

The MLWGS Jabberwock

Volume 3, Issue 10

www.gsgis.k12.va.us

Friday, March 24, 2006

MLWGS: Many Languages With Governor's School

Reddo, Lan-se, Bordeaux, Giallo, and Turchino crowded MLWGS hallways

Natalia Virani
Jabberwock Staff Reporter

¡Bienvenido! Bienvenu! and Willkommen! were posted along MLWGS' walls on March 4 as preparations for The International Language Festival were completed.

The festival attracted middle school students and served as an educational and entertaining tool.

Stephanie Sigmund ('06) and Rachel Savoy ('06) organized the festival for middle school students, and MLWGS student volunteers helped throughout the day.

"The students really enjoyed [the festival] because the workshops were very unique," said Sheria Pettis ('09), a volunteer at the festival.

MLWGS students volunteered for registration, scavenger hunts, and clean-up; students earned community service hours and extra-credit in their respective foreign language classes.

The event included workshops presented by MLWGS students. Spanish dances, French cuisine, Japanese origami, Russian music, and Italian food were few workshops that displayed the different languages offered at MLWGS.

At the beginning of the day, students were guided throughout the school on a scavenger hunt looking for signs and hints written in different languages around the school.

"We showed [the students] the school and where their workshops would be," said Stephen Taylor ('08), a scavenger guide

"I think the students really enjoyed the day; you could tell that they learned a lot from the Trivia Contest at the end," said Trevor Helderman ('07), a Chinese



Matt Childs ('09) and Kaitlin Lawrence ('09) teach the Middle School students a Mexican dance in their workshop. Photo by Natalia Virani.

Yo-Yo performer.

"I was told to perform on Friday but I was excited to perform on Saturday [as well]," said Helderman.

Presentations of Kendo, Japanese singing, the Chicken Dance, and the Ketchup Dance ended the ceremony with excitement.

The festival was an outreach to the community, but it also showcased MLWGS to prospective students.

"I like the higher level of education [of MLWGS]; it's higher than most schools and the facilities and track are really good," said Elizabeth Pickering ('10), a Manchester Middle student who attended the event.

Goodie bags with candy and cultural trinkets provided by different language clubs and Honor Societies were given to the students.

The festival provided everyone with language, culture, and trivia in an enter-

taining way. As the students ended their day, the perfect departing expressions were ¡Adios! Au revoir! and Wiedersehen!

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Shadows

Although there are pros and cons to both shadow programs, the original one-on-one shadowing system far outweighs the newer group structure.

The one-on-one system was in place two years ago. In this program, each prospective student was paired up with one MLWGS student. Each eighth grader spent the day with a mentor, touring the classes and clubs of their interests. However, there were mixed experiences. Some students found themselves sitting with their mentor during difficult, upper-level classes, which may have bored or disinterested them. As a whole, though, that system was more personal.

Under the newer shadowing system, which has now been in place for two years, groups of about five shadows travel together with one or two sophomores. The mentors, following a semi-structured timeline, are required to show the students a sampling of classes. Shadows only have a few chances to choose classes they want to see. So, if there was a student whose decision rested solely on science classes, that student would still be required to visit classes not of interest.

With the new shadow system, eighth graders are forced to stay with their group of five shadows all day. Most of their interaction occurs with other eighth graders. In the older system, shadows were able to meet and talk with more MLWGS students. Because shadows in the new system only visit classes for 10 minutes, MLWGS students and teachers often put on a show for the shadows, which does not give the shadows a good idea of what classes here are really like. In the older system, shadows experienced real classes, not just shows.

It would be better to go back to the more personal system of one-on-one shadowing. Perhaps an integration of the two coordinating systems would be even better. All MLWGS students, not just sophomores, should be allowed to have shadows. An application process involving the applicants' schedules, short teacher recommendations, and expressed agreement to miss parts of classes on shadowing days should be used to screen prospective mentors. A more rigorous screening process would ensure that all shadows have an enjoyable and enlightening experience.

—SS

Want to see your opinion in print?

**WRITE A LETTER
TO THE EDITOR**

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The MLWGS Jabberwock covers news events related to the school community and provides a forum for students to share their ideas. However, the statements expressed by columnists do not necessarily reflect the views of the Jabberwock staff.

All members of the MLWGS community are invited to submit letters to the editor on any topic, although the publication of all letters is not guaranteed. The newspaper reserves the right to edit letters for grammar, language and length. Please e-mail letters to: newspaper@gsgis.k12.va.us.

College Board "Competence"

As soon as a student leaves the security and familiarity of middle school to go to the high school world filled with mysterious AP's and the infamous SAT's, one thing becomes clear: the College Board is large and in charge. In fact, the first time you take a test administered by the College Board, you have sold a part of yourself in exchange for a battery of numbers and scores that could literally change your life.

The College Board is very familiar with you and your background. Without even employing the Patriot Act, these "evaluators of the night" know your basic profile (your birth date, place of residence, social security number, etc.) and also about your academic life, such as what types of classes you're taking or where you go to high school. In fact, I'd venture to guess that they know more about you than you know about them.

