L-S Jazz dazzles

Jazz groups perform, combo wins 3rd at Berklee Jazz Fest

BY ALISON LINKE

The Lincoln-Sudbury Regional High School Select Jazz Combo, a small group of students dedicated to jazz music, recently won third place in the Berklee College of Music High School Jazz Festival. This auditioned group is directed by L-S instrumental music director Thomas Grandprey and consists of eight musicians: Jonathan Waukhonen (bass), Max Rose (guitar), Jeremy Murray (drums), Mike Taylor (alto saxophone), Prescott Blacker (trumpet), Paul Anthony (tenor saxophone), Pat Hebble (tenor saxophone), and Megan Outly (piano).

The L-S Select Jazz Combo, along with the larger L-S Jazz Ensemble, traveled to Boston in February to compete in the Berklee College of Music High School Jazz Festival. Over 200 ensembles from around the country came to participate in the intense, day long competition which is one of the largest jazz festivals in the nation. “The best part of it was not only to get to play in front of Berklee professors and get feedback from them, but to also get to listen from groups all across the country that came to play at this event,” said Grandprey. The Select Jazz Combo placed third out of the 16 schools that came to play at this event,” said Grandprey. The Select Jazz Combo placed third out of the 16 schools that came to this event. The winning Combo and Ensemble performances. Unfortunately, the Choice for Outstanding Soloist Award for his solos in the Berklee professors and got feedback from them, but to also get to listen from groups all across the country that came to play at this event. The best part of it was not only to get to play in front of Berklee professors and get feedback from them, but to also get to listen from groups all across the country that came to play at this event,” said Grandprey. The Select Jazz Combo placed third out of the 16 schools that came to play at this event,” said Grandprey. The Select Jazz Combo placed third out of the 16 schools that came to play at this event.”

Military Day sparks controversy

BY SAMANTHA ABRAMS

Military recruiters made their annual visit to Lincoln-Sudbury Regional High School just a few weeks ago to enlist students, when their display in the Activity Connector was challenged by signs posted by two teachers.

During this year’s visit, math teachers Seth Weiss and Erica Wilsen, put up signs questioning the military’s “don’t ask, don’t tell” policy. The policy, which was established by Clinton in 1993, “prohibits anyone who has sexual contact with a person of the same sex from serving in the armed forces of the United States, and prohibits any homosexual or bisexual disclosing his or her sexual orientation, or from speaking about any homosexual relationships, including marriages or other familial attributes, while serving in the United States armed forces."

There was some controversy among students and teachers about the policy. People debated whether the post- ers were appropriate and whether the “don’t ask, don’t tell” policy is a good idea. There has also been debate over whether L-S should allow the military come to our school when the military has discriminatory policies, while L-S policy prohibits discrimination.

Students and teachers’ views about the appropriate- ness of the posters have varied considerably. Junior Katie Braun said, “The posters were okay because they were the teacher’s legal expression of free-speech. If they have a strong opinion about something, they should be allowed to say what they think.”

Other students believed the posters were good because

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L-S science teams on top following regional competitions

DOE wins regionals, will compete in D.C.

BY BRETT BASARAB

The two Lincoln-Sudbury Regional High School Science Bowl Teams (A-team and the B-team) competed in the regional competition at Boston University on February 25. The A-team managed a dramatic win over the strong competition, which qualified the team to compete in the national competition in Washington D.C. in early April. The winner of the nationals earns a coveted, all-expenses paid trip to Sydney, Australia. Leading and motivating the L-S A-team was head coach and chemistry teacher Doug Grant. The team’s success was a combination of efforts by Captain Adam Bazari, Ben Michel, Brian McDermott, Vicky Chen, and Daniel Steinbrook.

The Science Bowl is an event sponsored by the United States Department of Energy to support youth involvement in science, where high school teams com- pare their knowledge against each other.

Continued on page 2

NOSB takes 1st and 2nd, nationals in KY

BY ALEX LEVY

The National Ocean Science Bowl team was formed five years ago by Housemaster Scott Carpen- ter and is currently coached by chemistry teacher Doug Grant. For the past few years, the team has won the Regional Championship, and advanced to the National Championship. The team placed second last year to Cranston High School West of Rhode Island, a team they later beat in a rematch before representatives of the U.S. Congress. For winning second place, the team was given an all expenses paid trip to Bermuda. This year, the regional final came down to a match between the L-S and A-team.

The NOSB team practices and studies heavily the entire year. Each member of the team studies for up- wards of five or six hours a week, not including the two to three hour long practice every Friday. To prepare

Continued on page 2
NOSB sinks the competition

Continued from page 1

for the competition, A-team members Alex Vai, Anna Simon, Alexander Stubbs, Kan Chen, Peter Ralli, and Warren Porter.

The individual rounds follow a jeopardy-like format, with two teams of four facing off, each with one alternate. The moderator asks a toss up question and the person who “buzzes-in” first has a chance to answer. If that person gets it right, their team gets four points and the moderator asks that team a bonus question worth ten points. Bonus questions are very important because they are worth so much more, but they are also very difficult, and the team has only 20 seconds to brainstorm an answer. A full match consists of two eight-minute buzzer rounds.

To prepare for the intense competitions, team members spend their own time learning about subjects they anticipate questions on, and also hold team practices to simulate competitions. The team works on improving buzzing speed as well as brainstorming speed and mental fatigue, because all the day competitions can take their toll. They hold scrimmages against other teams in the area, and often the A-team faces the B-team in mock competitions.

The team knows they have a formidable task ahead of them in Washington, D.C. Sixty-eight teams from all around the country will be competing, some of them schools that specialize in science. They will be dealing with much harder questions about very detailed and specific topics. L-S is going into the nationals with the hope of doing well but also seeing it as simply a good experience. “We’ve really come a long way as a team,” said Bazar. “I’m certainly happy with how far we’ve come.” The team will continue to practice in preparation for D.C., working especially on their mental fatigue with live to six hour practices. The D.C. competition is a two-day event, so it will be even more demanding than the regionals. Winning the regionals was a tremendous accomplishment for the team, and with that behind them, L-S is optimistic as they look ahead to the nationals.

First year so I didn’t know what to expect, but I wasn’t surprised that we won, because we’re a good team.”

The L-S B-team also did well in the regionals, coming in tenth overall. The B-team includes Captain Alice Brooks, Adam Gardner, Andrew Hall, Alexander Stubbs, Kan Chen, Peter Ralli, and Warren Porter.

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"We’re all pretty happy with how far we’ve come.”

ADAM BAZARI

Radio station to go live soon

After two year hiatus, WYAJ will broadcast again

Adrian L. Swenson

Radio and music fans: Your world has just become a little better and louder. WYAJ, Lincoln-Sudbury Regional High School’s student radio station, will soon go back on the air, broadcasting from its new studio in the lower level of B Building after a two-year hiatus.

This day has been long in coming for all concerned. According to FATA head Paul Sarapas, the station went off the air just before the old building was demolished in June 2004.

When the new studio was completed, Sarapas and the staff realized that a new transmitter would be needed to power the 10-watt broadcasts. This new piece of equipment cost $1500 and transmits the signal to the same antennae used before, which is on Goodmans Hill in Sudbury. The signal is then relayed to Sudbury and parts of Lincoln.

The new WYAJ leaders and long-time DJ’s, seniors Laura Deshmuk and Meghan Kennedy, are overjoyed that the station is back on the air. “It’s really exciting that the station is now open,” said Deshmuk. “It’s not only been but it’s been a great learning experience.

Kennedy related how she and Deshmuk spent a great deal of time last year tuning shows just so they could learn the new board.

They are not planning any major changes in their show that feature Classic Rock. They do plan to integrate more talk and a somewhat more diverse musical sound.

As the leaders of the station, Deshmuk and Kennedy want to emphasize that everyone is welcome to participate and to apply for a shift. Shifts usually go for two hours, either from 7 - 9am, or several shifts between 2:40 and 9 pm, Monday-Friday.

The station is licensed by the Federal Communications Commission, and staff must obey all FCC regulations with respect to signing on and off and the use of acceptable language. Infractions can result in staff suspensions.

WYAJ began broadcasting in May 1980, according to former adviser, Fred Walker. It has also had challenges in the past. Once the station went off the air because a mouse took up residence in the transmitter. The mouse was evicted.

But the hardships are now history, and the new leaders are looking forward to a bright future. “We appreciate the great freedom we have to play what we want,” said Deshmuk.

Walk supports Haitian poor

By Christine Stott and Shaina Low

The Third Annual Urban Walk for Haiti, which will take place on Sunday, April 9, is a community event aimed at raising money and awareness for the western hemisphere’s poorest country through the Boston-based organization, Partners in Health. The French Club of Lincoln-Sudbury Regional High School started the walk and has been the driving force behind it’s continuation for the past three years.

The funds raised help support the health initiatives of the world-renowned Dr. Paul Farmer in various sites throughout the hemispheres, specifically in Boucan Caille and Cange. Last year, L-S was fortunate enough to have Dr. Farmer speak at an assembly after he was honored with the annual Martin Luther King Award.

Last April over 800 people marched, coming together and carrying a message of medical equality and hope throughout the streets of Cambridge. In the last two years, 100% of the funds have helped equip operating rooms, provide community health education and medicine, construct reliable shelter, encourage water and food programs, and raise the standard of living in Haiti.

This year’s walk will begin at St. Paul’s Church at 29 Mt. Auburn St. at 1:30 p.m. on April 9 for a short three-mile scenic walk around Cambridge. Haitians and non-Haitians, religious groups, schools and universities, sports teams, family members and co-workers individuals are invited for the music, dance lessons, performances, cuisine and crafts. It is a great way to learn more about an unfamiliar country while enjoying yourself and spending time with friends and family. Even those who are unable to walk on April 9 are encouraged to sponsor walkers or to show support monetarily with a tax-deductible check made out to Partners in Health.

All information is available online at www.CHANGEforHAITI.org.

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All information is available online at www.CHANGEforHAITI.org.
Irish Night showcases talent among L-S students, faculty

by Tessa Patikau

One week before St. Patrick’s Day, the Lincoln-Sudbury Regional High School SADD (Students Against Drunk Driving) Committee kicked off what will hopefully become an L-S tradition. Featuring traditional Irish music, dance, and food, it was an enjoyable evening for all the families in attendance, those of both L-S students and the greater Sudbury community.

After the event’s coordinator Paula Wolfe welcomed the guests, English teacher Dan Conlee set the tone with a poem by Irish poet William Butler Yeats. He was followed by Science department head and physics teacher Connie Patten on the trumpet, followed by Science department head and physics teacher Connie Patten on the trumpet.

The evening continued with more music, and singing with Mark Santoro, and later, a rendition of ‘My Wild Irish Rose’ by the Lincoln-Sudbury Regional High School club Students Against Drunk Driving (SADD).

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In the midst of the performances, a group of students from the Devine-Reny school of dance entertained the audience with a traditional Irish dance. Seiga’s step dancing routine delighted the crowd, followed by posters contributed pictures that were used in a slide show. Assistant Principal Michael Collier and Patten taught a craft course in step-dancing in the AB connector.

The fundraiser was quite successful due to the enthusiastic admission as well as the sale of traditional foods such as Irish soda bread.

In total, the event raised $1550 which will allow L-S students participate in foreign countries, and will finance summer students from abroad spending time at L-S. Both the guests and the Exhange committee were thrilled with the successful event and look forward to this new tradition at L-S.

Celtic Stepping Kelly Fitzgerald performs a traditional Irish dance.

and physics teacher Connie Patten on the fiddle, who, accompanied by a fiddlist and guitarist, played lively Irish jigs and reels.

The evening concluded with more music, and singing with Mark Santoro, and later, a rendition of ‘My Wild Irish Rose’ by the Lincoln-Sudbury Regional High School club Students Against Drunk Driving (SADD).

The Lincoln-Sudbury Regional High School club Students Against Drunk Driving (SADD) hosted its first public presentation of the year on February 7. Koren Zailckas, author of the hit novel Smashed, spoke at L-S about her book and her experiences growing up in the suburbs of Boston as a frequent alcohol user. As Zailckas read an excerpt from her book, the entire crowd was riveted by the power of the passage. During her talk, she recalled one of many times when she passed out from drinking alcohol. From the beginning of this high school, she and her “friends” drank and abused alcohol almost every weekend, and Zailckas felt that the only way to fit in was to continue drinking in this environment.

“I feel that it is a legitimate policy if it helps the military function. Men in the military today do not have those freedoms to do and act the way they did.”

