key pad, but the bright array of light given off by

the screen is distracting. Even the instructor pointing out or mentioning to a student to put the phone away is disturbing.

Everywhere you turn there's a promotion for texting. Today texting is the latest way to communicate with others, especially during situations when you shouldn't be communicating with the outside (in class, for example). Over the past few years cell phones everywhere have been piling up on principals' desks and in teachers' drawers after confiscation.

There's so much propaganda for adolescents and others, but mostly adolescents, to add texting to their

phone plans because companies can get more out of their consumers this way. They know that teens will benefit from texting during classes so they can chat with friends instead of paying attention to the curriculum.

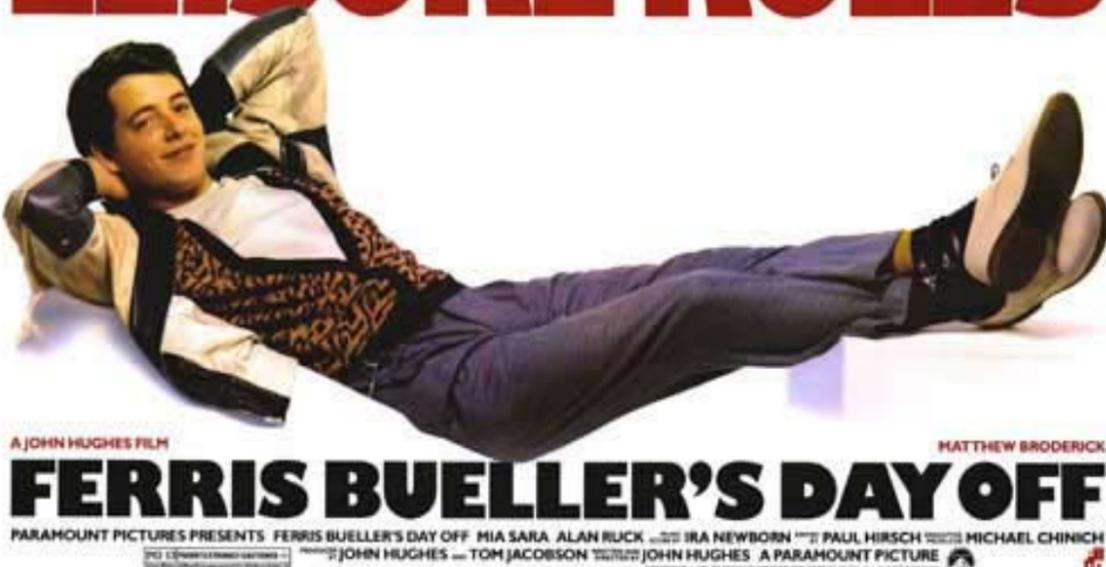
What the companies don't recognize is that texting during class affects more than just that one student; it also affects the other students who are trying to learn. Texting during a class isn't that difficult to do without being noticed by the instructor, but can be very obvious to the student sitting next to you.

It's one thing to chew your gum

disrespectfully or tap against a classmate's seat with no rhythmic perception, but either of those things isn't as distracting as the student sitting next to you pressing key after key. We've all contributed to creating these disturbances while in class at one point in time, but the next time you're texting a friend or even your mom, think about the other students in the classroom. By continuing to contribute to classroom disruptions you're not only being disrespectful toward your classmates, but also depriving yourself of knowledge.

Who needs Friday? A four-day school week is plenty

LEISURE RULES



Take note, Lincoln College: Ferris is in favor of a four-day week.

By Heidi Josenhans

I've been thinking for quite some time about classes. Have you ever thought of shortening the school week? Like, what if there was the possibility of having classes only four times a week, instead of five? It would make life so much easier. Think about it, you would have a longer weekend. You could spend more time with your family and your friends. Life would be less stressful if you just had to go to classes Monday through Thursday.