In short, this testing hegemon holds one of the keys to your future which will impact where you go from MLWGS: your test record. As the guardians of

this precious information, we should expect them to go the extra mile to ensure that every report is accurate the *first* time around. Unfortunately, those expectations are not currently being met.

College Board has faced weeks of negative press after revealing to several colleges on March 7 that several of their tests were inaccurately evaluated. Just two days ago the organization admitted that about 27,000 of the nearly 500,000 tests in question from last October were not fully re-scanned after the original scoring inaccuracies were reported.

After the re-scan, hundreds of students were found to have received inaccurately low scores. The latest evaluation brings the number of students with inaccurate scores up to over 4,400. The reason for the inaccuracies remains a mystery.

Opponents of what they consider excessive standardized testing are crying fowl over the scoring mishap. Robert Schaeffer of the FairTest group noted, "There's clearly something wrong with the management at the College Board

Opinion

By Matt A. Kiehl ('06)

and Pearson."

Mr. Schaeffer's statement couldn't be more accurate. As countless numbers of high school students across the country anxiously await letters from their potential universities, these cryptic messages from the College Board are the last thing that students want (or need) to hear.

But this controversy is about more than a few inaccurate scores on SATs. It calls into question the monumental importance that a single number has in a student's chances of being admitted to a college or university of choice.

JabberwockTalk

Advice Columnist
Natalia Virani ('07)



Dear Natalia,

I like my dad, but having a conversation with him is nearly impossible. For one thing, he's not very responsive. Also, his cultural background is one of extreme respect. It was probably normal where he's from, but I find it uncomfortable. I am never sure whether my more Americanized attitude is offensive to him.

It shouldn't be; he's lived in America for the past 30 years. Still, I don't really enjoy talking to him because of it. I don't like the idea of avoiding him completely, but he doesn't seem to understand how entirely different our culture is. What can I do to make it less of a chore to have a conversation with him.

-CONVERSATIONALIST

Dear CONVERSATIONALIST,

I understand exactly how you feel regarding the culture clashes that you would have to deal with: it is difficult to understand what is allowed and what is not in both cultures. Instead of ignoring him and allowing his lack of responses, talk about topics that you know both of you enjoy: sports, politics, family life, school life, etc...

When I first tried to talk to my parents, we initiated the topic of our cultures: compare and contrast them to know what your culture permits and what your father's culture is all about. His culture is also your ancestral history! Instead of restricting yourself from his culture, try to enjoy it and learn from it to enhance your own culture and diversity!

Need advice?

WRITE A LETTER TO NATALIA

Email us: newspaper@gsgis.k12.va.us

Letters to the Editor

A Tribute

With the completion of registration last week, the course of AP English Language 11 has been eliminated from the Governor's School. Many of you reading this have not taken the class, and you wonder why such an uproar has been raised over its removal. In what follows, I will merely describe what you will never experience—what you have lost. I do not advocate antagonism towards those who implemented this change, because the administrators have made their decision, and perhaps we have no choice but to accept it. Rather, let this article be a memorial, however inadequate, for AP English 11.

It has been argued that the class is merely moving to 12th grade, that the student is not losing any opportunities, that the essential spirit of the Governor's School—a recognition of the giftedness of its student body—is unchanged.

But it was in AP English on September 11, 2001, that a classroom of students heard their towers fall, listened to reporters weeping on the radio; with their eyes and notebooks wide open, those students dutifully heeded their teacher's advice—"Copy down what you're hearing, as fast as you can, write it down, because today will be remembered for the rest of your life." They wrote as quickly as they could until the administration knocked on the door, asking the radio be turned off, to preserve the minds of the children.

And it was in AP English 11 yesterday morning that a classroom of students proudly submitted their personal anthologies, collections of essays about their

hopes, fears, and dreams. Hundreds of hours of work, yes—but this is an experience that will produce college essays, poems and novels, even self-discovery. For the rest of their lives, they can read these anthologies and remember how they were as juniors in high school. As they leave the classroom, they feel truly accomplished. Can in-class essays do this?

I remember being in that classroom last year. I had never heard of My Lai before, or discovered existentialism, or walked barefoot to the witness stand as Henry David Thoreau. I am a product of AP English 11. I learned how to read and write in that class, but I also learned so much more than English.

Both of the current AP Language teachers focus on making their students better writers and more open to the world surrounding them. They teach grammar, the most essential tool of any college student. They teach essay-writing, not dry analysis, but living thought, words that convey the feelings of the author. They make an effort to understand each individual student.

And when senior year comes, their students know how to write college essays, using the best grammar and vocabulary. These are the essays that stand out to college admissions readers. AP English 11 is the foundation for college, because at GSGIS the AP English teachers recognize that each one of us is here for one reason only—we love to learn. We all have a talent and giftedness that caused us to choose Governor's School over our friends at local high schools. But on the other end of that intent-to-return contract we sign every year is a promise from our administration

that Governor's School will do everything it can to develop and encourage our giftedness.