There are also a variety of views about the ‘don’t ask, don’t tell’ policy. Some students feel that it is a legitimate strategy to keep the military running smoothly. They believe that it is a good policy if it helps the military function. Men in the military today do not have those freedoms to do and act the way they did.

“People shouldn’t have to hide their sexuality in order to join the military,” one student said. “They argue that the policy is unfair because they believe that being gay is bad.

In general, most of those interviewed agreed that it is acceptable for the military to come to our school, despite its discriminatory policies. Most students said that the recruiters do not cause any harm, and if students do not want to be bothered by them, they can avoid them.

Junior Olivia Solis argues that, “It is legitimate for the military to come to L-S because we are a public school that gets federal funding, and we should be open to all sides of the debate.”

Many people said that if we let colleges come, we should let the military come as well.

Other people believed that L-S should not let the military come to our school. Junior Tess Zinnes said, “I hate it that we let them come to our school when they have policies that are against what we believe.”

See the two teachers’ opinion piece on page 5.

‘Peer Helper’ seeks students

by Cat Matthews

The Lincoln-Sudbury Regional High School’s Peer Helper/Leader Program is designed to develop students’ leadership and communications skills. Wellness teacher Susan Shields, who took over the program last year, is enthusiastic about the program, which she describes as “kids helping kids,” but is disappointed that its popularity has decreased over the last few years.

The first year a student becomes a peer helper, he or she meets once a week in a small group to talk about a variety of topics ranging from the stress of teens and high school parties to racial issues. The second year the student can become a Peer Leader and have an internship in town, working at the elementary schools, peer leading at Curtis, being a Big Brother/Sister to a new L-S student, peer tutoring, becoming a Peer Helper for ESL students, and organizing Teen Health Issues Events.

Junior Jenny Wright says, “The peer helper groups to discuss, conversations often go on for torrents. Naomi Rosenthal, the leader of one group, said, ‘There is a curriculum for the Peer Helper Program. The first step is getting to know one another, the next is discussing issues, and the last is building skills. We just use these as guidelines, though.’

Ryan says, “people shouldn’t have to hide their sexuality in order to join the military.” They argue that the policy is unfair because they believe that being gay is bad.

In general, most of those interviewed agreed that it is acceptable for the military to come to our school, despite its discriminatory policies. Most students said that the recruiters do not cause any harm, and if students do not want to be bothered by them, they can avoid them.

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See the two teachers’ opinion piece on page 5.

This year, the Lincoln-Sudbury Regional High School Teachers Association has been negotiating a new labor contract with the school committee. The contract, which could last for as long as three years, covers a wide range of topics, from salary and benefits to workplace conditions and the makeup of the weekly schedule. This contract applies only to teachers, so it does not include Housemasters, support staff, or any other school officials.

The teachers who belong to the association vote to elect officers of the association, who then vote to elect officers of the association. The teachers who belong to the association vote to elect officers of the association, who then vote to elect officers of the association. Members of peer helper groups often bond and are comfortable with one another in discussing topics others might consider awkward.

Senior Mike Wright has participated in the Peer Helper/Leader Program for three years. He trained for Peer Helper as a sophomore and has been a Peer Leader the past two years, tutoring and assistant teaching at Peter Noyes Elementary School. “It’s exciting to work in an elementary school,” he says, “especially when I can literally see the changes they make because of what I do.”

Many students feel that the policy is flawed. They believe that being gay is a part of who one is, and as junior Erikka

against the military coming to school thought that the posters made a statement to the recruiters. On the other hand, those students supported the message of the posters but, as junior Julie Devine says, “I’m the wrong year.”

Those students believed that the posters were disrespectful to the military recruiters.

The military recruiters have no power to change the policy, so the teachers should have put up the posters when they weren’t there.”

Scott Carpenter, housemaster of North House, had been invited to the meeting with Dr. Ritchie to talk about how they feel school is going, the progress being made in classrooms, and any grievances about the school superintendant/principal.

He said, “I receive the daily newspaper, and I see what’s going on, but when I receive the daily newspaper, and I see what’s going on, but when I meet with the teachers, I get a whole new perspective.”

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Students interested in becoming a Peer Helper should seek Shields in the Peer Helper Room.
How ‘bout a non-prom ‘prom’?

The Forum features an opinion article on page 14 of this issue about high school proms. For many at Lincoln-Sudbury Regional High School, the prom is a highlight of the year. They really enjoy everything about it—the glory, the glamour, the limousine, the sophisticated dress. Memories of this special night’s festivities will be shared by all of these people for the rest of their lives. But the fantasy is not shared by all.

There are also people in our diverse school who do not want to spend the time and money on a prom. To some, paying $100 for a limo and $200 for a dress is excessive. Between the senior and junior prom, over $200,000 is spent by students on dresses, limos, hair, and nails. Some just don’t want to sit in a big room listening to music that many do not wish to dance to.

Instead of assuming all students share the same ideal for a fun night, the school should offer alternatives. A place like Lincoln-Sudbury is usually open to new ideas. Students could go on a weekend camping trip together. Or explore Boston for the night. Or do a community service project. Students who have different needs should be able to celebrate the end of the school year as they want to. After all, a night with such hype should be enjoyable for everyone.

People who want the prom should be able to go. Hopefully they will have the night of their lives. But let’s remember those in the senior class who might prefer a different setting. Different strokes for different folks.

If we don’t learn, we’ll repeat it

by Mike Gleason

Philosopher George Santayana once said, “Those who refuse to learn from history are condemned to repeat it.” Apparently, President George W. Bush didn’t take Santayana’s advice to heart. Unfortunately, numerous parallels can be drawn between the current Iraq War and the catastrophe that was the Vietnam War.

Both the Vietnam War and the War in Iraq were waged out of choice rather than necessity. The US invaded Vietnam to eliminate the supposed threat of a harmless ideology rather than a legitimate threat to national security. In April 2004, President Bush, speaking of comparisons between Vietnam and Iraq, claimed flatly, “The analogy is fair.”

It is easy to counter Bush’s statement, however, by examining his reasons for invading Iraq. He claims that Saddam Hussein possessed weapons of mass destruction. Neither claim has ever been substantiated in the least. The fact of the matter is the Iraqi government, led by the Iraqi government of the mid-1990s, posed no threat to the security of the United States.

From a military standpoint, both the Iraq and Vietnam Wars involved guerilla warfare in areas where American forces lack experience. Massive firepower, especially in the preliminary stages of the confrontations, was utilized in both Vietnam and Iraq. Throughout both conflicts, US officials deliberately distorted the American citizens’ perception of enemy strength. North Vietnamese were called Commies and Reds. Today, terms such as “terrorists, thugs, insurgents, and radical fundamentalists” are applied to those who oppose the American occupation. Despite the obvious lack of a tie between the prior Iraqi government and the terrorists responsible for the September 11th attacks, the Bush Administration feels no remorse when generalizing and referring to all foreigners against the Iraq War as “terrorists” and a “threat to freedom.”

Logistically, the lack of a clear-cut plan was evident in the outcome of the Vietnam War, and it seems equally apparent in the Iraq War. The road to “victory” in Iraq has yet to appear on the map, and, as we witnessed in the Vietnam War, the lack of such a strategy hinders our forces, and essentially eliminates the possibility of success.

As America starts recruiting and training more Iraqis to defend their own nation, the term Vietnamization comes to mind—a tactic employed by the Nixon Administration to transfer war responsibilities to the South Vietnamese and evacuate American soldiers prior to completing their goal. The use of such tactics could indicate the future removal of U.S. forces from Iraq without first securing the nation, which would have devastating repercussions.

The most frightening parallel between the two wars relates to the end of the Vietnam War and the foreseeable result of the Iraq War. The Vietnam conflict dragged on for over a decade before the United States pulled out. Despite the millions of American lives lost and dollars spent, the United States failed to realize the military goals established in Vietnam. The situation in Iraq seems equally hopeless, with minimal progress at a painstakingly slow rate.

Another Vietnam would be disastrous for the people and status of this nation, and cannot be allowed. Drastic changes must be made if the current administration wants to prevent such an outcome, not only to ensure freedom and security for Iraqis and Americans, but to ensure such liberties globally.

The college crunch

by Lisa Burkin

College. The magical place of freedom, independence, great classes, and parties. Of lifelong friends, stimulating intellect, and career opportunities. So why has this beautiful dream turned into a year and a half long horrible nightmare? If you’re an overwhelmed junior like me or an experienced senior, you know the negative effects the word “college” can have upon you the minute it is uttered.

Be it the overly enthusiastic relative who’s been pestering you since freshman year, the professional SAT tutor, the veteran guidance counselor, or the unsuspecting neighbor as soon as the evil words “So, have you thought about where you’re applying to college yet?” escape their lips, you start to feel like giving a Chuck Norris-style roundhouse kick to the nearest moving object.

The only people who will never ask you are your friends because they know your pain all too well. As the process continues, the questions evolve, but maintain their same redundancy and pain evocation. Instead of the original “where are you applying?” “Ed or EA?” “SAT or ACT?” “East coast or West coast?” “Should I punch you in the face or just slap you?” “Are you visiting?” “So, have you heard anything about where you’re applying to college yet?” escape their lips, you start to feel like giving a Chuck Norris-style roundhouse kick to the nearest moving object.

Even my spam mail has changed from websites advertising phallic and breast enlargements to catalogues of every school in the country.

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You may have seen the signs a few weeks ago, as we hosted soldiers from the Army, Navy, Air Force and Marines, and wondered what they were about.

To the Editor:
The point of last issue’s article was and I quoted it, we present the arse and start selling the music! The rant is directed to musicians, we are also the ones who fuel the music! The rant is directed to musicians.

To the Editor:
champion.

This Coffeehouse was the last before senior graduation. Two years have been full of brainstorming, covered in the paint used to make signs, tasting of antacid used to mollify the stress caused by the protests are happening all over the country, every day, and it is the recruiters’ job to explain military policy, though the complaints continued, it becomes clear that there are new obstacles in event planning.

We are two teachers from Lincoln Sudbury Regional High School’s history department. In response to recent coverage of our colleague, Bill Schechter’s suit for the Armenian Genocide.

In the last two years, I have worked with a group of students known as the Youth Action Committee (YAC), along with several different advisors, and our loyal advisor, Jessica Bendel, the Sudan.

It is a considerable task to plan a large event. Those that are related to L-S must follow school guidelines. Rules require the attendance of a police officer, chaperones, and the typical ban of drugs and alcohol. Bands must be scheduled, posters and announcements must be made, slips must be put in mailboxes and a venue must be booked in preparation for a Coffeehouse. In the end, your fingers are crossed as you stand at the entrance before the scheduled beginning, hoping to at least cover costs, but dreaming of the front page of the Town Crier headline reading: “Student Plans Great Event, All Rejoice.”

In 2006… “UNCLE SAM SAYS YOU… IF YOU ARE OPENLY BLACK”

IN 2006… “UNCLE SAM SAYS YOU… IF YOU ARE OPENLY FEMALE…”

IN 2006… IF YOU ARE OPENLY GAY… UNCLE SAM SAYS, “GO AWAY!”

The answer? We can and should host the military, as we might host other institutions with whose policies we may or may not agree. We can and should support our troops. Simultaneously, when we have objections, we can and should make them visible. Military Day can be an occasion for more freedom of speech: respectful, factual speech. If nothing else, the signs put up were written to be factual and respectful. They were designed to let our student body know that the L-S statement of purpose does not have to be just a collection of fine words without substance. We should remember that discrimination of all kinds and should be working to exercise our freedom of speech to fight for it. Let the military have its message, but as you re-read L-S’ policy statements, and as you think about the impact of the pressure to keep policies like “don’t ask, don’t tell” on students, teachers, friends and allies. While the signs were interpreted as rude by some, the recruiters understood that the signs were not personal attacks. In fact, some of them pointed out that this exercising of the First Amendment is precisely what the military fights to preserve.

We are two teachers from Lincoln Sudbury Regional High School’s history department. In response to recent coverage of our colleague, Bill Schechter’s suit for the Armenian Genocide, we use the Facing History and Ourselves curriculum to highlight the connections between history and current events. We teach history in the public schools because we believe in the power of all individuals to make a difference. We hope that by listening to the voices of victims, perpetrators and bystanders that we will empower our students to play a participatory role in democracy. To that end, we present the Armenian genocide in the thematic context of a society divided into “us” versus “them” and the concomitant dehumanization of the “other.” We teach the Armenian genocide as the first genocide of 20th century.