In order to do this your classes would be switched to two days a week. Now, many classes meet on Monday, Wednesday and Friday for 50 minutes. What if LC switched that to just Monday and Wednesday for 80 minutes? Why not? Tuesday-Thursday classes are 80 minutes. What's so difficult

about making Monday-Wednesday classes 80 minutes and eliminating Friday?

Now, I know what you're thinking: That's way too long for me to spend time in EACH AND EVERY CLASS; I won't be able to focus. You already do it on Tuesday and Thursday, so what's an extra two days of longer classes if the payoff is a free Friday? A Monday-Wednesday class isn't two or three hours long, so, really, you can survive. If you get your classes out of the way then you get a long weekend. Is that really such a bad thing?

This is college; we shouldn't try to make it any harder. We should make the experience as enjoyable as possible. Why not shorten the schedule? Make life more enjoyable for the faculty and the students. It would definitely make the year go by a lot quicker.

DVD Review

'Hard Candy' a tasty treat



Page portrays Hayley, a sadistic wolf in sheep's clothing.

by Ashley Welch

Just when pedophiles thought Chris Hansen's show "To Catch A Predator" is the only thing out there to worry about, in walks a Hayley Stark (Ellen Page), a tiny, grade-school looking, innocent-faced girl. Sounds like she wouldn't be much of a problem to any man of reasonable strength, right? However, Jeff Kohlver (Patrick Wilson) soon learns that appearances are more than deceiving, especially in Hayley Stark's case. This is a common theme throughout the cinematic masterpiece that is "Hard Candy" (2005).

Hayley Stark appears in the beginning of "Hard Candy" like any intelligent and bashful 14-year-old girl would. She's witty and flirty and wants to be taken seriously. When she meets Jeff, a local photographer and all-around nice guy, she tries to act calm, but you can tell she's busting out on the inside. Jeff, who is 18 years her senior, tries to play the part of the cool, calm and collected older guy who only wants to hang out with her because he feels they connected on an intellectual and emotional level.

After convincing Jeff to go back to his place, they arrive and immediately Jeff pours them a drink. Hayley spouts off something about being taught to never accept a drink that she didn't pour herself or see being poured, which honestly is good advice. Hayley then proceeds to pour her and Jeff two more drinks, and after coaxing Jeff into drinking his beverage quickly, pours them both another and prods Jeff to drink it fast as well. About midway through Jeff's second drink, Hayley prompts him to start taking pictures of her. All of a sudden, Jeff has a mini-meltdown and is rendered unconscious. What we

come to find out in the next five minutes of the movie is that Hayley spiked Jeff's drink, and she is about to put Jeff through torture to enact revenge on him. (Revenge for what, you ask? Stay tuned.)

Though motivated by revenge, Hayley takes no pity on Jeff, pulling all of his skeletons out of the closet and holding his very life at ransom. For 14, Hayley is so cunning and vindictive, she seems almost programmed. She stays on task, and her task is making Jeff feel like a complete bottom-feeder. Aside from threatening to send incriminating evidence of his pedophilia to a former girlfriend, there's also a scene in which Hayley makes Jeff believe that she has castrated him. The psychological terror of this movie grips you hard, and it doesn't let go often. You don't want to feel bad for Jeff. Given the kind of person that he is, you want him to suffer, but after a while your human nature leads you to hate seeing people suffer in pain, and at times, you almost feel bad for Jeff. You quickly snap out of it, but briefly you feel for the guy.

Overall, I would say that "Hard Candy" does in a psychologically violent sense what the "Hostel" series did in the physically violent sense. It doesn't have a whole lot of blood, but it will make you feel tense and squeamish at times. I think "Hard Candy" is one of the better psychological thrillers of our time, and Ellen Page's rendition of the Hayley Stark character is perfect. She's perhaps the best young actor in Hollywood today, and she makes this movie really come to life. Check out this movie! Remember, though, to not accept a drink while viewing it.

Grade: A+

AROUND TOWN

Nothing says good food like Don Panchito Mexican Restaurant



Looking for Mexican food in Lincoln? One word: Don.