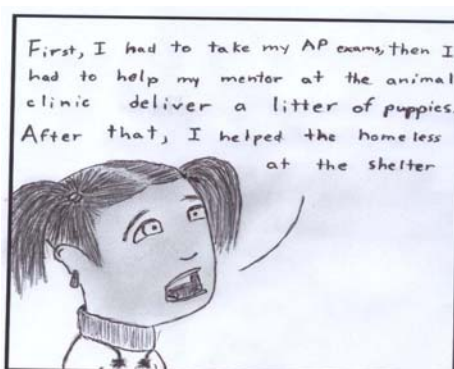
Starting next year, there will be no AP English 11. It has been removed for our benefit—because a student who does not know he can do better is a happy student. There will be no more personal anthologies. There will be no more quilts to decorate the offices of our teachers and administrators, the very ones who are destroying the class producing the quilts. Taking AP English Language in the 12th grade will not be the same; we will be occupied with mentorships, colleges, scholarships, graduation, and senioritis. It is said that those who love English could take both AP classes in their senior year, but nobody will have schedule space for that.

There is absolutely no logical reason to remove AP English from the junior year. The decision was made without the welfare of the student body in mind. I have been told not to consider the decision a "taking away" of my choice, but that is the truth. AP English 11 has been taken away from the sophomores and freshmen, and nothing has been exchanged in return. English is now the only academic field at MLWGS where no choices are allowed to the students until senior year.

From now on, students in 11th grade English will only be allowed to learn about American literature. They will not be given the opportunity to add themselves to American literature.

—Jonathan Giuffrida ('06)

Skoolz Out By Jarrett Felts ('06)



"V" for Very Very Cool

By **Ellen Hart**

Jabberwock Staff Reporter

Don't you love it when you see an actually intelligent movie that manages to be extremely entertaining as well? "V for Vendetta" was a pleasant surprise.

Set against the futuristic landscape of a Nazi-Fascist Britain, "V For Vendetta" tells the story of the masked so-called terrorist, called simply V, who ignites a revolution when he urges his fellow citizens to rise up against tyranny and oppression, along with his unexpected ally, Evey.

Natalie Portman brilliantly fills her role as Evey, the timid damsel turned fearless social warrior. It was also nice to see her displaying her acting talents without

having to argue with Hayden Christiansen in "Star Wars III" about whether he loves her because she is beautiful, or the other way around, I can't remember.

Hugo Weaving plays our masked vigilante hero, V. And his performance is nothing less than enchanting. Violent when provoked, calculating, but generally soft-spoken, V is the kind of character a movie like this needs. If there happened to be flaws with the other actors (I didn't notice any), the shortcomings could easily fall back on this captivating protagonist.

But what makes "V for Vendetta" work is not the actors or the idea behind the story, but the almost genius craft of the screenplay, composed by the writers of the



Evey (Natalie Portman) gets ready for a night out. Photo courtesy of Warner Brothers.

Matrix Trilogy, the Wachowski Brothers (Andy and Larry). Think what you will after the movie, but while you are sitting in the theater, the film guides you along every opinion and emotion that it intends you to experience.

In other words, we might unspeakably outraged at a certain character to the point where we are sure that he is beyond forgiveness. Then the story might shift and we begin to find ourselves becoming slowly and accordingly once more sympathetic to him.

Which is kind of creepy because you get the strange sensation that it is controlling your mind just as much as the fascist government is controlling the people in the movie. It's a nice touch.

The movie tends to have a profound affect on its viewers. I got seriously emotional in some parts, while

others, particularly the intense (and perhaps a bit excessively gory) fight scenes, where V's only weapons are his knives and his fists, made me just whisper the word, "sweet..." over and over again.

Not to mention the social critique it brings to light, i.e. the media's affect on the mind and the tendency for citizens to sit back and take the government's abuse.

But the film's one and only notable flaw lies within a certain scene in which Evey is imprisoned, the details of which I probably should not share, but there are some major inconsistencies that needed to be dealt with.

But other than that, I couldn't recommend this movie enough. It's a movie for everyone above the age of thirteen (it's rated R for violence), boys and girls, young and old. Don't miss out on seeing this film.



V (Hugo Weaving) fights off his assailants with nothing but knives and fists. Photo courtesy of Warner Brothers.

Hills Wish They Didn't Have Eyes

By Alan Chang

Jabbercock Staff Contributor

The hills may have eyes, but the *Hills have Eyes* could've done better without them. This movie is grotesque to the extreme.

Brought to you by the same director of *Haute Tension* and *Switchblade Romance*, this movie combines sadism, rape, blood, gore, and more blood.

The plot is quite simple: A family gets lost on a trip and finds themselves stranded in a hill filled with bloodthirsty cannibal mutants. The mutants are the inbred descendants of mining families that wouldn't leave their homes even though the government told them their land was going to be used for nuclear testing.

