

Clothing choices available at bargain prices

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Staff Reporter

Abercrombie and Fitch... \$55.75, Urban Outfitters... \$42.50, Target.... \$15.50, Value Village... \$2.50. Clothing can be found for a wide range of prices to fit both personal taste and budgets.

Walking through the doors of Value Village a vast sea of clothing lines the racks. Clothing is organized in rows of rainbow colors that invite shoppers to take the challenge of finding a treasure. The sound of hangers screeching against the rack is heard over the classic rock music as people sift through the clothing, determined to find a bargain no matter how long it takes.

"All the clothes at thrift stores are original and cheap, and sometimes they make for good conversation starters," Taylor White, sophomore, said. "I like to be happy and so if I wear something fun and extreme I can't help but be happy."

Where do you find this clothing from previous decades? Legitimately old attire can be found in such thrift stores like Value Village, Red White and Blue, Goodwill, (or even cheaper at the Goodwill outlet store where you pay for clothing

by the pound). Resale stores which charge higher prices include Buffalo Exchange and Red Light located just off Hawthorne in southeast Portland. The inexpensive pricing doesn't translate to inadequate articles as some people first believe.

"I like thrift stores because it's fun to find quality clothes at a dirt cheap price," Sarah Lord, sophomore, said. "As a teenager I don't have a lot of extra spending money to blow on super pricey clothing."

Girls tend to care more about their clothing than boys. They are more likely to buy expensive clothing and designer labels. Most boys polled said they don't place as much importance on who makes the clothing as much as how it feels.

"I don't care what I'm wearing, as long as I'm comfortable I could care less what people think about me," Keith Rivers, junior, said. The comfortable factor seems to determine what many students, boys and girls, wear.

"Designer clothing is really comfortable, and I get to wear these clothes for a really long time because they are made really well, so they last a long time," Zoey Olmstead, sophomore, said. Olmstead

is one of the many sporting soft Juicy jackets in a variety of colors.

Others think buying expensive clothing is a waste of money, but are not thrift store shoppers either.

"My \$20 jeans are made of denim just like your Sevens. Is it really that important to pay for special stitching on back pockets of your jeans?" Erin Morrow, sophomore, said.

"People have been raised with the idea that generally expensive means good and so they buy expensive things in the hopes that it will provide the best quality as well," Preston Rattle, sophomore, said. Rattle stated he could care less about clothing, sharing a mutual apathy towards clothing with some other students.

Urban Outfitters, located at Bridgeport Village, is one of the more expensive popular clothing stores that acts as a bridge between thrift stores and designer brands. It provides the vintage style that many people look for when searching through rows of clothing at Value Village, but the clothes are new and come in multiple sizes, unlike thrift stores.

"On an average day I'd probably wear a pair of cords and a v-neck with

some knock-off Converse," Ariane Hopkinson, junior, said. Hopkinson said she uses other forms of expression like humor to stand out.

Any way it's analyzed, clothing is a necessity and can be a form of self-expression.

One style is no better than another, but each person seems to think their personal fashion sense is the best. It is solely a matter of opinion whether one wishes to go to Gucci for a new bag, or paw through the bins at Goodwill.



Gracie Myers, sophomore, tries on a dress at Value Village located off of McLoughlin Boulevard. Many students shop at thrift stores to find vintage, unique clothing at bargain prices.

Photo by Haley Epperly

Service based learning inspires change, empowerment

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Change is in the air and several teachers are employing action projects as a way to make a positive difference. According to these teachers, they want their students to change, discover and feel empowered.

Todd Jones, social studies, is one such teacher. He is having his International Relations students design their own projects around a global issue they feel is important.

"I want my students to learn about major issues around the world and raise awareness," Jones said. "When I assigned them the project they were enthusiastic. Deep down students desire to matter." He assigned the project to his students in early March.

Jones does a community service project with his classes every year. The projects can span from forming a protest, to raising awareness about women's rights and the lack of education available for women around the world, to creating a project around recyclables, to raising money in order to build a school in Zimbabwe. One team in his class is putting on a variety show to raise money to build a center for women in Rwanda. Another group is trying to raise awareness about how

much electricity is wasted at the school.

"My hope is to see them motivated and empowered," Jones said.

Andrew West, English teacher, had his Core English class per-

form action projects as well. These projects were started in October and completed by his students in March.

"The projects were based on needs we saw in the school, the community, the region and the

world," West said.

The class formed groups and decided on something they wanted to change.

"This was not for Mr. West, but for themselves or something larger than themselves," West said.

According to West, the purpose of the project was not only to improve English skills such as writing proposals or following through on research, but to do something that was real, meaningful, and life altering.

However, students reactions were varied.

"For some students it was life changing, for others it was frustrating to work in a group because of the all important grade," West said.

Although some students may not have gleaned everything they could have out of the project, the results were promising according to West. Many groups did things such as volunteering at an animal shelter or a homeless shelter. One group went as far as to interview homeless people who make their residence on the I-5 exit. They wanted to know why they were there, what brought them there, and how they lived.

Ann Breyne, English teacher, is also having her English 9 class do an open ended project which they design.

"I encourage them to follow

their interests while serving others," Breyne said.

The class has talked about the project every month since September, but they didn't start until January. They are due in mid-May.

Students have created projects such as volunteering at youth agencies and environmental projects. For example, one student is making pillows for victims of breast cancer.

Breyne chose to do a Make a Difference Project not only because it ties in with the curriculum, but because students can find passion with a project such as this. After her class finished reading the memoir *Night*, she wanted them to think about what they could do for others.

"I want my students to feel empowered. One person can make a difference in the lives of others," Breyne said.

After all is said and done, the teachers who had their students plan and carry out action projects were satisfied, but more than that, their students developed into better people according to Jones.

"In general, doing an action research project was an excellent activity—another tool my students can use as an arsenal against ignorance," West said.



Katherine Millington, freshman, helps take care of a cat at Paws Animal Shelter in Willamette. For their action project, Millington and Hayley Crawford, from Ann Breyne's English 9 class, volunteered at the shelter for an afternoon and held a supply drive.

Photo courtesy of Katherine Millington