By Shea Taylor

Andelay! Andelay! South of the border! I now have a new favorite restaurant in Lincoln (move over Stuffed-Aria). It's Don Panchito Mexican Restaurant. Don Panchito is less than five minutes away from campus and very easy to find. Don Panchito is a family-owned restaurant, and was the first Mexican restaurant in Lincoln.

The smell is intoxicating when you walk in; it evokes hunger automatically. One of the things I like about this place is its decor. Don Panchito is decorated in a kind of Tex-Mex style. Also, they play Spanish songs over the radio to make you feel more "in Mexico," and Corona signs and dried

herbs and spices like garlic litter the walls. There are also many pictures and paintings of Mexico to add to your experience. I'd rather eat in a fun place with mediocre food any day than a scruffy place with fantastic food.

Enjoying your food is easier if the environment is pleasant. The restaurant is located on the end of a plain rectangular-shaped building. The inside is quite small compared to the outside. In all there are about 20 tables, but they make the best of what space they have. When you walk in you're greeted and taken to your seat. The cleanliness was great; the table was spotless, as were the floor and chairs. On to the food!

Just like many other Mexican

restaurants, you're served chips and salsa before your meal. Don Panchito makes their own tortilla chips; they come out hot when served. Homemade chips easily surpass store-bought chips. The salsa is homemade as well and quite good: not too hot and not too sweet. The menu is huge! If you can't find something you want on the menu then something is wrong with you. Everything is reasonably priced, ranging from \$6 to \$12. I ordered the Burrito Grande, which is a foot-long burrito covered in a white cheese sauce. You have the choice of chicken or steak.

I was there on what looked like a normal night, four or five families dining in, so I figured my food might take longer. But before I knew it my food was on the table, and when they say the burrito is a foot long they weren't lying. The burrito was very good. Inside the burrito you get steak, sour cream and lettuce. Since the burrito is so big you don't get any sides with it, but other menu options do offer a choice of sides.

Overall, my experience at Don Panchito was quite pleasant. The service and food are worth the trip, especially considering the low price (my meal was a mere \$9.08). If you're looking for a taste south of the border, then Don Panchito is your place.

Peggy's delectable pies enchant even the pickiest palate



YUM!

By Jenna Hutchison

Welcome to Peggy's Place, where not only the treats are great but so is the hospitality.

Peggy's is located around the curve on 5th Street behind Stuffed-Aria. It's a small-town, cozy bakery with so much to offer. From a breakfast and lunch special to several choices of the finest baked goods, Peggy's is the place to be.

Peggy's is open Monday-Friday, 5 a.m. to 2:30 p.m. Space is very limited and so is the time but don't sweat, Peggy's has a convenient drive-thru that's open until 5 p.m.

Arriving at Peggy's, I was greeted with a smile. The aroma of all the good smells definitely draws you in as soon as you enter the door. When you enter, you notice the small capacity of only four small tables. To the right of the door is a bulletin board that posts the breakfast and lunch specials being served that day. Behind the counter and placed on the wall shows the many options and prices offered at Peggy's. They also had a perfect display of many of the goodies they offer right at the counter, such as varieties of slices of pie, cookies and muffins. It was

hard to make the perfect decision.

Being so close to the holidays, I was definitely in the mood for something sweet. I ordered a piece of their pumpkin pie. I paid right at the counter and I was shocked at how low-priced the piece of pie was. I wondered if the quality of food was going to be as low as the cost. Absolutely not! One word: fantastic! It was almost too hard to stop at just one piece. The quality of food was outstanding at an affordable price.

When I was finished, there was no hesitation in cleaning the table. The staff was very organized and efficient. I couldn't have asked for better service. Especially when the staff was constantly working to help each other in the back with the baking and greeting every customer as a friend. I was very impressed.

If you're in the mood for something sweet, yummy and affordable, I highly recommend that you to check out Peggy's Place. It's guaranteed to leave you wanting more!