The miners get their homes razed to the ground and are told to leave, but they decide to head underground into the mines instead. The military proceeds to blow the area to pieces,

and the mining families are mutated beyond belief.

The miners decided they want revenge, and every traveler passing through the desert is slaughtered brutally. Like the movie's tagline says, "the lucky ones died first."

There seems to be an anti-nuclear message somewhere within the movie, but it is drowned by the sheer brutality and depravity of the film. The film is less of a horror flick and more of a gallery for dead bodies and removed human body parts. Director Alexandre Aja spares us nothing as he tells the camera to pan over scenes of massive carnage.

The film follows the classic revenge scenario in which the victims suddenly become the killers. The second half of the movie is a total reversal of events as the bloodthirsty mutants get hunted down by one now-bloodthirsty member of the family out for vengeance.

More gory and bloody



The cannibal mutant is getting ready for breakfast. *Photo courtesy of Fox Searchlight Pictures.*

scenes that follow will scar you for life. The director seems to try arousing compassion for the mutated monsters, but every mutant death rouses hearty cheers and applause from the audience.

Acting is limited to screaming and being scared, and dialogue involves annoying family squabbles.

The hour and thirty minute film finishes with a cliff-hanger ending, leaving the audience with no closure and vivid images of mutilated corpses fresh in mind.

This film is hardly scary, unless you're new to horror films, but it excels at exposing the audience to the in-

nards of humans, mutants, and perhaps most horribly, dogs. Don't see this movie unless you're into heavy amounts of gore and blood.



They're very, very scared. *Photo courtesy of Fox Searchlight Pictures.*



Emilie de Ravin as Brenda Carter is out for revenge after her family gets slaughtered. *Photo courtesy of Fox Search-*

Their Life Pursuits

Belle and Sebastian Exercise Their “Surprising Muscular” Pop

By Ira Calos

Jabberwock Staff Reporter

Listening to “The Life Pursuit,” you expect to see lava lamps and shiny cruiser retro bikes with banana seats.

It sounds like an eerily comfortable relic of the 70’s, with a Hammond organ, a foggy guitar with chords that aren’t afraid to go with the flow. Depending on the song, “The Life Pursuit” can be more funk or more country, but all of it is just different

shades of pop.

Stuart Murdoch, Belle and Sebastian’s frontman, a 70’s baby, was not content to leave the era’s sunny California pop behind, and “The Life Pursuit” shows that he has indeed followed this goal.

Although both “The Life Pursuit,” their sixth album, and their previous album, “Dear Catastrophe Waitress,” were produced by Trevor Horn, “The Life Pursuit” doesn’t exude only Stereolab pop like “Dear Catastrophe Waitress” did. The first track, “Act of the Apostle,” opens with a jazzy chord progression and grooves with gusto.

“White Collar Boy” has a

drum beat like Norman Greenbaum’s “Spirit in the Sky,” and has a sing-along feel like “Step into My Office Baby,” off of their last album. “White Collar Boy” is the quintessential Belle and Sebastian song, with a dialogue between a timid boy and a girl who wants him to run away with her, “but there’s something not quite right.”

Like Morrissey of The Smiths, Murdoch is molding his persona by telling stories and singing about common people.

Over a thick T Rex guitar riff on “The Blues are Still Blue,” Murdoch sings like Iggy Pop on “Lust for Life,” intermittently broken by Sarah Martin, whose voice rivals even Murdoch’s sunny falsetto. What makes the song so familiar is the situation Murdoch has presented—a misfit in school, “a kid with the will to funk, he dances in secret, he’s a part-time punk.”

Martin replaces Isobel Campbell, the mythical Belle of Sebastian who left to work on solo projects, including the recently released “Ballad of the Broken Seas” with The Screaming Trees’ Mark Lanegan.

Probably the album’s danciest track, “Sukie in the Graveyard,” is fast and funky, like Sly and The Family Stone, and tells of a little girl, who, like the boy in “The Blues are Still Blue,” was a bit of a sore thumb and came to life at the hands of