We present a wide range of historical events, including Henry Morgenthau’s report of the persecution of Armenians as well as the official Turkish denial of systematized persecution. We then ask students to discuss and debate the evidence. We try to sensitivize students so that all students feel empowered to participate in evaluating events in history and articulating their significances. We see it as our role and duty as educators to encourage this type of free speech and to motivate students to participate in our democracy.

We should all cut YAC some slack

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I was surprised when the Coffeehouse of March 17th had so many complications.

Youth Coordinator. We have planned at least a dozen events, though no one has seen certain subcommittees have raised funds to $10,000, though again, no one has an exact total. As a member of the L-S community, I would guess that you have been to a Coffeehouse, Defac Coffeehouse or Steve Richard Memorial Concert, or at least are aware of the output of the students involved in the event. If you feel the need to reform the signs put up were written to be factual and respectful. They were designed to let our student body know that the L-S statement of purpose does not have to be just a collection of fine words without substance. We should remember that discrimination of all kinds and should be working to exercise our freedom of speech to fight for it. Let the military have its message, but as you re-read L-S’ policy statements, and as you think about the impact of the pressure to keep policies like “don’t ask, don’t tell” on students, teachers, friends and allies. While the signs were interpreted as rude by some, the recruiters understood that the signs were not personal attacks. In fact, some of them pointed out that this exercising of the First Amendment is precisely what the military fights to preserve.

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Opinion

By Will Pettengill

The basic premise of the American system is that the best man for the job should get the job, the most efficient business will get the most customers, and that hard work will pay off. So why doesn’t the student who is most likely to succeed in college have the best chance to get in? American colleges have instituted three admission policies which fundamentally undermine the US meritocracy: legacy preference, athletic recruits, and affirmative action.

Affirmative action is widely regarded as a progressive reform to help increase diversity on campuses. Although a less offensive variety than slavery or disenfranchisement, affirmative action is racism. By definition, when two candidates with, or even unequal qualifications are in competition for an admission spot, the underprivileged minority will get the tip.

Why should race have anything to do with college admissions? A common sentiment is that a diverse student body aids a learning environment. This argument is flawed. The reason these college campuses is that of a veggie platter, not a mixing pot; students tend to clump together in groups of people of their own race. In fact, this is a generalization of the inter-racial interaction that does exist but it is overestimated in quantity and importance. Does it make sense that talking to someone who happens to have a different color of skin than you will make you a more intelligent person? No.

What does make sense is that talking to someone who has a different perspective than you will give you a fuller interpretation of the world. At times this may coincide with the cultural differences and traditions associated with different races. Maybe one admission policy that could really improve a college learning environment would be the intentional pursuit of people with different social and political views; assuming that this is best achieved by favoring certain races over others in admission is wreckless thinking.

Why doesn’t the student who is most likely to succeed in college have the best chance to get in?

It is a great societal hypocrisy that discriminating against certain races is heavily frowned upon, while favoring certain races is celebrated as a great progressive reform. Can we really be so short-sighted that we don’t see that those policies are the same?

One variety of affirmative action that does make sense is to favor people who have endured economic hardship. Recently, many Ivy League and top liberal arts colleges have implemented need-blind admission policies to help underprivileged applicants.

The greatest indication of what a student is likely to achieve in college is what they have done with the opportunities they have had access to. Undoubtedly, rich kids who have gone to private school have had more opportunities than the average American, but that does not mean that he or she will do better at college. The poor inner city kid who has SAT scores in the low 600’s, but has started his own company to pay for college, is probably a better applicant for an Ivy League college than the rich kid who attended Andover and has straight 780’s, but shows no real drive. Still, policies favoring poor students who have excelled are less common than those favoring certain races.

If the prestige of private school is not enough, Andover kids have an affirmative action of their own. Legacy admissions are an important mechanisms of the American aristocracy to keep its power. Our own president, who had SAT’s in the 1200’s (The average was about 1410) but attended Yale, was a beneficiary of this system. Children of Ivy-leaguers have a big enough head start on everyone else without admission policies directly favoring them.

Most top colleges have tuitions that are unbearable, and bank accounts that are unfathomable. Sure, maybe one reason for this is that alumni have given a great deal to their alma maters, but Harvard is at no risk of going bankrupt. Alumni donate for reasons besides assuring their children’s acceptance. How about investing in the future instead of the past and admitting the student body that is most likely to succeed in college and in life? Maybe, just maybe, they will be grateful for their undergraduate experience and donate themselves.

Athletic ‘tips’ are the third bullet that colleges have imbedded in their proverbial feet. The ability to throw a basketball through a hoop ten feet high, or kick a ball into a net, or throw a football so that it spins in a perfect spiral are not the skills that are going to pay dividends later in life. Yet, in many many cases, it is athletic prowess that earns mediocre students spots at top colleges. I would not say that athletics are meaningless and should not be evaluated at all in the admissions process; sports give kids a wonderful sense of time management and leadership. However, it is not for this reason that they are weighted so heavily.

Colleges want these athletes so that their basketball team can show up in the NCAA basketball tournament, or that a school can earn a reputation as an athletic power house. Last I checked, a school’s purpose is to give its students the greatest academic enrichment possible, not please local sports fanatics.

Thus, students who are extremely active, students who play these sports but don’t excel at one, students who are ferocious players for club teams (i.e. rugby, frisbee, sailing), and students who have the same understanding of time management and team dynamics as varsity athletes do are the ones who get short shrift during admissions. It is these kids, the well-rounded student-athletes who have taken advantage of the opportunities presented to them, who are underrepresented at top colleges. After minority quotas, legacy admissions, and athletic tips, there are few spots left for these kids, kids who should be the most prominent of any of the aforementioned groups. These practices are un-American, unfair, and counterproductive.

I hope that one day, the American meritocracy founded in the Jeffersonian tradition will be restored. Until then, you might as well trade your homework tutor for a personal athletic trainer.

Duba’s Dubai debacle: executive hypocrisy

By Alexandra Siegel

Since September 11th, “national security” has been George W. Bush’s catch phrase. In the name of national security, the Bush Administration has justified the wars in Afghanistan and Iraq, secret international tortue prisons, and numerous civil liberties incursions, including Patriot Act and illegal wiretapping. However, the recent controversy surrounding the port deal with Dubai Ports World, a consortium of the United Arab Emirates, indicates that the Bush Administration championed national security selectively—advocating it when it advances their political and economic agendas and neglecting it when it gets in the way.

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The ability to throw a football so that it spins in a perfect spiral is not a skill that is going to pay dividends later in life.

The Bush Administration outraged the American people. He has been perfectly willing to take our civil liberties in the name of national security, yet when it comes to securing our ports, he seems to forget the cause entirely.

The 6.6 billion deal would have allowed Dubai Ports World to manage major American port facilities in New York, New Jersey, Philadelphia, Baltimore, New Orleans, Miami, and 16 other ports. While George W. Bush alleges that his deal would not jeopardize national security, many experts disagree. Two of the 9/11 hijackers were from the UAE, and some of the money that funded September 11th was funneled through Dubai Ports World. Furthermore, the UAE was one of only a few nations to recognize the Taliban as a legitimate government. Dubai was also a midway point for the illegal sale of nuclear technology to North Korea, Iran, and Libya. Our own State Department says that Americans in the UAE “should exercise a high level of security awareness.”

The United States has economic dealings with Dubai, and it has been treated as a legitimate government.

In 2000, Bush claimed he was sending to the American people. He has been perfectly willing to take our civil liberties in the name of national security, yet when it comes to securing our ports, he seems to forget the cause entirely.

The port deal received great opposition from Congress and American citizens alike. According to a poll run by TNS released by the Washington Post and ABC News, 70% of Americans thought Dubai Ports World should not be allowed to manage the 21 ports in question. Under threat of legislative action, Dubai Ports World abandoned their quest.

While Bush claimed that going back on the port deal would “send a terrible signal to friends and allies,” perhaps he should have been more worried about the message he was sending to the American people. He has been perfectly willing to take our civil liberties in the name of national security, yet when it comes to securing our ports, he seems to forget the cause entirely.

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**Features**

**Fatherhood at L-S: new dads discuss experience**

**BY JULIA PERCE**

Within the last few years, an abundance of new daddies have appeared on the Lincoln-Sudbury Regional High School faculty. Like the new L-S moms interviewed in the last issue of the Forum, these hard working fathers have had to learn what it takes to raise a child at home while continuing to help helping their students to grow at school. They all agree that being a father is one of the most wonderful things they have experienced, but that does not mean that it is an easy life.

While mothers must suffer with the side effects of pregnancy, fathers must deal with their own set of issues. Most fathers claimed that with the arrival of their new-born, their biggest challenge in regards to teaching was not having as much time for work and leisure. They all spoke of a certain schedule they need to establish in order to keep their family happy and yet still maintain their professional life. History teacher, Josh Gilman says that, “The hardest part is trying to strike a balance. Which comes first? Are you a teacher or a father? Both jobs demand a lot, and you need to be able to deal with both.” The L-S teacher dads are passionate about teaching, but with raising a child, they find that time has to be managed carefully in order to meet all of their responsibilities. As history teacher, David Grace puts it, “You do what you gotta do. Sometimes it’s difficult, but it is not about what you want to do. Things need to be done. Before, I had more time for work, my wife, and leisure, but now I have another job.” Obviously, there is a difference between taking care of your family so you can get food on the table, and sitting with them to have quality time. Being a working dad can make it difficult to “live up to the fairy tale,” says Mr. Gilman.

To be able to strike this work-home balance, L-S fathers have had to make sacrifices. For example, Gilman realized that he could no longer coach freshmen basketball, because he has to pick up his two and a half year old daughter, Courtney, at daycare. These dads are needed at home as soon as possible, and these commitments puts limitations on their availability to students after school. When they get home, they have to care for their child. “Coming home to a cranky two year old is not much different than working all day with cranky fifteen year-olds,” claims Gilman. “Sometimes you just want to kickback after a long work day, but you get stuck singing the magic school bus instead,” says Grace of his almost two-year-old, Rachel. Often these teacher dads do not get to start grading papers and organizing lesson plans until they put the kids to bed. Between being at school all day and caring for their kids all evening, they are exhausted by 8:30 p.m. and find it difficult to get everything done. Grace wakes up at 5:00 am so he can buckle down and prepare for his first class. L-S teachers have found that because they have additional responsibilities at home, things tend to take longer to get done. Papers cannot always be graded as quickly or as thoroughly. Having their child as their number one priority and then their job following close behind, leisure time is practically canceled out. A common theme sounded by L-S fathers to their new lives is that no matter what they do it is difficult to manage their personal life with their professional life.

There are struggles associated with working dads, but that is true in every occupation. Fathers at L-S, however, find that the school was very supportive of their new needs. There are eight new parents within the past year, just in the history department. Despite the support L-S gives, there are still the same expectations for teacher dads. These dads do not complain about the three to four hours they get with their kid a day. Although they would love as much time with their babies as possible, they love their jobs too, and would not change a thing about it. As Grace puts it, “Every once in a while, I wish I had more time with my family, but compared to other jobs, it’s not a bad deal. I feel fortunate.”

To future L-S fathers, Gilman advises patience. Grace offers the following perspective, “Every step of the way, you have more responsibilities and interests and as you get older, it is tougher to manage. But sometimes you just have to let yourself off the hook, because you have to take care of your littluns. I can’t imagine what it was like with out having her be a focus in my life. You have to adapt to things.”

In keeping with L-S’s continuing support for fathers and mothers with young children at home, “a family room” has just been re-furnished. The lounge area offers a quiet and safe space where children can stay while their parents work.

Other new daddies at L-S include Yoshitaka Ando (Athletic Trainer), Peter Ellenbaas (Science), Greg Gammons (Wellness), Dave Hosford (History), and Boujike Noordizje (Math).

**Culinary Club shares new flavors, expertise with students**

**BY THE CULINARY CLUB**

Headed by faculty advisors Vicky Cabarian, M.J. Galano, and Nancy Lopez, the Lincoln-Sudbury Regional High School Culinary Club is a new addition to the L-S club society. The club was established to encourage students to feel more confident in the kitchen and to broaden their knowledge on international cuisine.

In recent months, activities have included a crépe fête inspired by French teacher M.J. Galano, a homemade pizza party with gourmet toppings, a stir-fry luncheon, and a holiday cookie swap. Incorporating a variety of cultural dishes is important in creating a diverse collection of recipes. It really encourages people to try new things and branch out from what they are used to. Hopefully, an L-S cookbook featuring student and faculty favorites will be published in the near future.

Though they spend a lot of their time cooking in the nutrition room kitchen, their goals lie far beyond that. At the annual Thanksgiving Dinner hosted by the Martin Luther King Action Project, the club prepared assorted cookie baskets for the seniors at Wingate Assisted Living. Occasionally, they sell concessions and baked goods at L-S athletic events.