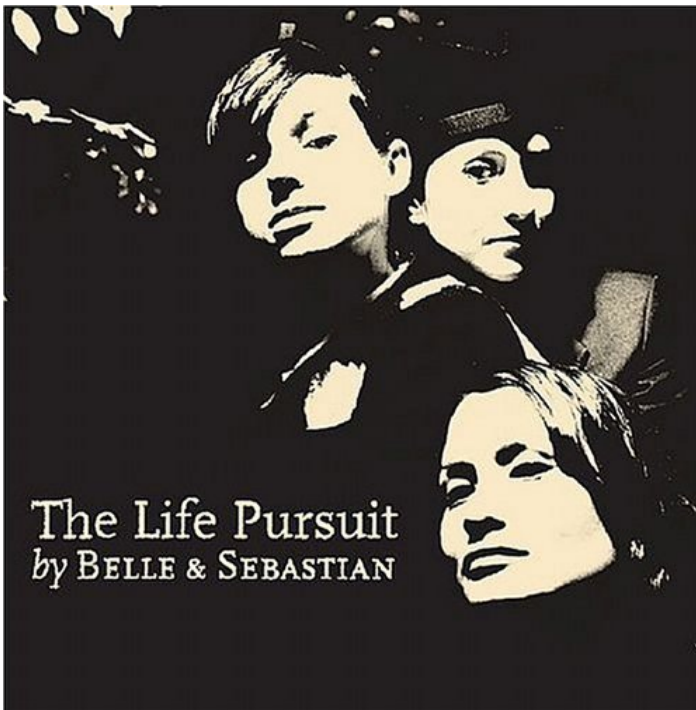
**Like Morrissey
of The Smiths,
Murdoch is
molding his
persona by
telling stories
and singing
about common
people.**

Murdoch and guitarist Stevie Jackson.

Exhibiting the “surprising muscularity” that John Peel described the band as having, “The Life Pursuit” features even more jazz and funk bass riffs, tangy trumpet solos, and slower balladry, like “Dress up in You,” or the slower and more country “Morningtown Crescent.” “Morningtown Crescent” is sad and beautiful with a lonely CSNY drag and bluesy piano riff.

In the 50’s-style lounge “The Act of the Apostle- Part II” Murdoch sings about more alienation, but with the realization that “if you’ve gotta grow up sometime, you have to do it on your own.”

“The Life Pursuit” shows that Belle and Sebastian are growing into their own shoes, becoming musically less inhibited by other styles, hopping on that imaginary cruiser with the banana seat, and throwing their backs to the wind.



Album cover for “The Life Pursuit.” Photo from www.belleandsebastian.co.uk.

Duck, Dodge, Dive: Our Favorite Sport

Danny Yates

Jabberwock Staff Reporter

The Second Annual Dodgeball Tournament is back with ambitious goals, new leadership, and a worthy cause.

“Dodgeball competes with the NCAA (basketball) tournament for the greatest spring sport event in our school and even in the world!” said Tommy Nicholas ('07), who will be participating in this year's dodgeball competition.

Wayne Ngai ('07), the unofficial leader of the tournament, came up with the idea last year as a sophomore class officer, but he is now very involved in the Dodgeball Club.

“This year the Dodgeball Club didn't really need the money, so we wanted to give it to charity,” said Ngai.

“Last year we made hundreds of dollars for the sophomore class, but from now on the Dodgeball Club is in charge, and all the proceeds will go to St. Jude's,” said Mrs. Denise Yagel, Junior Class Sponsor.

St. Jude's Children's Research Hospital is a charitable organization that helps all children from infants to adolescents. Regardless of their family's ability to pay, children with cancer, leukemia, HIV, and many other diseases, can be treated at St. Jude's.

Dodgeball Club members hope that the tournament will be even larger than last year to benefit the charity and that it will increase interest in the club.

“Last time we had about thirty teams, but our goal this year is 36,” said Dodgeball Club member Amit Jain ('07).

“We got the basic rules from the NADA (National Amateur dodgeball Association), said Dodgeball Club member Mike Hagemann ('07). “But we adapted these rules,” said O'Connor

The excitement is palpable at MLWGS since so many students are participating.

“Most people can do it (pay their \$3

fee) and it is for a good cause ... I am a member of the Chess Club Team and we just want to hit a couple of people and get through the first rounds,” said Drew McFayden ('06).

“... we just want to hit a couple of people and get through the first rounds.”

For the tournament, each team will contain five members. The teams will be broken down into four groups and the top two teams of each group will enter the final elimination round. But, before the final rounds, every team is guaranteed three matches.

Many students have participated in the Friday pick-up games organized by the Dodgeball Club.

“I've been playing every Friday in the gym, and my team also practices other times,” said James Jack ('09).

Dodgeball Club members have a tentative four week schedule that resembles last year's tournament with lunchtime competitions.

“It will last about a month, from March, 24 until shortly after spring break,” said Trent O'Connor ('07).

To register, each team member must pay three dollars and return a permission slip with a parent signature. Mouthguards are also required for all players to avoid tongue-biting and injuries to braces.

“People get hit in the head, and last year we had an almost knockout. You just have to pay attention on the court, and the mouthguards are there to just protect the teeth a little,” said Mr. Don Blanton, in charge of safety for the tournament.

Many players from last year are returning with their same teams.

“My team is The Lost Cause, and we are pretty much the same as last year, but we have a new name. We just want to get as far as we can go and do our best,” said Josh Daugherty ('08).

Both girls and boys are preparing for the competition, and there are many mixed-gender teams.

“Our team is J Crew: Preps Gone Wild, and we have four girls and one guy,” said Kaitlan Lawrence ('09). “We are totally going to win,” said Kaitlan's team-member Abbie Pettigrew ('09).



Dodgeball Club members participate in a lunchtime game. Picture by Danny Yates.

March Madness at MLWGS

Basketball and course registration are not so different after all

Casey Cordrey
Jabberwock Staff Reporter

The Big Dance. The Science of Bracketology. Cinderellas. All of these terms are connected to March Madness, a time when college basketball teams across the nation fight for the ultimate prize, a national championship title. As the madness ensues on the courts, MLWGS has its own source of madness: course registration.

On the surface it seems that course registration and basketball have nothing in common. However, parallels do exist between the tense time for the basketball teams and students.

Before the steps are analyzed, the roles must be established.

The freshmen class was the Cinderella, a team who is going to the Big Dance, the championship tournament, for the first time. At MLWGS the Big Dance is the process of course registration. The rising sophomores weren't used to the rough and tumble of the self registering process, and some were feeling the pressure of the moment.

Some, however, were remaining optimistic.

"If it works out, and if my friends get the [courses] they wanted, that should be really good," said Lori Lippman ('09).

Rising juniors were the teams in the middle of the bracket. They had some experience but are still trying to claw their way through certain situations, such as fighting for the last spot in a class dominated by seniors. Their previous trip to the Dance had led them to develop some strategy and expectation.

"Because I've been through it once I'm not as anxious," said Madison Rabb ('08).

The top of the bracket consisted of



Students rush to get the classes they want. *Photo by Ellen Hart.*

the top seeds, and in the process of course registration, they were the rising seniors. Like the teams who were expected to cruise through the draw, they were expected to make it through scheduling unscathed, as they got to pick classes first.

"It's going to be amazing because no one will have our classes yet," said Rachel Carter ('07) before the big event.

Registration at MLWGS is different than most schools, where students rely on their guidance counselors to plan their year for them. At MLWGS, guidance counselors and teachers are like the coaches. They could offer plans, suggestions, and guidance, but ultimately the students (the players) had to win the game.

First students had to fill out a course survey that shows the school where interest lies; this was like a preseason where the competition was established for certain classes.

Next was where the Science of Bracketology comes into play. Students analyzed the master class schedule like eager fans predicting who they thought will make it through the draw. They view the timetable and develop multiple strategies

and scenarios for trying to obtain their prize, the perfect schedule.

The big day, registration day, was what all the hard work and planning boils down to. Students registered for classes on Wednesday, March 15 at 9:00 a.m. for rising seniors and 12:30 for rising juniors. Rising sophomores registered on the sixteenth at 2:00 p.m.

The Cinderellas were expected to have the hardest time since they will have to hustle to obtain the final slots in many classes. Freshman Charles Cappuano had to settle for Global Studies first period instead of seventh.

"It's pretty detrimental because...I might fall asleep if it's first," he said.

Some may have suffered from the agony of defeat; the feeling of being turned away from an already full class. As students shuffled through the madness it was important to realize that, while they may not have gotten that perfect schedule, there is always another year, another chance to win, and a "coach" to help guide the way.

"It's exactly how I thought it would be. I love it." said Nora Linkous ('09).

MLWGS Sports

Scores

Boys' Soccer (2 - 1)

Prince George 0, MLWGS 2
 Monacan 1, MLWGS 2
 Midlothian 1, MLWGS 0
 3/27 MLWGS vs. L.C. Bird
 3/30 MLWGS vs. T. Jefferson
 4/04 Patrick Henry vs. MLWGS
 4/06 Hermitage vs. MLWGS
 4/18 MLWGS vs. J.R. Tucker
 4/20 MLWGS vs. Collegiate
 4/27 MLWGS vs. Hermitage
 5/02 D. Freeman vs. MLWGS
 5/04 MLWGS vs. Patrick Henry
 5/09 MLWGS vs. T. Jefferson
 5/11 Mills Godwin vs. MLWGS
 5/16 MLWGS vs. Deep Run
 5/18 J.R. Tucker vs. MLWGS

Softball (0 - 2)

MLWGS 0, Hermitage 9
 Mills Godwin 16, MLWGS 1
 3/21 MLWGS vs. Henrico
 3/24 Deep Run vs. MLWGS
 3/28 MLWGS vs. Patrick Henry
 3/31 John Marshall vs. MLWGS
 4/03 MLWGS vs. Collegiate
 4/04 MLWGS vs. D. Freeman
 4/06 J.R. Tucker vs. MLWGS
 4/17 Highland Springs vs. MLWGS
 4/21 Hermitage vs. MLWGS
 4/25 MLWGS vs. Mills Godwin
 4/28 Henrico vs. MLWGS
 5/02 MLWGS vs. Deep Run
 5/05 Patrick Henry vs. MLWGS
 5/09 MLWGS vs. John Marshall
 5/12 D. Freeman vs. MLWGS
 5/16 MLWGS vs. J.R. Tucker
 5/18 H. Springs vs. MLWGS

Girls' Soccer (0 - 2)