The club is gradually gaining popularity and all are welcome to join. As of now, the group is primarily composed of females but they are looking to recruit some male members. The Culinary Club provides a casual, low-stress and safe space where children can stay while their parents work. The club hopes to become more involved with the greater Lincoln and Sudbury communities. At the annual Thanks giving Dinner hosted by the Martin Luther King Action Project, the club prepared assorted cookie baskets for the seniors at Wingate Assisted Living. Occasionally, they sell concessions and baked goods at L-S athletic events.

The club hopes to become more involved with the greater Lincoln and Sudbury communities. At the annual Thanks giving Dinner hosted by the Martin Luther King Action Project, the club prepared assorted cookie baskets for the seniors at Wingate Assisted Living. Occasionally, they sell concessions and baked goods at L-S athletic events. The club is gradually gaining popularity and all are welcome to join. As of now, the group is primarily composed of females but they are looking to recruit some male members. The Culinary Club provides a casual, low-stress and safe space where children can stay while their parents work.

Future plans include visiting a Tapas restaurant, a fold-out travel to the Indian, beet, and style by Roasi, in Framingham, a fondue afternoon, and possibly a class or a visit to a culinary institute at the end of the year. They keep themselves busy, but manage to have fun at the same time. And, it is a good way to meet new people. If you are interested, or would like more information, stop by one of their meetings during ACA in the nutrition room or contact one of the student or faculty advisors.

**Caramelized Onion Pizza**

**Dough:**
- 1 Tbs. sugar
- 1 cup warm water
- 3-1/4 cups flour
- 1 Tbs. sugar
- 1 pack (1/4 ounce) dry yeast

Mix dough ingredients in a bowl, let rise for 15 minutes. Knead dough until smooth and elastic. Shape dough into a ball and put in an oiled bowl, turning the dough to coat it with the oil. Let rise until doubled in bulk. Punch down the dough and shape into 1 or 2 pieces. The entire recipe will make one large (16") pizza or two small (12") pizzas. Shape the dough either by hand or with a rolling pin, stretching out as necessary to achieve a thin dough. For a lighter crust, let the dough sit for a half hour after shaping before constructing pizza and baking.

**Topping:**
- 1/4 cup olive oil
- 1 cup packed (1/4 ounce) dry yeast
- 1/4 cup flour
- 1/4 cup olive oil

Mix yeast ingredients in a bowl, add water and mix well. Stir until dissolved. Let stand until the yeast foams slightly to insure that the yeast is effective. Combine 3 cups of flour and salt in a large bowl. Pour in yeast mixture and oil. Begin to mix flour until the remaining 1/4 cup flour so that the dough is no longer sticky. Continue kneading until the dough is smooth and elastic. Shape dough into a ball and put in an oiled bowl, turning the dough to coat it with the oil. Let rise until doubled in bulk. Punch down the dough and shape into 1 or 2 pieces. The entire recipe will make one large (16") pizza or two small (12") pizzas. Shape the dough either by hand or with a rolling pin, stretching out as necessary to achieve a thin dough. For a lighter crust, let the dough sit for a half hour after shaping before constructing pizza and baking.

**Mix dough ingredients in a bowl, let rise for 15 minutes. Knead dough until smooth and elastic. Shape dough into a ball and put in an oiled bowl, turning the dough to coat it with the oil. Let rise until doubled in bulk. Punch down the dough and shape into 1 or 2 pieces. The entire recipe will make one large (16") pizza or two small (12") pizzas. Shape the dough either by hand or with a rolling pin, stretching out as necessary to achieve a thin dough. For a lighter crust, let the dough sit for a half hour after shaping before constructing pizza and baking.**
The Lincoln-Sudbury Regional High School Wellness department is at it again: adding new courses to its curriculum that perpetuate its reputation as an exciting and innovative department. With new semester-long classes, such as Sports Psychology, students are given a wide selection of courses to take as an elective. Students are also encouraged to be student leaders in Wellness classrooms, giving them the opportunity to help instruct younger students and gain leadership experience. Being original is nothing new for L-S’s wellness department, it has been reinventing physical education since the beginning.

If one were to ask the average adult what they would associate with Gym or Physical Education class, they would most likely give answers about dodgeball or embarrassing uniforms. At L-S it’s a different story. As early as the late 1960s, the Lincoln-Sudbury Wellness program, then known as Physical Education, began to incorporate nontraditional classes into its curriculum. For example, in its early stages, the class Outdoor Pursuits combined physical activities such as snowshoeing with group building skills such as the human knot: an activity where a group of students congregates and joins hands with two other people in the group and then attempts to “untie themselves.”

The Wellness Program is a composite form of traditional Physical Education, Health Class, and everything in between. The current curriculum consists of courses from the required Cardiovascular Fitness class, which teaches cardiovascular wellness by training with heart rate monitors and classroom education, to nontraditional activities such as Rocks and Ropes. Traditional health classes, “focused on what not to do,” says Belcher. She points out the L-S curriculum highlights what you should do. For example, drug education does not simply tell students to just say no to drugs, but that drug use is sometimes the result of “under their breath” say that in real life that it is not the way wellness is taught in an average school. They both agree that this is not the case at L-S.

Forty years later the Wellness Program has become a staple of L-S culture. According to the National Association for Sports and Physical Education (NASPE), the majority of high school students have physical education only for one year between grades nine and twelve; this situation is clearly not the case at L-S. Wellness focuses not only on the physical, but also the intellectual and even spiritual aspects of wellness. These aspects are part of the L-S Wellness philosophy of practicality. “Health concepts and ideas are not just talked about in a classroom, they are merged into activity classes,” stated head of the Wellness department Leslie Belcher.

Wellness receives a Makeover Once traditional classes, such as badminton, are updated by incorporating all the wedges of the L-S Wellness ‘hexagon.”

The Wellness Program is also characterized by experimentation. It is designed for the individual to see what works for them. Belcher says, “Wellness is about the individual taking charge.” The vast curriculum allows students to take yoga, self-defense, or create a personal workout plan in Personal Fitness. It also encourages students to try forms of athletics that they have not been competing in since their elementary school days such as badminton, tennis, and golf.

L-S wellness teachers Chris Belmont and Matt McCormick can recall how their college professors would teach a wellness concept and then “under their breath” say that real life that it is not the way wellness is taught in an average school. They both agree that this is not the case at L-S.

From its earliest days in the late 80s, as part of a school-wide reform effort called L-S 21, the Lincoln-Sudbury Wellness program has been an innovator. At the time, typical gym class in most school systems was geared toward competition and traditional sports such as baseball and basketball.

Students who were not interested in or confident with such courses were turned off by the class and physical fitness in general. In the late 1970s, yoga and weight training that allowed girls to participate, were offered at L-S, and Belcher taught a running class. The running class, and the entire Wellness Program, was focused on seeing the individual improve. In this running class, a student training for a sport could run four miles while a novice runner could begin to learn the basics.

L-S Wellness is focused on relevant life skills, whether it is physical, social or intellectual. A student can take Cardiovascular Fitness and learn about the anatomy of the heart, Outdoor Pursuits to delve into the social aspect of wellness, learn the essential skills of CPR, or lift weights in Muscle Fitness. There is an ever-growing spectrum of Wellness Courses. As Belcher puts it, “Wellness uses the physical to educate the whole person.”

Voices in the Halls: Should gambling be allowed on campus?

With NCAA College Basketball March Madness brackets a hot bidding item, students are taking their bets to the halls of L-S. Should teachers be allowed to take them away, in order to hold true to the no gambling rule in our discipline code?

Well, gambling isn’t allowed if you’re under 21, so I don’t think it should be allowed here. However, I don’t think it will be stopped.

Jeremy Ryder, 11

“I think it should be allowed. Most of it takes place outside of school, but the brackets don’t have anything to do with the school.”

Zack Bernstein, 10

“I personally prefer party poker.”

Remy Weinberger, 11

“I don’t think they matter, if kids bet as long as they don’t do it a lot in class. Our science class is even doing it for extra points!”

Chelsea Gilroy, 10

“Betting is fine. It’s only once a year. There are worse things that people could do.”

Alex Silkowski, 10

“As long as people don’t get too into it and just have fun.”

Amber Kapalan, 12
**Student reflects on Philadelphia ‘Habitat’ trip**

**BY OLIVIA SOLODUTO**

It was a frigid February morning during school vacation when 12 other Lincoln-Sudbury Regional High School students and I haggled our parents good-bye in Jo Crawford’s driveway and prepared to travel to Philadelphia to work on a service project. Little could the students know of what they wouldn’t return the same. As we formed a circle and took our neighbor’s hand, in what was to be the first of many reflection sessions, we nervously searched each other’s faces for any indication of what was to come. We were to spend a week in Pennsylvania, with two of the most spirited teachers at L-S, building houses with the humanitarian project that needs no introduction, Habitat for Humanity. Beyond that, no one could have predicted the bonds we would form, the laughs we would have, and the work we would do. We were going to Philadelphia to make an impact, but Philadelphia in turn, impacted us. We piled into the unmarked, white van that was to be our home-away from home for the next week. With John Germanotta at the wheel, his beret peeking over the top of the seat, and Tom Danco, as his co-pilot. It wasn’t long before Mike Wright broke the ice and made us realize that in order to really get to know each other, we each share our most embarrassing experience. The bus was in stitches, as members of the group recounted their stories. The van provided the close proximity required in order to make friends in a short period of time. After six hours of leaving, we quickly unloaded our luggage at the mansion turned hostel where we were to stay, and again, this time in search of the MLK affiliate, Michael Van Hoy.

After hours of waking for the infamous Chew Street, we were ready to turn back. Just when we were about to give up, we saw a man in an MLK T-shirt jumping and pointing frantically at us from the sidewalk. We took the hint. Soon we were in Michael Van Hoy’s warm living room talking about MLK and hearing this man’s story, in what we could understand of his fast-talking southern accent.

The following day we adopted a lost college student, who we welcomed into the van like he was one of our own. We visited the art museum and the grocery store. Then we met up with Michael Van Hoy. He took us around the city giving us a tour of Philly that we could not have received any other way. He explained the underlying socioeconomic specific to Philadelphia, information that would prove invaluable to us as we immersed ourselves in one of the most impoverished neighborhoods in Philly later that week.

Monday was a holiday, and we found At some point it dawned on each of us that we were part of something huge.

ourselves volunteering at the Inglis House, a shelter facility for people who have been rendered paraplegic and quadriplegic. We visited with the residents and later saved the day by employing some of his invaluable skills for the crowd when the scheduled African drummers were late.

The next day we were finally ready to begin our work on site with Habitat. We were given a briefing in the Habitat warehouse about what we were to be working on and we were assigned two carpenters, Ty and Aaron, to oversee our work. Many of the women to dropped hammers left and right whenever the good-looking, young carpenters were around.

We completed a number of tasks in the houses over our three days on site, which included insulation, nailing luanda, and unloading and putting up dry wall. We were always busy doing something. The amount of love and time that goes into a Habitat House is like nothing we had ever seen. Every piece had to fit perfectly, or we found ourselves redoing our work until it did.

At some point it dawned on each of us that we were a part of something huge. We were building a home in which a family would be living, growing, and making memories. As we reflected at the end of each day, someone described our exhaustion from physical labor as “good tired.” We were working hard, and we were sore, but the ache only reminded us of the part we had in making a family’s dream come true.

Our evenings together sometimes lasted until the early morning. We had a piece of paper that we wrote all of our hilarious happenings on, and by the fourth day, it was nearly full. On one of our final evenings, we ate steak-cheeses on South Street and walked around absorbing the Philly air and enjoying our time together. Leslie O’Bry, the closet ice cream addict, made a special friend at the Häagan-Dazs store. The two chatted until it was time to leave, about their feelings on the chili on the dough in the cookie dough ice cream.

Our final dinner on Thursday night was bittersweet. The trip had exceeded every one of our expectations. Now it was time to return to the grind of school, work, and parents. We laughed through our tears, as something hilarious always ended up happening even when we attempted solemnly. We concluded the dinner by writing empowering messages to each other for them to read when they felt powerless.

Everyone brought their mattresses downstairs that night, and slept next to their new best friends.

**BELIZE-GUATEMALA TRIP OFFERS UNIQUE ADVENTURES**

**BY WILL PETTENGILL**

A typical February break rarely involves swimming alongside stingrays and dolphins, chasing bullsharks, or exotic birds nesting in the Gámez. For most of us, the real highlight of the trip wasn’t in the Mayan towns, but a day spent with their thundering screams.