Manchester 7, MLWGS 4
 MLWGS 1, Lee Davis 4
 3/21 MLWGS vs. Hanover
 3/27 L.C. Bird vs. MLWGS
 3/30 MLWGS vs. T. Jefferson
 4/04 MLWGS vs. Patrick Henry
 4/06 MLWGS vs. Hermitage
 4/18 J.R. Tucker vs. MLWGS
 4/20 MLWGS vs. Colligate
 4/27 Hermitage vs. MLWGS
 5/02 MLWGS vs. D. Freeman
 5/04 Patrick Henry vs. MLWGS
 5/09 MLWGS vs. T. Jefferson
 5/11 MLWGS vs. Mills Godwin
 5/16 Deep Run vs. MLWGS
 5/18 MLWGS vs. J.R. Tucker

Baseball (0 - 2)

MLWGS 0, Hermitage 14
 Mills Godwin 7, MLWGS 2
 3/21 MLWGS vs. T. Jefferson
 3/24 Deep Run vs. MLWGS
 3/28 MLWGS vs. Patrick Henry
 3/31 John Marshall vs. MLWGS
 4/04 MLWGS vs. D. Freeman
 4/06 J.R. Tucker vs. MLWGS
 4/17 MLWGS vs. H. Springs
 4/19 MLWGS vs. Henrico
 4/21 Hermitage vs. MLWGS
 4/25 MLWGS vs. Mills Godwin
 4/28 T. Jefferson vs. MLWGS
 5/02 MLWGS vs. Deep Run
 5/05 Patrick Henry vs. MLWGS
 5/09 MLWGS vs. John Marshall
 5/12 D. Freeman vs. MLWGS
 5/16 MLWGS vs. J.R. Tucker
 5/18 H. Springs vs. MLWGS

Outdoor Track

4/26 Deep Run vs. J.R. Tucker vs. MLWGS
 4/28 Lee Davis Invitational
 5/03 MLWGS vs. T. Jefferson vs. J. Marshall
 5/10 D. Freeman vs. MLWGS vs. Hermitage

Girls' Tennis (1 - 0)

Patrick Henry 1, MLWGS 8
 3/27 MLWGS vs. H. Springs
 3/28 T. Jefferson vs. MLWGS
 3/30 Hanover vs. MLWGS
 4/03 Armstrong vs. MLWGS
 4/04 MLWGS vs. T. Jefferson
 4/06 MLWGS vs. Hermitage
 4/18 Mills Godwin vs. MLWGS
 4/02 MLWGS vs. J.R. Tucker
 4/25 Deep Run vs. MLWGS
 4/26 H. Springs vs. MLWGS
 4/27 MLWGS vs. Patrick Henry
 5/01 J.R. Tucker vs. MLWGS
 5/02 D. Freeman vs. MLWGS

Boys' Tennis (1 - 0)

MLWGS 7, Patrick Henry 2
 3/27 Armstrong vs. MLWGS
 3/30 MLWGS vs. Hanover
 4/03 MLWGS vs. Armstrong
 4/04 T. Jefferson vs. MLWGS
 4/06 Hermitage vs. MLWGS
 4/18 MLWGS vs. Mills Godwin
 4/20 J.R. Tucker vs. MLWGS
 4/25 MLWGS vs. Deep Run
 4/27 Patrick Henry vs. MLWGS
 5/01 MLWGS vs. J.R. Tucker
 5/02 MLWGS vs. D. Freeman
 5/04 MLWGS vs. Hermitage

New star rising at MLWGS

Deirdre Gill is aiming to break many MLWGS records in her next three years.

Chris Stack

Jabberwock Staff Reporter

It's been said that records are made to be broken. Freshman Deirdre Gill will be spending her next three years trying to prove this saying true.

Gill, a freshman at MLWGS this year, played field hockey, ran indoor track, and is now beginning the soccer season at MLWGS.

"It was always my dream when I was a kid to be a sprinter."

"I always do better in school when I'm doing a sport."

She has already made some major achievements this year as a freshman. In the fall, she made the varsity field hockey team, which had one of its best seasons with only one loss. She and Alyssa Mullins ('06) were the leading scorers for the team. In indoor track Gill broke the record for the 500 meter dash, and the 4 X 800 team she was on, made it to States. She also made varsity soccer this year.

"It was always my dream when I was a kid to be a sprinter," said Gill ('06). As you can see she has been interested in track for a long time. That's why it is so hard to believe that running track is a new addition to her



Deirdre Gill dribbling the ball during a field hockey game.
Picture courtesy of Mr. White.

sports career. As for other sports she began playing recreational soccer when she was 5 and moved up to the travel team in the third grade. For field hockey she played intramurals in elementary school and then began to play seriously during Middle School.

In field hockey her position is forward. This means that she is responsible for scoring the goals on the field. Her position for soccer is mid-field. This means her job is to run up and down the field to participate in offense and defense.

"I always do better in school when I'm doing a sport," said Gill when asked if the sports got in the way of school. "I remember I took a season off once in 7th grade and hated it. I couldn't wait to get back out there."