**RODENT RAMPAGE**

Students had the chance to enjoy all sorts of bizarre wildlife in the Guatemalan jungle.

A student reflects on Philadelphia ‘Habitat’ trip

**MOUNTAIN TOP OASIS**

The group takes advantage of a swimming opportunity atop a Belizean mountains.

**WORLDLY WONDER**

This Mayan Temple was one of the highlights of Guatemala.

**EXPLORING THE FOUNDATIONS OF PHILLY**

The group strikes a pose in front of the Philadelphia Museum of Art on a break from building houses.

**Friday, March 24, 2006**

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**BELIZE-GUATEMALA TRIP OFFERS UNIQUE ADVENTURES**

**BY WILL PETTENGILL**

A typical February break rarely involves swimming alongside stingrays and dolphins, chasing bullsharks, or exploring the ancient cities of the Mayans of Central America. Yet, for a group of eight Lincoln-Sudbury Regional High School students, these adventures were just a few of the pleasures of winter vacation.

**GUATEMALA**

After nearly an entire day of travel, we finally laid our heads down at the Jungle Lodge, a small resort right on the edge of the Guatemalan jungle. Exhausted from travel, everyone fell asleep quickly (one of the few nights when any- one actually slept). In the morning, as we recovered from the shock of the 60 degree temperature increase, we enjoyed a nice local breakfast: fresh squeezed orange juice, baked beans, eggs, plantain fritto (fried plantains, a member of the banana family), and the occasional American entry. Saturday was the typical day. We went to the market in the dense, green jungle. With the guidance of Oliver, a local fluent in three languages (English, Spanish, and a tribal Mayan language), we came to appreciate the intricate faces of the delicate ecosystems. Seeing parrots, toucans, spider monkeys, and other species peculiar to Central America was fascinating. Most of us, however, could have done without howler monkeys waking us up at 5:00 am with their thundering screams.

The Mayan cities were an incredible architectural feat for the time and their soaring temples and complex villages made our adventure captivating. One night, we enjoyed the sunset, with a couple of other tourist groups, from the top of a central temple.

**BELIZE**

A plane, a car and a boat landed us on Possum Point, a biological station run by Paul and Mary Shave, two American citizens. The rustic living conditions were a constant reminder that we were visiting a country with real political and economic problems. A newspaper that we picked up spoke to the same effect: “Stop the Poison- Save Our Drinking Water” was the front headline.

Basing from Possum Point, we left for a day trip, hiked up a mountain and through a rainforest, to an unbelievable waterfall. Here we swam, rested, and enjoyed the acrobat-
A nationwide crisis?

The phenomenon is reversed. For years, girls have been the primary concern of the academic world. Boys were performing better in school and on tests than girls. More boys were going to college. In recent years, the opposite situation is happening.

There was an article in the issue of the Forum about the documentary Raising Cain, co-produced by a Lincoln-Sudbury Regional High School alumnus, Craig Ginsberg. The film featured the boy phenomenon and showed scenes from the L-S halls.

For over ten years, boys have been dropping behind in school, according to studies based primarily on test scores and report cards. Only recently was this issue brought to the attention of the American public in an article published in Newsweek. The article, entitled “The Trouble With Boys,” explores possible explanations for boys’ dropping grades and standardized test scores, from curricula steered towards the way girls’ brains work to the common lack of father figures to tell boys how important school is.

About 30 years ago, the situation was the opposite, and girls were doing worse than boys at school. Since then, teachers have been pushing girls to excel, giving them special attention and ignoring the boys who need help. The curriculum in many elementary and middle school classrooms is based around the way that girls learn best, with emphasis on communication skills and self-control. Boys work better with fast-paced activities, since, on average, young boys have more energy than girls. Scientists believe that boys’ brains are configured and develop differently than girls’ brains. In middle school, girls are able to use more of their brain because they develop faster. Boys are better at hand-eye coordination, but are still having trouble with organizational skills.

Another common problem is boys’ fear of being perceived as weak. According to scientists, it is natural for boys to want to appear tough, so many boys won’t admit when they are struggling in school, leading to frustration and eventual giving up. Also, boys who lack a father figure often drop out or receive worse grades because they don’t have a mentor to encourage them. Recently, schools have been brainstorming ways to raise boys’ test scores, help them learn, and eventually send them to college. Some schools are assigning boys to mentors in the community who will encourage them, while others are taking a different approach and separating boys’ and girls’ classes, which has proven to raise the test scores of both genders. In gender segregated classrooms, teachers are able to run boys’ and girls’ classes differently, and work on the problems that are particular for each gender.

-Mark Peery, 9

Lincoln-Sudbury Statistics

- In elementary school, boys are two times more likely than girls to be diagnosed with learning disabilities.
- Girls between ages 3 and 5 are 5% more likely than boys to be read at home at least three times a week.
- Boys are 33% more likely than girls to drop out of high school.

Counselors Respond

“I don’t believe that L-S boys are any further behind than other boys of their generation, academically, behaviorally, or emotionally. Boys are socialized differently in our country than girls and tend to think in more black and white terms. They are more solution-oriented and less encouraged to deal with issues in an emotional fashion as girls are socialized to do.”

-Meghie Callahan

“Do boys have problems that haven’t been acknowledged?”

National Statistics

- Females: 660         590         520
- Males: 660         590         520

- AP Calculus: 39         46
- AP Physics: 21         43
- AP Biology: 20         7
- AP US History: 29        24
- AP Statistics: 17        12

- SAT Scores of 2005 College Bound Seniors

Percentile 75th 50th 25th

English/Language Arts

Verbal Male 660 580 520
Female 660 590 520

Math Male 660 580 520
Female 660 590 520

Lincoln-Sudbury Regional High School

A prototype male

“L-S is a very diverse school. There is really no generalization for males here.”

-Greif Lynn, 9

Males at L-S try to act tough, stupid, and like jerks. They try to act like jocks. Some stereotypes for males are that they are buff and have big muscles and don’t cry.”

-Jake Gitlin, 10

“A lot of guys I know act cocky and they think they own the school. But that’s not all guys.”

-Dana Lucas, 10

“Males at L-S try to act like they’re the stereotypically male. If a guy does something, and then a girl does it too, it’s not an achievement for the guy. Also, males don’t get away with as much stuff as girls in partying or classes.”

-Max Alederman, 12

“They seem to be less organized, focused and hard-working, yet they manage to get just as much done with the same quality as girls.”

-Sam Abrams, 11

“Another common problem is boys’ fear of being perceived as weak. According to scientists, it is natural for boys to want to appear tough, so many boys won’t admit when they are struggling in school, leading to frustration and eventual giving up. Also, boys who lack a father figure often drop out or receive worse grades because they don’t have a mentor to encourage them. Recently, schools have been brainstorming ways to raise boys’ test scores, help them learn, and eventually send them to college. Some schools are assigning boys to mentors in the community who will encourage them, while others are taking a different approach and separating boys’ and girls’ classes, which has proven to raise the test scores of both genders. In gender segregated classrooms, teachers are able to run boys’ and girls’ classes differently, and work on the problems that are particular for each gender.”
GIRLS MOVE OVER!-BOYS ARE NOW IN THE SPOTLIGHT OF CONCERN

DO BOYS HAVE PROBLEMS THAT HAVEN’T BEEN ACKNOWLEDGED?

We are all intuitive enough to realize that a boy’s max out weight is often masked by the macho image.

So where does this image of the proverbial man come from, and why is there no focus on his success in school? The first part is easy; turn on your television. The macho man is far from a new installment to society’s “in” list, and can be seen exemplified in every era. Clark Kent, Indiana Jones, Danny Ocean, Tony Soprano, and Jack Bauer can all be thanked for perpetuating the strong, “nothing gets to me” stereotype which lingers still in our hallways. These high profile images of men provided for the entertainment of high school boys emphasize practically every type of strength, except academic. And although their academic prowess is a talent that they may possess, it is often masked by the macho image.

adolescent pressures, but what about the males? The general reaction to a boy who admits to fearing isolation or failing to be cool enough is that they should “suck it up.” Our society’s expectation of rock-solid men who have vulnerability to women is a dangerous notion that hits more males at L-S than we realize.

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Danish cartoons ignite international controversy

**The Forum**

**The Islamic cartoons: An Examination**

**By Faraz Butte**

Originally published on September 30, 2005 in the Danish newspaper *Jyllands-Posten*, a series of twelve cartoons depicting the Muslim Prophet Mohammad caused a wave of protests and riots across the Muslim world, from Nigeria to Indonesia, resulting in over 140 deaths.

According to Flemming Rose, the cultural editor of this collection of cartoons, the cartoons were drawn to show the difficulty faced by Danish author Kare Bluitgen in trying to get a portrait of the Prophet for a children’s book. Because drawing the Mohammed in any form is considered an affront to Islam, most artists were reluctant to give drawings in fear of aggravating the Muslim population. This situation led Rose to ask approximately 40 cartoonists to draw the Prophet as they saw him. She received 12 cartoons and published them, causing what Danish Prime Minister Anders Fogh Rasmussen describes as Denmark’s worst international crisis since World War II.

Of the 12 cartoons, the most controversial depicts the Prophet with a bomb for a turban with an Islamic creed written on it, and many of the others share a similar derogatory theme. Several death threats were sent to the artists, causing some to go into hiding. Angered Danish Imams, or Islamic leaders, asked Islamic ambassadors to meet with the Danish Prime Minister to discuss what they saw as an “on-going smearing campaign in Danish public circles and media against Islam and Muslims.”

However, Rasmussen saw this as a plan to take action against *Jyllands-Posten*, which was an inappropriate basis for a meeting, he replied only in letter. The Egyptian Minister of Foreign Affairs, Aboul Gheit, wrote several letters to Violent protests have rocked much of the Muslim world, with Danish embassies set ablaze.

Rasmussen and one to the UN in October and November. Claiming this was not the case, but got no response. This action was criticized by many Danish ex-ministers and led to a wave of protests and riots across the Middle East.

While various Muslim organizations tried to file lawsuits against the paper, claiming that it violated the clause of the Danish Criminal Code that stated it was illegal to ridicule any dogmas of religious worship, the Danish court ruled on January 6, 2006 that there was no criminal offense. This ruling led Danish Imams to tour the Middle East with a 43-page pamphlet describing the prejudices they face, getting support from influential political and religious leaders. Large consumer boycotts have been organized in many Middle Eastern countries on Danish products, along with the removal of ambassadors from Denmark.

The Organization of the Islamic Conference and the Arab League have called for trade sanctions upon Denmark and for the European Union to draft blasphemy laws. Violent protests have rocked much of the Muslim world, with Danish embassies being set ablaze in Syria and Lebanon.

Around the world, numerous papers have reprinted the cartoons, adding to the anger felt by many Muslims. Various papers in France, Netherlands, Egypt, Germany, Scandinavia, Belgium, Jordan, Yemen, Algeria have reproduced the images, often resulting in the firing of editors and in some cases in the Middle East, the closing of papers and arrests of publishers.

Notably, most newspapers in the United States and the United Kingdom decided against printing the cartoons. The conservative, bi-weekly Harvard student paper, the *Harvard Salient*, did reprint them.

**L-S once had a cartoon controversy of its own**

Here is history teacher Bill Scheckter’s account: Lincoln-Sudbury once had its own cartoon controversy. In late 1982 the high school newspaper, then called the Promethean, ran a cartoon commenting on Israel’s Lebanon invasion and the subsequent massacres in two Palestinian refugee camps in that country. Critics of Israeli policy charged that the Israeli army had allowed Lebanese Christian militias to enter the camps where they proceeded to kill defenseless Palestinian civilians.

One such critic was a Lincoln-Sudbury student cartoonist, with very strong opinions. His cartoon depicted Israeli General Ariel Sharon and Prime Minister Menachem Begin standing amidst the wreckage of the camps, with heaps of Palestinian bodies scattered about. Both men were shown wearing military uniforms. Iron crosses were around their necks and with swastika patches on their sleeves. Above this image appeared these words: “Israel Uber Alles.”

When information about the cartoon was leaked out by someone on the newspaper staff, Dr. Lawrence Kushner, the rabbi of Sudbury’s Beth El Congregation, and his supporters came in and lodged a strong protest, condemning the cartoon (and any one who supported its publication) as “anti-Semitic.” Various teachers and students met in political arguments supporting and opposing the rabbi’s position. There was a great deal of passion, anger, discussion, and debate. An intense school-wide discussion followed, in classrooms and hallways.