"I just love playing sports. And when you love doing something you want to practice it so you can get

"I just love playing sports. And when you love doing something you want to practice it so you can get better."

better." Said Gill, this how she became so good at these sports.

"We used to play sports together in the street all the time," said Gill talking about her brother alumni Luke Gill ('05) also played sports here. He played volleyball in the fall and soccer in the spring.

"I'm at least going to play hockey, soccer, and track through high school," Gill said about her future in sports. "Of course I've thought about playing soccer or hockey or running track in college."



Deirdre Gill fighting for the ball with Catherine Litteral during practice.
Picture Courtesy of Chris Stack.

Girls Varsity Track Races for the Finish

MLWGS Girls Varsity Track Stars Compete at the AAA State Track Meet

Ira Calos

Jabberwock Staff Reporter

The six MLWGS Girls Varsity Track team made it to the AAA State Track Meet.

The track team members were all very excited that they were able to make it to the next level.

“At the beginning of the season nobody would’ve thought we’d be going to states. It’s always worth going to states even though we didn’t place,” said senior Tracy Jennings.

Jennings, along with Diedre Gill ('09), Alyssa Mullins ('06) and Abbey Thibeault ('08) ran together in the 4x800 meter relay race.

Natalie Davis ('08) competed in the 1600 meter (1 mile) race, Suzannah Piersol ran the 3200 meter (2 miles) race, getting a personal best time of 11:41:19.

Sam Blankenship pole vaulted in the meet held March 3-4 at George Mason University.

To get to the championships, each competitor had to be extremely accomplished in the sport. To qualify, competitors had to meet strict time and district place qualifications.

At the meet, each individual contributes to points earned for the team. The fastest eight runners or teams, the highest eight pole vaulters, and the farthest eight long jumpers would earn points whereas anyone after the cutoff point would not count for or against the team’s score.

First place in a race or heat would earn a team ten points, second—eight points, third—six points, fourth—five points, and each place below that would get one point less than the previous.

Blankenship, MLWGS’ competitor closest to placing in the meet, was the ninth highest pole vaulter. She cleared nine feet and six inches, a mere six inches below Emma Dejarnette from Atlee High, the eighth place competitor.



Diedre Gill runs with the baton in the 4 by 800 meter race. Photo by John



Suzanna Piersol runs in the 3200 meter race at the AAA State Track Meet. Photo by John Herzog.

“I want to place in states next time, but it was great to watch the people that you never really get to compete against,” said Blankenship.

“We got there, and that’s a big accomplishment especially because we are such a small school,” Said Thibeault. Like Blankenship, Thibeault was glad that she was able to compete with her friends and teammates. The 4x800 meter relay team that she was on didn’t place in states, but to qualify had to be one of the top three teams in the region or have a time of 9:48.

Jennings, who ran with Thibeault in the 4x800 relay was disappointed that they didn’t win any awards at states, but “[going to states] gives you something to work towards.”

Whitcomb Court Renovation is Underway

NHS students put all of their focus on a project to help underprivileged youth

Anna Mohan

Jabberwock Staff Reporter

Sometimes it makes sense to put all of your eggs in one basket, at least according to the MLWGS National Honor Society (NHS), which has just begun their newest project: renovating the Whitcomb Court playground.

“We thought that we’d have a stronger impact on the community if we focused all of our resources on a single project, rather than participating in a bunch of different organizations,” said Sami Aboulhosn ('06), who is co-president of NHS along with Michael Althoff ('06).

In past years, NHS has volunteered for Habitat for Humanity, Central Virginia Food Bank and Interfaith Housing, spreading their time out over several projects.

The playground at Whitcomb Court is in the back neighborhoods of Church Hill, and unfortunately, it has fallen into



Old equipment at the Whitcomb Court playground. *Photo by Crista Hamilton.*

disrepair. The playground is no longer a safe environment for the children living in Whitcomb Court.

The NHS was awarded \$3000 by the Youth Philanthropy Project in order to complete their project. Once in posses-

sion of the grant, students began work on the playground February 25. Work is scheduled to finish on March 25.

During the six-hour work session, the students participated in various laborious activities from power washing to repainting, rust-removal and re-mulching.

“We’ve cleaned up and repainted the playground, cleaned up the basketball court, repainted the poles and backboards, replaced the hoops, repainted lines on the court, cleaned the infield of the baseball field,” said Aboulhosn.

Upon completion of the project, NHS members plan to host a social event for the workers and open to all local residents in order to see the progress that has been made, have a good time, and rededicate the playground.

“The excitement of the work in Whitcomb Court was amplified by the broad support of the community, as we worked side by side with children of the community,” said NHS member Winston Stagg ('06).

The NHS hopes that this project will pave the way for future generations to continue maintenance of the playground or engage in other projects around the community.



A graffiti-covered basketball hoop at Whitcomb Court playground. *Photo by Crista Hamilton.*