Superintendent/Principal Brad Sargent was not Jewish and, moreover, he shared the story of how he had been raised in a small town in western Mass. where anti-Semitism was common. He had struggled to overcome these prejudices of his childhood.

In the end, Sargent publicly said that he thought the cartoon went too far... but he also felt that the 1st Amendment protected the right of a student newspaper to publish it.

The student editors, for their part, agreed to remove the swastikas. The cartoon was published along with a double-page spread of opinions for and against it.

Much like the debate today over the Danish cartoons, the L-S cartoon crisis focused on the relationship between freedom and responsibility.

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**‘...Stand by the freedom of speech’**

**By Will Pettengill**

Speech is easy to protect when no one opposes it. Statements like “Islam is a nice religion” or “terrorists are evil” are not going to incite riots across the globe. It can become difficult, however, when one’s statements or ideas are highly controversial, like the cartoons published recently in Denmark.

It is imperative that the Western World stand by the ideals of enlightenment, especially free speech. It seems that more often than not, those who wish to succeed in spreading awareness of the atrocities committed throughout the Middle East with a 43-page pamphlet describing the prejudices they face, getting support from influential political and religious leaders. Large consumer boycotts have been organized in many Middle Eastern countries on Danish products, along with the removal of ambassadors from Denmark.

...Did you know?

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**Conservatives’ position undermines their Middle East goals**

**By Cadence Hardenbergh**

I am surprised by much of the world’s reaction to the cartoons published in September in Denmark. Yes, there was excessive violence by many on the streets throughout the world, but I was most interested in domestic responses, especially conservatives who support the war in Iraq.

Stephen Schwartz, a prominent conservative, is such a person. He believes that, “the intervention led by President George W. Bush will succeed.”

The global sweep of revolution will continue, centering on Iraq’s neighbors: monarchical Saudi Arabia, statist Syria, and theocratic Iran. He clearly supports the democratization of the Middle East.

When Muslims throughout the world began to protest the cartoons, Schwartz brushed them off, saying in an article that “the Danish caricatures themselves were mainly innocuous.” Innocuous? That word is quite strong, with synonyms such as “harmless,” “innocent,” and “inoffensive.”

He continues to write, “Muslims must learn that they do not have a special status in the West, exempt from common standards of law and conduct.” This quotation hardly understands or sympathizes sentiment from someone who believes he is helping out the Muslims by making their faith a smaller priority.

Regardless of the legality of the cartoons, are they not simply counterproductive, especially to Schwartz’ goal of a “global sweep of revolution?” At some point, the United States will have to support the Muslim world if it hopes to succeed in establishing democracy. When the 9/11 Commission report discussed the biggest threat to America, it specifically wrote, “Islam is not the enemy. It is not synonymous with terror. Nor does Islam teach terror. America and its friends oppose a perversion of Islam, not the great world faith itself.”

The Bush administration and others have made a great effort trying to promote moderate Muslims from feeling alienated by the War on Terror. By supporting these cartoons, which in essence call Islam a terrorist faith by depicting its prophet a terrorist, aren’t the pro-war conservatives hurting their cause? At some point for the U.S. to have lasting influence, it will have to win the “hearts and minds” of the Middle East.

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**Cartoons disrespectful, carry freedom of speech too far**

**By Alex Slowkowski**

Whether it is conservatives or liberals, politicians or news anchors, or even our own parents or classmates, it seems that everyone has been discussing the latest controversy caused when cartoons depicting the prophet Mohammed were published inside the pages of a Danish newspaper.

No matter who has been talking about this latest news issue, it seems everyone is trying to find the answer to the same question: did these cartoons take the freedom of speech too far? I am not an expert on what the limits are on the freedom of speech, nor will I probably become one. But, being a living, breathing, human, I know what is right from what is wrong. The publication of these cartoons was wrong, regardless of whether or not it was permitted by the laws of government.

Respect. That one word that has been preached to us by our parents since we were first able to comprehend sentences. It is also one human value lacking in the publications of the Mohammad cartoons. Even four-year-olds know that it is not nice to say things that put other people down and that everyone should be treated with respect, no matter who they are. Why couldn’t the editors of the Danish newspaper do the same? While it may seem juvenile, is it really worth making a large group of people of a certain belief upset for the sake of a few good laughs?

The cartoons inside the newspaper were also published at an inappropriate time. What we once found funny can easily be seen as hurtful and offensive today, due mostly in part to the current situations of war and religious tension.

While I’m not saying that this has been done ten years ago it would have been acceptable, we are definitely living in a time where extra care must be taken in the things that we say. In a time where religious conflicts and war are things we have grown accustomed to, there is little point in adding more feelings of tension and anger through tasteless illustrations.

People wonder why world peace and unity cannot be achieved, and are simply puzzled as to why people cannot just get along. This cartoon is a prime example of why. The freedom of speech is a perfect opportunity to educate one another and become closer as a human race.

Unfortunately, more often then not, speech is sometimes used to further separate the gaps between different groups of people, just as the Mohammad cartoons singled out Muslims. There is a fine line between expressing one’s opinion and articulating ideas just to stir up controversy. The publication of the cartoons crossed the line.

The freedom of speech allows for us to say what we want and how we feel, but we should not use this right as a justification for disrespecting one another.

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**Did these cartoons take freedom of speech too far?**

**Examination of Freedom of Speech**

Did these cartoons take freedom of speech too far?

Friday, March 24, 2006

Conservatives’ position undermines their Middle East goals

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**Conservatives’ position undermines their Middle East goals**

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The Bush administration and others have made a great effort trying to promote moderate Muslims from feeling alienated by the War on Terror. By supporting these cartoons, which in essence call Islam a terrorist faith by depicting its prophet a terrorist, aren’t the pro-war conservatives hurting their cause? At some point for the U.S. to have lasting influence, it will have to win the “hearts and minds” of the Middle East.
In the past winter Olympic Games in Turin, Italy, the American athletes represented our nation well and left with the second most medals in the games. Out of more than 200 U.S. competitors, two of them to call Sudbury their hometown. Snowboarders Tyler Jewell and Michelle Gor-
gone, both of whom attended Lincoln-Sudbury Regional High School, competed at the Olympics in the parallel gi-
ant slalom (PGS). In this event, snowboarders take two runs and the top 16 will advance to the second 
22-year-old started snowboarding competitively in 1998 in Waterville, New Hampshire. She enjoyed success on the PGS tour, 
capturing the National Championship in 2004 and achie-
ving second place finishes at the Lake Placid and Suppor-
Norwich, Vermont. She has enjoyed success in racing, with the second most 
medals in the games. Out of more than 200 competitors, two of them to call Sudbury their hometown. Snowboarders Tyler Jewell and Michelle Gor-
gone, both of whom attended Lincoln-Sudbury Regional High School, competed at the Olympics in the parallel giant slalom (PGS). In this event, snowboarders take two runs and the top 16 will advance to the second round. But, Gorgone qualified for the games in the last possible case, and has had to be rational and not force oneself who is willing to deal with things yourself.”

To deal, the pressure logically; to not cry if a dress is not in your size or hate your friends if they get dates before you do, but just relax, maybe take a risk and ask someone yourself, or be rational and not force your parents to spend $600 on a dress that will be worn for one night. Now is a time to grow and mature, not devolve into children who stamp their feet and scream if they do not get everything they want. As long as everything is kept in perspective and the focus is not on how perfect everything has to be, then prom will be a fun experience which every-
one will later look back on and wonder why they were so anxious about it.

For seniors, prom is quite different -more relaxed since most people already have been through the curious anticipation that juniors face; it also seems that by the end of senior year the majority of people know each other well enough to ensure that prom will be fun. Prom for seniors is only a few days away from the end of their high school careers; a time to make lasting memories, have fun, and leave a legacy for future classes. Many senior girls wear black dresses to prom, whether it seems more final, more departure than Gorgone’s. Before the Olympics, Jewell had never competed in a major competition. The U.S. knew they were only going to take one PGS rider, and there was a great deal of competition among talented riders to get that coveted spot. Her strongest competition came from 2002 Olympic Bronze medallist, Chris Klug. After much deliberation by the U.S. Olympic Federation, Jewell was named to the 2006 Olympic team as the only male PGS snowboarder. Like Gorgone, Jewell was able to advance to the 16 rider final but finished one hundredth of a second too late to advance to the men’s PGS quarterfinals.

Although neither medalled, both athletes strongly re-

dent upcoming events.

Jewell’s road to the Olympics was a little more con-
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The low buzz of prom-related rumors circling the school has suddenly overtaken the cover-

Perhaps it is because Lincoln-Sudbury Regional High School does not have formals or homecoming dances, but it seems like prom is quite a big deal around here. Planning has gone on for months, from choosing a venue, deciding how much tickets should cost, and finding dates. Survey about music preferences, keepake souvenirs, and prom prices and limos started appearing as early as February. These messages were a wake-up call for juniors, most of whom have never been to prom before and, therefore, were not quite sure when the frenzy would begin. But, clearly, it has begun; the low buzz of prom-related rumors circling the school has suddenly overtaken the conversa-
tion of most junior girls. Others have become so sick of talking about it that they are already wishing prom would be over. While, the second most important landmarks of their lives.

Prom." Young would recommend doing an internship for stu-

Internship offers alternative to L-S

BY STAFF

For most students at Lincoln-Sudbury Regional High School, every school day feels like a never-ending cycle of classes, classes, and more classes. However, some students have found ways to break the cycle. They elect to take Work Study courses or internships outside of school. This option is not too common among L-S students, but provides valuable opportunities to gain experience in the working world.

One L-S student who no longer needs to attend class-
es at school is senior Sarah Young. She did not find it necessary to take any more classes at school because she had already taken twelve years of school, and would take four more in college. She explains, “I feel like I’ve had ten- 

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Friday, March 24, 2006


drawing small crowd, but rocks big

BY KRISTIN LOUGHRY

The Lincoln-Sudbury Boston Players presented Stephen Sondheim’s Into the Woods this past February just after the Forum’s last issue came out. The musical follows the stories of everyone’s favorite fairy tale characters and takes us beyond the realm of “happily ever after.”

Anyone who is familiar with Sondheim knows that he is a tricky devil as well as a genius. The task of producing Into the Woods in any venue is daunting. Putting on Into the Woods in a high school setting is even more challenging. Participants are just asking for a string of headaches, but fortunately, director John Germannotta is not afraid of a few of these headaches. He assembled a talented cast and capable crew to help bring this great musical to Lincoln-Sudbury.

The story begins with Cinderella (Laura Bergstein), Jack of beanstalk fame (Mike Wright) and a childless baker (Ry Joyner). The audience learns that Cinderella wants to help bring this great musical to Lincoln-Sudbury. Sudbury. The audience learns that Cinderella wants to help bring this great musical to Lincoln-Sudbury. Sudbury.

As the night progressed, other bands didn’t maintain the attention of the crowd. Although I failed to watch them attentively as they performed, OMG Elephants seemed interesting, to say the least. Unfortunately, they didn’t maintain the attention of the crowd. They appeared uncoordinated, and Lincoln and Sudbury students began to leave.

All in all, the coffeehouse was another wonderful success, and students left satisfied with their local high school rock music.

As Brent Crane puts it: “The coffeehouses are always really fun because it brings all the high school kids together to listen to kids their own age, and all are related in the same theme of music, which we basically revolve around. It’s always a great time to chill, and listen to good music.”

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Jazz fest taps both feet to L-S jazz groups’ beat

BY JACK DARCY

Several weeks ago, a multitude of Lincoln-Sudbury Regional High School instrumentalists and vocalists headed away from the confines of their communities to venture towards the great beacon of jazz music: Boston’s Berklee College of Music. Members of L-S’s Jazz Ensemble and Select Jazz Combo, under the direction of instrumental director Tom Grandprey, and the Vocal Jazz Ensemble, led by choral conductor Ruth Hartt, participated in the Berklee High School Jazz Festival, held on February 11 at the Hyatt Convention Center in Boston.

Competing in categories determined by school size, each of the three ensembles participated in the festival for the first time. In its 38th year, the competition has grown from just 21 bands at the inaugural festival to nearly 200 groups today. Lincoln-Sudbury’s largest jazz ensemble, the Jazz Ensemble, was among the first groups to perform at the festival, playing at 9:25 in the morning. Mixing jazz standards with contemporary pieces, the group performed the same songs. Though first place was, ultimately, awarded to Shawnee High School of Medford, N.J., the ensemble was clearly pleased. They earned the respect of the three adjudicators, each a member of the Berklee faculty.

The Select Jazz Combo, a smaller and, as its name implies, more select instrumental jazz ensemble, performed later in the morning. The talented musicians, playing saxophone, brass, guitar, piano, and percussion, performed several pieces, utilizing each member’s abilities to present a bright, cohesive sound marked by extended improvisational solos.

The efforts of the group, consisting of Jonathan Wadleigh, Max Rose, Jennifer Murray, Mike Taylor, Prescott Blackler, Paul Anton, Pat Hebble, and Megan Outly, began to crescendo when the Combo was awarded third place in its class, after Lexington High School of Lexington, Mass., and the Mamaroneck High School of Mamaroneck, NY.

Competing last, L-S’s Vocal Jazz Ensemble, led by Hartt, the classic “It Don’t Mean a Thing” as well as “When I Fall in Love” and “Java Jive.” Looking dapper in their distinctive red bow-ties and sashes, the group displayed undeniable musical aptitude as it supported soloists Leela Wagner, Eric Chi, Brendan Quinn, Michael Merullo, and Brooke Tocci. In the end, the adjudicator was awarded first place to Booker High School of Sarasota, FL.

In addition to providing L-S musicians with a competitive, yet fostering, venue for performance, the Berklee High School Jazz Festival also enabled the young instrumentalists and vocalists to enjoy the fruits of their participation. As fellow fresh-singer Michael Merullo noted, “It was super fun! Everyone was fantabulous!” In listening to groups from other schools, L-S musicians absorbed the various aspects of a good ensemble, of a solid performance, information which can only be described as intense.

Waves and waves of feedback and accolades rolled through the fast-paced Pharmacists, opting for swigging beers while setup ing. Finally, after a night of waiting for the familiar teasing screech of Ted’s guitar and the beat like falseoot of his voice, they made their first rock appearance during the raving opener “Dial Up.” From then on Leo and the Pharmacists environmentally and aesthetically arranged the audience into a full chorus of impeccably precise, leaving Leo to give the nod to his sound man to boost the volume of his vocals.

Despite these rousing renditions, the highlight of the show was by far the set closing number. “Ballad of The Sin Eater,” a guitar less journey from Belfast to Jersey to Af- rica was performed with great exuberance from all three members. Leo, standing on the monitors with microphone and stand hanging down to the audience’s head and Judy will be greatly missed in the drama tion, though, is that it is Bill and Judy Plott’s last play. Having been the head of the theatre department at Lincoln-Sudbury, as well as working in the English department, Bill and Judy will be greatly missed in the drama

Ted Leo & the Pharmacists stun an eager crowd

BY BILLY COLLINS

The door opens and a familiar face slides across my view. Hundreds of pictures I have seen flash before my eyes in one long great montage and I realize I have just barely brushed by the single man I have come to see. His drum-mer casually smokes a cigarette five feet to our right and the bassist can be spotted walking to his car. I’m standing outside of 23 Rathbone Street, The Living Room, Rhode Island, with Ted and the Pharmacists. Although it is cold, life is very good.

After a long wait standing directly in front of the stage, the first opening came by the name of something like “Elvis Perkins and Dear Anne” played a well-written underperformed too-long folk rock song. “We Could Have Been Better had Dear Anne” been absent and Elvis Perkins was left to showcase his crafty acoustic skills. Shaggy miskanship and poor sound quality made for a slapdash performance but streams of creativity and good songwriting shone through sporadical- ly. At 10 o’clock, after sitting through Dear Anne’s antics, two young Spanish gentle-

THE ARTS

THE FORUM

Friday, March 24, 2006

THE LINCOLN-SUDBURY REGIONAL HIGH SCHOOL THEATRE PROGRAM IS BEGINNING THE RITUAL Implicit process of its SPRING production. This time the play is House of Desires, written by Juana Ines de la Cruz, a Spanish comedy chock full of sexual innuendos and hilarious mix-ups. Desires has its San Francisco theme, a large cast, and enthusiastic groups of great dancers.

What is truly unique about this production, though, is that it is Bill and Judy Plott’s last play. Having been the head of the theatre department at Lincoln-Sudbury, as well as working in the English department, Bill and Judy will be greatly missed in the drama

Celia and Castano, the witty and some-
times devious servants, only add to the com-
plotted plot. This chaos is only the begin-
ing when these characters and more end up in the same house (hence the name, House of Desires), and mistaken identities, feuds, and chases ensue in the name of love.

One component of the production is the Spanish tango-themed music and dance. The music, written and directed by Bill Nicholson, is sure to entertain. Lisa Evans is choreographing the fun-to-watch tango dance, sure to be a big hit.

One great thing about this play is that with the large and full cast, many students have been given the opportunity to participate in L-S’s fantastic theatre department for the first time.

House of Desires is sure to be a fabu-

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Cruz’s hilarious story is sure to captivate the audience.

It will be staged May 3rd, 4th, 5th, and 6th at 7:30 p.m in the Rogers-Kirsner Audito-

Ted Leo & the Pharmacists stun an eager crowd

BY BILLY COLLINS

The door opens and a familiar face slides across my view. Hundreds of pictures I have seen flash before my eyes in one long great montage and I realize I have just barely brushed by the single man I have come to see. His drum-mer casually smokes a cigarette five feet to our right and the bassist can be spotted walking to his car. I’m standing outside of 23 Rathbone Street, The Living Room, Rhode Island, with Ted and the Pharmacists. Although it is cold, life is very good.

After a long wait standing directly in front of the stage, the first opening came by the name of something like “Elvis Perkins and Dear Anne” played a well-written underperformed too-long folk rock song. “We Could Have Been Better had Dear Anne” been absent and Elvis Perkins was left to showcase his crafty acoustic skills. Shaggy miskanship and poor sound quality made for a slapdash performance but streams of creativity and good songwriting shone through sporadical- ly. At 10 o’clock, after sitting through Dear Anne’s antics, two young Spanish gentle-

man clad in shredded clothing and inked in many tattoos came on to play as the second opening band. This duo, Les Anes, played progressive, experimental music which can only be described as intense.

Waves and waves of feedback and accolades rolled through the fast-paced Pharmacists, opting for swigging beers while setup ing. Finally, after a night of waiting for the familiar teasing screech of Ted’s guitar and the beat like falseoot of his voice, they made their first rock appearance during the raving opener “Dial Up.” From then on Leo and the Pharmacists environmentally and aesthetically arranged the audience into a full chorus of impeccably precise, leaving Leo to give the nod to his sound man to boost the volume of his vocals.

Despite these rousing renditions, the highlight of the show was by far the set closing number. “Ballad of The Sin Eater,” a guitar less journey from Belfast to Jersey to Af-

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Mason Jennings reflects beauty of life in concert

BY JACK D'ISIDORO

“These hills are strange man, it was weird just driving up through here...they’ve got some energy out here. You don’t find - with that kind of stuff.” So said Mason Jennings as he took the stage in Shelburne Falls, MA this February.

Shelburne Falls is most likely unknown to most students out here. It is two hours west of Sudbury on Route 2, a modern day trek into the unrestrained wilderness of western Mass. As my two fellow pioneers and I set off to the west, right into the setting sun, and as everything we knew began to slowly disappear into the horizon, we got the uneasy feeling that we were beginning a journey into some strange and beautiful land. The further we drove, the fewer cars there were, the less populated it became, the narrower and more uneven the road got, and the more unfamiliar each town became.

As we were sitting in the front, we watched the people slowly come in. The crowd was an odd mix of old displaced hippies, typical college intellectual types, couples in their “40-somethings” who were looking for a cute date, mountain folk with extreme amounts of body hair who seemed to have wandered down from the hills in their plaid and wool, the alternative emo group, riotous local drunk high school kids with nothing else to do on that Friday night and the older, wiser population trying to find the Falls part.

Finally the house lights came up and the three of us just stood there, stretching in amazement. We were all extremely hungry and had made a plan to attempt to chill with Mason after and maybe grab some food with him. We were really just kidding each other until our joke almost actually happened.

Curious, I jumped up onstage about ten minutes after the show had ended while a few people were still loitering around the theater and talking. I looked over to my left and there he was: Mason, just...standing there. My knees were filled with nervousness and I could barely stand there as I stared at him. He wasn’t overly friendly as I talked to him, but was still polite as he even agreed to talk to Brendan Gilroy, Mason’s first and biggest fan who was in Florida at the time, on my phone.

Other people began crowding onto the stage as they noticed he had come back out, so we slowly made our way out, down the crooked wooden stairs, out of the hall, down the single main street in town, across the bridge of flowers, and back out under that sea of glorious western Mass stars. I felt like I had had a religious experience. I very well could have been in a smoke-filled basement folk club in Green-Wich Village in 1963 watching a meek Bob Dylan get onstage to sing an old Guthrie song. It was a memorable experience, not only seeing the music I love, but, as we made our way back in the extreme darkness on the desolate stretch of Route 2, we all re- alized we were heading home from a place that was no longer unfamiliar and strange, but somewhere where we had learned that comfort can be found in the most distant of places.

Mason’s lyrics are strikingly real, far from idyllic fodder and sometimes hostile, but always true to the man who wrote them.

already in Shelburne; all we needed to do was find the Falls part.

We finally arrived, parked our car near a strange bridge of flowers, and galloped onward under the sea of those western Mass stars down the main street of this little hill town. We found the venue. What appeared to be an old town hall was a small, aged, wooden theater that was about the size of Roger’s theater in the old building.

CAPTURING THE SUBJECT Keyauna Hoffman’s painting explores the topic of bondage and the different forms that it can take.

BY MARLIE WILSON

During first quarter, I tried my own hand at drawing and took an art class with Artie Walker. I got noticed that a senior from outside of class would join us to work on beautiful, detailed, and inspiring painting. This artist, Keyauna Hoffman, agreed to a brief interview with me about her art work:

Wilson: What first got you interested in art and painting?
Hoffman: Ever since I was a little kid, I kind of just kept to myself and would sit and doodle...That’s pretty much what I did for a while. Then I developed more in art and now I do a little bit of everything...sing, dance, paint, and draw.

Wilson: Do you think that you are going to continue performing and doing art in the future?
Hoffman: Well, I plan on doing pretty much just art studio, because I plan on being a Spanish teacher.

Wilson: Do you have any big influences, people you look up to?
Hoffman: Mr. Justice has been a pretty big influence and working with him has defini tely made me a better artist.

Wilson: What are your favorite mediums to use?
Hoffman: Acrylic. Definitely. I also tried oil, but acrylic is mostly what I use.

Wilson: How long have you been really serious about painting?
Hoffman: For a long time, it has been the only way I’ve felt that I can really express myself...by taking out a sketch book, drawing, painting, writing poetry.

Wilson: How has your art evolved over the years?
Hoffman: Well, I didn’t do shading at all when I first started drawing and painting, and I was like “okay, I’ll try that,” and it turned out to be pretty good!

Wilson: What kind of subject matter do your paintings focus on?
Hoffman: Usually they are mostly about African Americans. The last one I finished was a painting of Jesus and a little boy.

Wilson: What are you currently working on?
Hoffman: Well I’ve been trying to develop my portfolio, and this painting is on the idea of bondage – mental bondage, physical bondage, and spiritual bondage.

A&E Calendar

March 24/Entry deadline
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Celebrate Art
April 7
Battle of the Bands
April 11
Art Day
April 13
Ha Ha Honey Dip Rap Concert
April 27
Gospel Concert
May 3 - 6
House of Desires
May 16 - 20
Collage XII

The Arts
THE FORUM
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ARTIST’S CORNER: KEYAUNA HOFFMAN

Keyauna Hoffman’s painting explores the topic of bondage and the different forms that it can take.

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Boys’ basketball makes historic tourney run

BY ANDREW REICH

The Lincoln-Sudbury Regional High School boys’ basketball squad made a strong run in the postseason, but suffered a disappointing loss in the North Sectional Finals. Heading into the Massachusetts Division 2 State Tournament, the Warriors held a 13-7 record and the third seed in the North region. Coach Okiwe’s squad was awarded a first-round bye, and faced off against the Woburn Tanners in the second round.

In recent years, the Warriors have not been able to get past the second round, but this team was determined to break this trend. During the first half of the game against Woburn, the Warriors played strong but found themselves trailing by four heading into halftime. In the opening minutes of the second half the Warriors came out flat, allowing the Tanners from Woburn to grasp an eight-point lead with under eight minutes left to play.

With determination, the Warriors persevered and fought hard to tie up the game with under two minutes remaining. L-S was able to shut down Woburn and take control of the lead thanks to Aaron Burdette’s strong offensive rebound and immediate lay-up. With 30 seconds remaining the Tanners looked to tie the score but aggressive play by the Warriors forced them into another turnover. This was followed by a pair of free throws by co-captain Dan Ollquist which sealed the game for Lincoln-Sudbury. The final score was 60-54.

Down but not out

BY MATT HATFIELD

After finishing third in the Dual County League, the Lincoln-Sudbury Regional High School Wrestling team concluded its season with strong showings in both the Sectional and State Tournaments.

L-S finished behind only Wayland and Weston in the regular season and took second place in the DCL Tournament. L-S had five finalists in the DCL tournament, and both Elliot Gibbs and Jason Orlando won their finalist match in the DCL tournament. Besides finishing second at the DCL tournament, the wrestling team’s post-season was highlighted by many solo achievements at both the Sectional and State tournaments.

In the Sectional Tournament, the Warriors had ten wrestlers place, meaning they finished in the top six in their respective weight classes. Junior Nico Von Stackelberg and senior captain Elliot Gibbs each finished second in their weight class. The tournament was capped off by junior Jason Orlando who came in first place in the heavy weight class.

Sectionals was followed up by the state tournament where both Gibbs and Von Stackelberg finished third in their weight classes. Although they did not place in the all-state tournament, it was nonetheless a very successful season in which the team finished 13-6. “My best memory from this season was the match against Wayland. We were heavy underdogs and even though we lost, we came ready to wrestle and kept it close,” said junior Justin Nicholson.

With seven of ten sectional winners returning, the team looks to contend for the DCL championship next season.

Wrestling team pins opponents in post-season

Swimming squads make a splash at states

BY NICK GRASSO

Both the Lincoln-Sudbury Regional High School boys’ and girls’ swim teams finished off their seasons in record-breaking style at the recent Massachusetts State Championships.

Led by Jack Darcey and Kyle Byrnes, the boys went 9-3 over the regular season and went on to both the sectionals and states meets. The girls, led by captains Emma Mushnik and Niki Holtzman, went 10-0, undefeated throughout the regular season, but dropped the Dual-County League Championship to Weston at the DCL Meet. The girls also performed well in sectionals and states.

Unlike the girls, who had a perfect regular season, the boys hit trouble early on, dropping their first two meets against Acton-Boxborough and Wayland. The Warriors were able to rebound, however, as they won nine of their last ten meets and placed fourth at the DCL post-season championships.

Up until sectionals, only three boys had qualified for states. During sectionals, surprisingly, five more boys qualified. Byrnes placed second in the 50 freestyle with a time of 22.22 at the meet. At states, the 200 freestyle relay team consisting of Byrnes, Steven Weiss, Ted Hutchinson, and Alex Boyd, broke the L-S record with a time of 1:31.81.

Boyd also placed third in the 100 breaststroke, although initially seeded twelfth, with a solid time of 1:02.89. Finally, Patrick Demarque’s performance at states in diving earned him second place.

The girls had a perfect record during the regular season, but stumbled at the league meet, losing the DCL title to Weston. The Warriors came back at sectionals, however, placing fourth in the region. At states they did even better, coming in third, despite only winning the 200 freestyle relay, consisting of Ashley Wagner, Nicole Zais, Martha Shoemaker, and freshman star Meg Hutchinson. The time was 1:41.95, a school record.

The girls broke four other L-S records at states to cap off their stellar season in the 200 medley relay (1:55.08), 100 butterfly by Holtzman (1:01.88), the 100 backstroke by Hutchinson (1:02.25), and the 400 freestyle relay (3:45.56). With the young squads shattering records, the boys’ and girls’ swim teams seem to have a promising future.
Girls' basketball finishes 21-2, falls short in sectional semis

The Lincoln-Sudbury Regional High School girls' basketball team entered the 2005-06 Division II Tournament with high expectations. Their 19-1 regular season record propelled Coach Lisa Feldman's team to a number four seed in the Division 2 North bracket. The L-S dominated all facets of the game against their first opponent, 2 North bracket. L-S dominated all facets and put up a Shaquille O'Neal like performance with 20 points and 16 rebounds. Westford had no match for her size and she cleaned up rebound after rebound. With Westford climbing back into the game down the stretch, the Warriors looked to Shatasia Kearse to carry them. With 14 key points off the bench to go with 9 boards, Shatasia helped put Westford away for good as the warriors triumphed 63-54.

Feldman commented about her team’s success. “The biggest thing was composure; we stayed composed throughout the whole game. We really needed that team concept to win, and we definitely had that.”

COACH FELDMAN

Escape Dribble: Kelly Malley explodes to the basket in the state tournament.

Boys' Basketball

Dan Olguist (12)  Rob Kindell (12)  Matt Miller (11)

Girls' Basketball

Ali Occhialini (12)  Liz Catinella (11)  Connie Lu (11)

Girls' Swimming

Ashley Wagner (12)  Nicole Holzman (12)  Lisa Columbo (11)  Martha Shoemaker (11)

Boys' Swimming

Kyle Bymes (12)  Patrick Drollette (11)  Ted Hutchison (10)

Skiing

Alex Daly (12)  Justin Hall (12)  Terri Bello (11)  Sherry Sybertz (12)

Wrestling

Eliot Gibbons (12)  Jason Orlando (11)  Alissa Long (10)

Girls' Hockey

Teedy Bascen (12)  Brian Meyer (11)

Boys' Hockey

Alex Boyd (10)

Making Memories: The L-S Girls' Alpine team poses after the Carnival race.

The Lincoln-Sudbury Regional High School girls' basketball team finished off their season well after struggling through many injuries and facing fierce competition throughout the season. DCLs, which were on consecutive days and courses for cross country and downhill teams, consisted of only six teams, since many high schools do not have ski teams. However, the teams in the league were all very competitive, with Concord-Carlisle having an extremely tough cross country team.

The alpine teams did very well, with girls placing third overall and the boys' team finishing second. The top female skiers were Alissa Long and Claire Costello, both in the top ten. Captain Alex Daly and senior Justin Hall finished in the top ten. Captain Jonathan Crosby and sophomore Sam Koeekoe were not far behind. Because only the top two teams in the league can move on to the state meet, the girls' team didn't make it; however Long and Costello both qualified individually and were able to race. Long finished 25th in the slalom event, which involves skiing at high speeds between poles (gates) and 18th in the giant slalom, which has fewer gates and wider turns. Costello performed well although fell in one of her runs, which prevented her from placing high in her race. The boys' team was well represented at the state meet, with Daly, Hall, Crosby, and Koeekoe all placing well, although top skier Austin Smith was sorely missed after getting injured halfway through the season.

Overall, the cross country league was quite competitive, with girls placing 4th and the boys' team 5th (of six teams); Terri Bello, Kelsey Azziolino and Carolyn Bernier were the top skiers for the girls' team, all placing in the top 15; Sherry Sybertz, Rachel Potter and Amanda Watson also did well in their final meet of the season. The girls who raced did extremely well. Rachel Potter and Amanda Watson also did well in their final meet of the season. The girls’ team also had that team concept to win, and we definitely had that.”

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Walker places 2nd at curling nationals

To many, it is known simply as the sport played in Canada with broomsticks and stones which involves sweeping an ice rink. Although the sport may not have any Olympic icons, you don’t have to look very far to find one of curling’s upcoming stars. L-S’s own Jillian Walker recently captured second in the country at the 2005 Junior National Curling championships in Bismarck, North Dakota. Walker has had tremendous success on the curling circuit as she is currently the two year defending champion of the annual GNCC Junior Women’s Playdown.

So what does it take to curl like a champion? Walker curls for five months out of the year, from mid-October to April. “Generally, we have games on Tuesday and Sunday, and weekend tournaments which last two days. For major events, the practice schedule becomes even more rigorous. “When I’m preparing for National trials, I generally practice everyday to get the best preparation possible.”

However, like any successful athlete, Walker is thinking big. She and her team are hoping to surpass the success they’ve had at Junior Nationals, and represent the U.S. to compete in the world’s most historic sporting event: "We’re currently training under a four year program that will hopefully prepare us to compete in the next Winter Olympics."

In soccer there’s Freddy Adu, Golf has Michelle Wie, and it may not be too long before Jillian Walker graces the cover of a Wheaties box as the future of curling.

~Shawn Butter
Girls’ hockey achieves goals

The Lincoln-Sudbury Regional High School girls’ hockey team ended a very successful season with a disappointing loss to Needham in the first round of the state tournament.

The team finished the season with an excellent record of 10-5-5. They won the Dual County League, L-S finished the regular season in 8-4-5, qualifying for the state tournament with a great victory over Arlington.

Arlington, a team ranked in the top 20 in Massachusetts, struck first and the Warriors answered, settling the score 1-0. Home team versus visiting team that bolsters such depth and quality down low. Center Rashad Andersons and you’ve got the makings of a final four. I think UConn has the easiest path. Neither of the potential opponents would be able to hang around and when the game’s on the line the Huskies’ defense has the edge. A mettle match up problems for the Zags and I think UConn will be able to put up a good fight. Gonzaga’s opening round game scares me. The Musketeers of Xavier are a well-balanced team that has a sense of tradition and winning in the NCAA tournament. In the elite eight they’ll be pinned against the Pitt Panthers and will win it in the last few minutes of regulation, most likely on a runner in the lane from big #3. Long live the ‘stache!!

Washington Regional: And the winner is...UConn Why? The UConn Huskies have been the best team in America the entire year. They may not get the same love and attention as Duke, but they are a hell of a lot more talented. Sheridan is an extremely strong rebounder with great hands in the low post. In addition, guard Kyle Lowry and company packing for Chestnut Hill. After dealing with the Gators again will give the Wildcats a tough night on the boards, the quickness of the Villanova guards and I think this team is set for a date with Florida. Although the Huskies have had their moments the past seven years. Center Lamarcus Aldridge at 6’11’’ is headed to be a top 10 pick in the upcoming draft and power forwards PJ Tucker and Adam Morrison? I like this team because they are all quickness of the Villanova guards will propel them to the final four for only the second time in the school’s history.

FINAL FOUR

UConn over Villanova: In the third match between these two teams this season, the Huskies will prevail in a nail-biter. Texas over Gonzaga: The Zags just won’t be able to deal with the abundance of size down low for the Longhorns.

FINAL

UConn over Texas: This could truly be a classic NCAA championship contest. Both teams are extremely similar in terms of talent and styles of play. Both powerhouses bolster NBA prospects right and left and the game will certainly go back and forth till the very end. Calhoun however, will leave the court smiling, with the new cut down net in hand and his third NCAA championship trophy in the past seven years.

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The team finished the season with an excellent record of 10-5-5, finishing third in the Dual County League. L-S finished the regular season in 8-4-5, qualifying for the state tournament with a great victory over Arlington.

Arlington, a team ranked in the top 20 in Massachusetts, struck first and the Warriors answered, settling the score 1-0. Home team versus visiting team that bolsters such depth and quality down low. Center Rashad Andersons and you’ve got the makings of a final four. I think UConn has the easiest path. Neither of the potential opponents would be able to hang around and when the game’s on the line the Huskies’ defense has the edge. A mettle match up problems for the Zags and I think UConn will be able to put up a good fight. Gonzaga’s opening round game scares me. The Musketeers of Xavier are a well-balanced team that has a sense of tradition and winning in the NCAA tournament. In the elite eight they’ll be pinned against the Pitt Panthers and will win it in the last few minutes of regulation, most likely on a runner in the lane from big #3. Long live the ‘stache!!

Washington Regional: And the winner is...UConn Why? The UConn Huskies have been the best team in America the entire year. They may not get the same love and attention as Duke, but they are a hell of a lot more talented. Sheridan is an extremely strong rebounder with great hands in the low post. In addition, guard Kyle Lowry and company packing for Chestnut Hill. After dealing with the Gators again will give the Wildcats a tough night on the boards, the quickness of the Villanova guards and I think this team is set for a date with Florida. Although the Huskies have had their moments the past seven years. Center Lamarcus Aldridge at 6’11’’ is headed to be a top 10 pick in the upcoming draft and power forwards PJ Tucker and Adam Morrison? I like this team because they are all quickness of the Villanova guards will propel them to the final four for only the second time in the school’s history.

FINAL FOUR

UConn over Villanova: In the third match between these two teams this season, the Huskies will prevail in a nail-biter. Texas over Gonzaga: The Zags just won’t be able to deal with the abundance of size down low for the Longhorns.

FINAL

UConn over Texas: This could truly be a classic NCAA championship contest. Both teams are extremely similar in terms of talent and styles of play. Both powerhouses bolster NBA prospects right and left and the game will certainly go back and forth till the very end. Calhoun however, will leave the court smiling, with the new cut down net in hand and his third NCAA championship trophy in the past seven years.